

STATE OF NEW JERSEY

---

ANNUAL REPORT

OF THE

**State Board of Education**

AND THE

**Commissioner of Education**

TO THE

**Legislature of the State of New Jersey**

(Pursuant to R. S. 18:2-10)

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**New Jersey State Library**



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## FOREWORD

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

The State Board of Education and the Commissioner of Education present the following report for the year ending June 30, 1948:

The current political, sociological, and economic conditions of the year 1947-48 affected the public schools. Production and employment were at high levels. Television was just making its appearance; the introduction of a television receiver in a school was a noteworthy event. In Newark, the recently completed school radio station was dedicated and relevant student-teacher workshops were initiated. According to a report of the New Jersey Department of Agriculture, the cost of living had reached an all time high in August, 1947. Accordingly, the purchasing power of the dollar reached a new low—only 59.6 cents worth of 1939 goods and services. Realtors had long lists of people seeking living quarters. Consequently, the cost of personnel and services in the schools rose rapidly because of the lower value of the dollar. Meantime, there was little increase in assessments on real estate. Although the purchasing power of local school districts has not increased, their budgets and tax rates have become matters of serious concern.

To help local school districts solve this financial problem, the 1948 Legislature passed the Armstrong Bill providing for the distribution of additional moneys at the same amount per pupil in average daily attendance throughout the State. The commission recommending the bill recommended an appropriation of \$13,000,000. The Legislature raised the minimum salary for teachers to \$2,000 per school year. The act permitting temporary bonus payments to county, municipal and school employees was renewed. For retired teachers, a minimum annual pension of \$400 was established. These legislative enactments will be very helpful.

While the schools were outlining courses for the study of international relations and the promotion of an honorable peace, a mounting concern appeared for strengthening our American Democracy against the attacks of totalitarianism. The United States Office of Education launched its campaign for the inculcation of Zeal for American Democracy. In New Jersey, school administrators and representative teachers, in a state-wide meeting led by the Commissioner of Education, reviewed successful instructional practices and exchanged ideas about procedures designed to promote loyalty, based upon understanding, to the principles upon which our Nation was founded. These practices and procedures were drawn from experience based upon the long standing interest of our schools in the teaching of character and citizenship.

Other phases of citizenship training were given new impetus. A committee on Inter-Group Relations was appointed by the Commissioner to develop better understanding among school children of the dignity of the individual and of social responsibilities. In the summer of 1947, the State University established a workshop in Human Relations. School organization and procedures became more democratic. Adult schools offering many opportunities for the enlightenment of citizens had tripled their enrollments during the preceding three years.

Committees of teachers and school administrators, under the leadership of the State Department of Education, were working to improve the offerings of the schools. Special attention was given to the instruction of handicapped children, to the articulation of the various levels of the school system, and to the promotion of practical education in the secondary schools. More use was made of the results of scientific research about how children grow and learn and more encouragement given to the in-service training of teachers. Attention was called to the value of such laboratories as the Reading Clinic at the Glassboro State Teachers College. In the vocational field, improved instructional methods

developed in the War Training Program were applied to the day vocational schools. Greater emphasis was given to the evaluation of results.

At the higher education level, studies were made of future needs. Regulations for accreditation were improved and clarified. In order to provide instruction for veterans, all universities, colleges, and teachers colleges found ways of securing greater facilities and made innovations in organization and administration. Although the enrollment of veterans was nearing its peak, and would recede gradually, administrators predicted that the civilian enrollment of the next two decades would be considerably greater than that of 1939. To provide for these students in the field of higher learning has become a serious problem. The opportunities for pupils now in our elementary and secondary schools to pursue their studies in institutions of higher learning are of vital concern to all interested in the efficiency of our school system.

The teacher shortage continues to be acute. The report of the Department committee to study teacher shortage and related problems may be summarized as follows:

1. A growing increase in pupil enrollment is evident in the elementary grades K-6. During the past two years, the K-6 enrollment increase has amounted to 31,135 pupils.
2. The critical condition of a high rate of teacher replacement reported in 1946 has become more acute. In four counties in the State, during the past three years, the number of teachers new in their positions equals nearly two-thirds of the total number of teachers.
3. There is a teacher shortage of approximately 2,500 teachers in the State. This is almost one-tenth of the total number of teachers on the staff.
4. There has been a loss in the competitive position of New Jersey with other states for the employment of teachers.
5. The birth rate increase during the past eight years indicates that the present growth in enrollment which is evident in the elementary grades will continue throughout the grades

and the wave of increase will reach grade seven about 1954 and grade ten about 1957.

Because the increase in enrollment in institutions preparing students to teach in the elementary schools are far from enough to care for the present and prospective enrollments in the elementary schools, the shortage of teachers will continue and salaries for teachers will undoubtedly become higher.

Shortages in building facilities also result from greater enrollments. Because few new buildings have been constructed during the last fifteen years, many are now obsolete and unfit for use. At the same time, the costs of construction are nearly double those of 1930. In some cases a consolidation of school districts would result in increased ability to pay for new buildings and in better returns for the moneys appropriated for the operation of the schools. It is apparent that a building program with some grants-in-aid is necessary.

In the following reports from the heads of the divisions of the Department, of the Manual Training and Industrial School, and of the New Jersey School for the Deaf, will be found interesting statements of developments in the various phases of the program of public education in New Jersey.

#### *AN EXPRESSION OF APPRECIATION*

To the local boards of education; to the administrators, teachers, and other employees of the school districts, teachers colleges, institutions of higher learning, the School for the Deaf, the Manual Training and Industrial School at Bordentown, and other institutions with which the Department of Education is concerned; to the Advisory Boards and staffs of the Division of the State Library, Archives and History and of the Division of the State Museum; to the staff of the Department of Education; to the State Federation of District Boards of Education, the New Jersey Education Association, the New Jersey Congress of Parents and Teachers, and other organizations interested in public education; the State Board of Education and the Commissioner of

Education extend their thanks for continued, loyal cooperation during the past year. To the Governor and Legislature of the State of New Jersey, they express their gratitude for the opportunity to serve in the cause of public education and for thoughtful and sympathetic consideration of the needs of public education.

Respectfully submitted,

THE STATE BOARD OF EDUCATION

Gustav A. Hunziker,  
President

and

John H. Bosshart  
Commissioner of Education

## DIVISION OF CONTROVERSIES AND DISPUTES

During the year, legislative matters consumed a great deal of time. An unusual amount of legislation was brought up for consideration. There were numerous requests for assistance in the preparation of proposed legislation. Bills introduced in the Legislature had to be studied with respect to their effect upon the school system. Many group and individual conferences were attended where legislation was being discussed.

An ever-increasing amount of time is being spent in giving information regarding the bearing of school law on problems arising in the conduct of the schools. There is also a growing number of requests to attend meetings of school board members, school administrators, teachers, and club groups to discuss school problems.

In the work involving legal matters, the Division has had the invaluable assistance of Deputy Attorney General Theodore A. Backes. He has given generously of his time and counsel.

*Important New Legislation*

*P. L. 1948, c. 176*, establishes \$2,000 per academic year as the minimum compensation of a teacher in any school district.

*P. L. 1948, c. 162*, authorizes a board of education to rent buildings for school purposes, on a year-to-year basis in case of emergency, without previous consent of the legal voters, and to take an option, not to exceed one year in duration and not to exceed \$100, on the purchase of land.

*P. L. 1948, c. 66*, provides for the distribution of any "additional State aid for schools" appropriated by the Legislature on the basis of the statistics used in distributing State aid under the provisions of Chapter 63, Laws of 1946.

*P. L. 1948, c. 133*, requires buses used to transport public school children to and from school to be equipped with identification and warning lights and to display signs to inform the driver of a vehicle concerning the duty imposed upon him by law to stop when a school bus is loading or unloading.

*P. L. 1948, c. 141*, empowers the Commissioner of Education to accept on behalf of the State, grants, bequests, and donations for the benefit of any division or bureau established in the State Department of Education, or of any teachers college, school or institution of learning under the control of the Commissioner of Education and the State Board of Education.

*P. L. 1948, c. 61*, enables a municipality and its coterminous school district to jointly acquire property for and to improve, operate and maintain playgrounds, playfields, gymnasiums, public baths, swimming pools or indoor recreation centers and to appropriate money therefor.

#### *Recent Decisions*

It was necessary to prepare formal decisions in only seven cases during the year. Two decisions dealt with transportation matters, one with tenure, and four involved recounts of ballots cast in annual school elections. Of the seven decisions, two which are of general interest are summarized here.

In the case of *Crater vs. Board of Education of the Township of Bedminster*, the Board of Education refused to award a transportation contract to the low bidder for the reason that he was not a responsible bidder. As required by law, the Board granted a hearing to the low bidder, who had transported pupils in the school district for twelve years. After hearing testimony, the Board declared him an irresponsible bidder for the reason that his services had not been satisfactory during the previous years. It was stipulated that there was no question regarding the low bidder's financial responsibility and equipment.

The Commissioner held that matters in dispute with reference to the performance of a previous contract do not constitute grounds for declaring a bidder irresponsible if the disputed matters can be taken care of in a properly drawn contract. The Commissioner decided that in the case under consideration the matters in dispute could have been taken care of in a properly drawn contract and, hence, did not constitute grounds for declaring the lowest bidder irresponsible.

In the case of *Martin vs. Board of Education of the City of Trenton*, it was held that a period of service as a "temporary teacher" in the place of a teacher absent in military service does not count toward the acquisition of tenure, even though the temporary teacher performed the usual duties of a regular teacher.

## DIVISION OF ELEMENTARY EDUCATION

### THE SITUATION FIVE YEARS AGO

The United States became a participant in the second world war. The Elementary Division was concerned with protecting elementary school children as far as possible from the harmful effects of war, and helping them find appropriate ways of aiding in the war effort. Much of the time of the staff was used in promoting and supervising the child-care program for children of working mothers, in guiding school war service programs into educationally sound channels, and in working to keep the elementary school a stable, healthful center for children in an otherwise unsettled world.

### *The Task That Lay Ahead*

With the end of the war in prospect, the major tasks facing elementary education became apparent. Three seemed most important.

The first task was one imposed by society. It was to "demobilize the children," to educate them to live in a nation and world seek-

ing peace and a broader realization of the ideals of our American Democracy. The curriculum must be planned so that children might acquire the skills, attitudes, and understandings needed for good citizenship and for living in a world in which the only ultimate hope of peace is cooperation.

The second task stemmed from the needs of the children. Scientific research in the area of child study had accumulated a large and significant body of knowledge about the nature and needs of children and the educational conditions which foster maximum growth and development. Although notable progress had been made, educational practice failed to make widespread use of the findings of research. The second task, then, was to promote study, by teachers and others, of children and how they learn and through application of this understanding to foster the widespread improvement of educational programs, especially of curriculum and guidance. These programs should be shaped to take into account the facts that experience is a vital factor in learning, that interest and purpose provide powerful motivation, that children have basic needs which the school and home should cooperate in meeting, and that children differ in background, native endowment, and rates of growth. The school's program should be based on respect for the personalities of all the children, concerned with their all-round development, and full of the problems of living in the modern world.

The first two tasks could not be performed except in conjunction with a third one, to make the public, especially the parents and school board members, partners in the school program. This cooperative relationship was needed, not alone to assure general support of the schools, but to enable home, school, and community to work with common understanding, toward common goals in providing maximum development for all of the children.

It was assumed that these tasks could not be performed on a sound or permanent basis through imposing programs or through "selling" ideas by high pressure methods. Instead, widespread

voluntary participation would be necessary through which teachers and parents as well as those in supervisory and administrative positions would help in making policies and developing programs. Leadership at state and local level must be democratic.

#### PROGRESS MADE IN FIVE YEARS

##### *Guiding the Development of Local Curriculum Programs*

The Division has operated on the belief that each local school system must develop its own course of study in order to meet the particular needs of its own children and to utilize the resources of the community. In this planning, the State has a responsibility for helping local districts develop sound programs. The major way in which the Division has discharged this responsibility is through a series of curriculum guides, the Elementary School Bulletins. These have been developed to meet general needs in the State with the help of committees of people from the field, and made available through the county superintendents to local districts who request them. Help in using them has been supplied by the Division in conjunction with its county staffs.

During the past five years, the Division has developed or cooperated in developing the following State bulletins or guides:

*The First Year in School*

*Building Citizenship in a Democracy Through the Social Studies*

*Self-Evaluation in the Elementary School*

*The Classroom Teacher Can Help the Handicapped Child*

*Education for Family Life in the Primary Grades*

*Promotion and Grouping*

The bulletins in process of preparation include curriculum guides for arithmetic, art, music, and health education for the elementary school teacher, and for science and the language arts for both elementary and high school.

*Emphasis on Citizenship Education*

A committee representing all major groups in elementary education worked over a period of four years to prepare *Bulletin No. 10*, "Developing Citizenship in a Democracy Through the Social Studies." The bulletin went through several revisions as suggestions were received from people in the field. In final form it described the means by which children could be developing the attitudes, skills, and knowledge necessary for effective citizenship in the community, the nation, and the world. It was specially planned to prepare children to live as free men in a free society.

The Bulletin was distributed together with a set of suggestions for its use by classroom teachers. Later *Bulletin No. 10A* was issued, describing trends in content placement.

Meetings and workshops were held all over the State in which the Bulletin was studied and plans made for work on local courses of study. The Division staff visited schools in all 21 counties to observe teaching in order to record and share good programs. A questionnaire covering 240 districts showed that 200 were using *Bulletin No. 10* in modifying their programs.

*Workshops*

The Division has promoted many workshops in county and local school systems. In these workshops, teachers, and frequently parents, have worked on problems which they have suggested. Some boards of education have given teachers extra days for workshop attendance and helped pay for consultant service.

For two years the helping teachers have financed an annual workshop and carried it on with help and guidance from the Division, as their own major in-service project.

Helping teachers have conducted workshops at Trenton State Teachers College and Rutgers University during summer sessions for untrained teachers and those returning to teaching after an interval.

## SCHOOL REPORT

*Programs for Young Children*

In 1946, the State Legislature (P. L. 1946, c. 303) gave the State Department of Education the responsibility of licensing non-public-school programs for children below six years of age. To enable the Elementary Division to meet this responsibility, an assistant in early childhood education was added to the Division. Great progress has been made in initiating, developing, and guiding State programs for young children.

With the aid of a committee of nursery school consultants, tentative standards for child care centers have been set up, have been tested through use, and will be revised next year. Approximately 350 nursery schools and other child care groups have been, or are in the process of being, licensed. Sub-standard programs, many of which tend to become hindrances to children in their later school life, are gradually being eliminated. Extension courses have been made available through the State colleges and the State University to help centers meet the standards regarding teacher training. The Division has cooperated with the New Jersey Nursery Education Association, a growing organization of teachers and parents.

*Programs for Five-Year Olds*

The State Constitution requires the public schools to accept children five years of age. As a result, many school systems which did not have kindergartens have placed children just entering school in the first grade with programs which were unsuited to children of this age. With the publication of Bulletin No. 8, "The First Year in School," the Division has made an intensive effort to correct this situation. A considerable number of school systems now have kindergarten programs or a satisfactory equivalent "pre-first grade" program. It appears that it will be only a matter of time until five-year olds will no longer be subjected to the harmful effects of a curriculum too advanced for their maturity.

*Helping Children With Special Needs*

*Handicapped Children*—The Elementary Division has some responsibility for the education of handicapped children but no specially trained staff. Therefore, the most effective way to work seems to be through stimulating and coordinating leadership in the field. An outstanding example of this has been the New Jersey Conference on Handicapped Children organized by the Division in 1945 and active under its leadership ever since. The Conference serves as a clearing house for its members and has done much to create understanding and stimulate united effort. Its first product was a handbook for classroom teachers published by the Department as Bulletin No. 12, "The Classroom Teacher Can Help the Handicapped Child."

*Children of Migrant Workers*

Every summer, hundreds of "children-on-the-move" come into New Jersey with their families of agricultural migrant workers. These children are an underprivileged group with little or no schooling, living in substandard conditions and denied a sense of belonging to any community.

The Assistant Commissioner for Elementary Education represents the Commissioner of Education on the Migrant Labor Board. At the request of this Board, and using funds from the State Department of Labor, the Division of Elementary Education has for two years planned and directed a school for children of agricultural migrants at Freehold. This school has been headed both years by a helping teacher. It has emphasized health, recreation, human relations, and the fundamental skills. The school has received national notice. It will be conducted again next year.

Schools in southern and central New Jersey have been making progress in meeting the needs of children of agricultural migrant workers who are in the communities during a large part or all of the school year. An outstanding example of this is the large num-

ber of children from the Japanese relocation centers who have been absorbed without conflict in the Seabrook School in Cumberland County.

### *Encouraging Experimentation*

One factor in gradually moving the whole body of educational practice ahead is experimenting along the frontiers of education. Unfortunately, the Division is not staffed to carry on or to promote research and experimentation but it has tried to encourage and give publicity to projects which have shown promise. One illustration of this is the child study program which is being tried out in various districts in the State. In this program teachers, working in small groups under their own leaders, each study one of their own pupils for three years. Through this study and with the help of consultants, they learn the techniques of child study and acquire in a functional way a large body of scientific information about children and how they develop.

### *Evidences of State-wide Cooperation and Contribution*

One of the most heartening outcomes of the work of the past five years has been the gradual, steady growth of cooperative relationships with the field. Throughout the State, school systems, organizations and individuals concerned with elementary education are turning in increasing numbers to the Division for assistance and are in turn helping with the state-wide program. Some examples of this follow.

The county superintendents and helping teachers have been carrying on county-wide programs of curriculum development, using the services of the central staff and contributing help and information to them in return. Helping teachers have been active on State curriculum committees, giving extension courses and acting as consultants in workshops and conferences in districts outside their counties.

The elementary supervisors in town and city districts have met twice a year with the Division staff at their own request. They,

too, have served on State committees and exchanged services occasionally with other districts.

Organizations such as the Classroom Teachers Association, the Association of Elementary School Principals, the New Jersey Association for Supervision and Curriculum Development, and other groups have worked with the Division in serving on curriculum committees. Staff members have been invited to speak at their conferences.

The Division has cooperated with various other groups not directly a part of the public school system. It has conducted a monthly page in the *New Jersey Parent Teacher*. It has written frequently for *Health Education*, the organ of the New Jersey Tuberculosis League, and served on interdepartmental committees such as the Dental Health Education Committee.

#### PRESENT IMPEDIMENTS TO PROGRESS

Two conditions now in many of the elementary schools slow down or stop progress toward improved educational programs. One is the teacher shortage which has brought into the elementary schools over 2,000 teachers on sub-standard certificates. Many of them are people of ability, deserving of gratitude for helping to keep the schools in operation. But the fact remains that many of them are untrained for work with young children or have been away from teaching so long that they are out of touch with modern methods.

The second condition is overcrowding. The size of classes has been mounting rapidly. The "war babies" are now in the kindergarten and primary grades. They will keep coming into our schools for several years, with overcrowding gradually moving up into the middle and upper grades of the schools. Many children are in emergency classrooms.

Capable teachers have become increasingly aware of the individual differences among children and of the corresponding

need to work with them as individuals and in small groups. They know, too, that children should have opportunities to be active, and to learn through physical as well as mental activities, and are aware of hazards to health and safety in overcrowding rooms and schools. But, when classes are too large, they cannot put into practice what they know. The work of the helping teachers is invaluable during this emergency of teacher shortage and school overcrowding, for the pressures are heaviest in the rural areas which have the least financial ability to support education.

#### FUTURE PLANS

There are certain lines along which it seems especially necessary to work in the years immediately ahead:

1. More effective means are needed to get face-to-face contact with the great number of workers in the field. Some plan should be worked out in cooperation with county superintendents for regional workshops and conferences, especially of supervising principals in the smaller districts.

2. More effective articulation is needed between the various levels of the school—nursery, kindergarten, elementary, and high school—and between pre-service and in-service education of teachers.

3. Continued guidance should be given to the state-wide curriculum development program. Needs have been expressed for State bulletins and guides in the following areas:

The County Staff of the State Department of Education

Planning the school day

Evaluating and guiding child growth, pupil records and reporting

Developing sound pupil relationships, habits and activities

The physical environment of the school

In-service education of teachers

Meeting problems of overcrowded classrooms

4. An additional field worker is needed to help carry out the Department's legal responsibility to license nursery schools.

5. A state-wide program for handicapped children should be formulated and promoted. One important means by which this can be done is by providing full time, expert supervision by the State Department of Education.

### DIVISION OF SECONDARY EDUCATION

Much of the report on the work of the Secondary Division for the year 1947-48 is virtually a chapter of a story which began in earlier years. Certain of this year's happenings, to be understood, must be viewed in the setting of prior events. Material is included here, the presence of which is to be justified by its relation to 1947-48 doings, rather than by dates.

#### *Curriculum Development*

Soon after the close of the war the secondary schools began to study their curricula. There have been many revisions, ranging from changes in certain one-year courses to such comprehensive overhauling as has been done in South Orange-Maplewood with its entire curriculum philosophy, or in Newark by organizing the secondary school studies into one curriculum made up of constants with variables. School systems like Bloomfield, Montclair, and Union, have undertaken surveys with the aid of university faculties. At Bordentown High School a two-year experiment was conducted in the teaching of "slow" students. Some sixteen high schools have introduced courses in Driver Education, with behind-the-wheel instruction.

In the fields of Industrial Arts and Home Economics the question of amount of diploma credit to be assigned has been a persistent issue. With the assistance of a number of interested schoolmen and women a set of principles has been worked out, by which all concerned can agree upon the amount of diploma credit which any high school course should have. A number of the

schools have since revised some of their offerings in these and other laboratory type fields, in harmony with these principles.

The national Life Adjustment Education movement, after two years of preliminary work, is now getting under way. The New Jersey State Department of Education is asked to be the liaison agency between the national commission and the New Jersey high schools in this movement. Our Secondary Schools Advisory Committee has consented to be the Steering Committee. The planning has progressed to a point at which a number of schools have agreed to initiate curriculum experiments. Such enterprises must be carried out with the greatest of care, with planning, evaluating, and recording. Some financial provision for extra services is necessary.

#### *Supervision by Invitation*

There is a psychological advantage for the supervisor in a situation in which his advice is solicited rather than offered. Therefore, the Division does all it can to encourage the principals and teachers to invite comment upon their plans and proposals. That practice seems to be growing. Persons and groups of persons come to the office to confer about such matters, and members of the Division go on invitation to confer with groups in the offices and classrooms. Not a week goes by without one or two such conferences, and three a day is not uncommon. In addition, there are many inquiries by mail and by telephone.

#### *The Secondary Bulletin*

The Secondary Bulletin has been issued five or six times per year. It keeps the school principals posted as to new regulations, unusual instructional materials, noteworthy practices in the high schools, and movements of national scope. It serves both as a kind of circulatory medium, and as a means to unity and common understanding.

#### *Accreditation Procedures*

Accreditation activities are, in the main, two: the routine in-

spection of the schools, and the examination of proposed changes in organization and curriculum.

Throughout these five years the Division has struggled to keep up a schedule of visiting, along with the numerous other things which it was necessary to do. It soon became evident that the theoretical plan of a visit every two years was impossible, and it was evident that no one in the Division had ever done so. The Commissioner and the State Board of Education have now agreed to extend the period of approval to five years. The Division plans now to first bring all schools up to date and then make a schedule which will keep them there.

We have systematized the approval of changes in curriculum and organization in such a way as to save the time of all concerned. The blank which is used seems to streamline the operation.

#### *Rating Scale for Secondary Schools*

A radical revision of the rating scale was worked out in 1944-45, and distributed to the principals. Its popularity, in this State and elsewhere, is attested by the fact that the supply was exhausted during the first few months. It appears to be quite adequate for its purpose. It is the custom to sit down, at the end of a day's inspection of a school, with the authorities and apply the scale to the school. It provides both a means of rating and a strong impetus to improvement. An early revision is being planned on the basis of current experience.

#### *Regional High Schools*

The period of the past five years has not been a favorable one for the setting up of regional high schools. Money troubles, and high building costs have discouraged such enterprises. One such school is in process of organization in Hunterdon County. Four others are still in the discussion stage. The fact that New Jersey high schools are, on the average, the largest of all the states of the Union, stimulates all our smaller schools to try to set up an organization which will give rise to larger student bodies. A

turn for the better in financing would soon result in three or four new regional high schools.

### *Guides in Subject Matter Fields*

The preparation of State guides for instruction in the various fields has not been a major activity in the Division, as far back as our records go. Since in this State the local board of education is responsible for the district's curriculum, our responsibility in that area is not like that in some of the states. Such guides as we may promote can only be offered to the various schools, to be used as they choose. We have, however, promoted the preparation and distribution of some, and others are in preparation.

The following bulletins, most of which are the result of several years' study and planning by committees have recently been completed, at least to the stage of being in the hands of the printer.

Introductory Business Training

A Guide for the Study of the New Jersey Constitution

Recommended Activities for Industrial Arts Classes in  
the Secondary Schools

A Guide for the Teaching of United States History

A Survey of Business Education in New Jersey

Two committees are now at work on the preliminary steps of developing, respectively, a guide for secondary school mathematics and a guide for Spanish.

### *Secondary Schools Advisory Committee*

Since 1944, the Division has had the help of the Secondary Schools Advisory Committee in certain decisions and undertakings. This is a group of twelve principals and directors of secondary education, distributed geographically over the State. Since its organization, one member after another has withdrawn because

of promotion to a higher responsibility, and one has retired. Only five of the original group remain.

Some of the meetings have been devoted to administrative policies affecting the schools: the Rating Scale, the Special Secondary School Classes for Veterans, etc. In 1944-45, the Committee conducted twenty-four conferences on mental hygiene, which were attended by more than a thousand teachers, parents and administrators. In 1945-46, conferences were held in the twelve areas to report progress on the development of the United States History Guide and to get the reactions of all concerned to the direction in which the enterprise was moving. At this writing, the Committee is acting as the Steering Committee for New Jersey's participation in the national Life Adjustment Education movement.

#### *Cooperation with Educational Organizations*

As these five years have passed, the members of the Division have had an increasing part in the activities of the voluntary educational organizations of the State. Practically all of them have called upon the Division at one time or another for help of some kind. The Division members serve, for example, upon the Board of Directors, the Board of Governors, or the Executive Committee of the Association of Secondary School Principals; the Secondary School Teachers Association; the Junior High School Principals; the Council for the Social Studies; the Council of Education; and the Schoolmasters Club.

In addition to the New Jersey Associations, various organizations of regional and national scope have called upon the Secondary Division, such as the Middle States Association of Colleges and Secondary Schools, the National Association of Secondary School Principals, the Committee on Curriculum Organization and Development, the Commission on Life Adjustment Education, the Economics Workshop, and the United States Office of Education.

## MISCELLANEOUS TRENDS

*Teacher Turnover*

The teacher turnover in the high schools has remained relatively constant in the last five years. Each year approximately one-ninth of all secondary school teachers are serving for the first time in the school where they are teaching. This is evidently too large to be healthy. The number of teachers who leave the profession to go into other occupations is also alarming.

*In-Service Teacher Training*

To offset the gloomy picture presented by teacher turnover, the number of teachers who are setting out systematically to improve themselves by formal study is encouraging. In 1947-48, there were approximately 9,000 secondary school teachers in this State; of these, 3,165 were enrolled in courses designed for professional improvement.

1943-44	1,350
1944-45	2,157
1945-46	2,295
1946-47	2,962
1947-48	3,165

*Admission into Colleges of Liberal Arts*

One index of increasing interest in education, and of the waning effects of the war, is the increase in the percentage of the graduating classes of the high schools who enter Colleges of Liberal Arts. This has gone from 9.6 per cent in 1942-43 to 15 per cent in 1946-47.

1942-43	9.6%
1943-44	11.4%
1944-45	11.5%
1945-46	12.7%
1946-47	15.0%

*Participation in the War Effort*

Procedures whereby the high schools could have a part in the pre-induction training of young people had been planned prior to 1943. The administration of the plans continued in harmony with the original spirit and intent. From that point to the end of the war the high schools made little change in the nature of their pre-induction work. All in secondary education were able to cooperate effectively with the Second Service Command to guide the war effort of the secondary schools.

*Diploma Credit for Study in the Armed Services*

During the war it became evident that many men and women in the armed services were anxious to continue their studies. As early as 1943, there was a persistent demand for opportunities for systematic study, and an accompanying demand for a plan whereby this study could count toward a high school diploma. Gradually the United States Armed Forces Institute took shape, set up methods of standardization, and published its heavy volumes of course-and-credit listings. Here in New Jersey the State Department of Education organized to carry out the plans of the Institute as so formulated, and aided the high schools in the interpretation of the regulations. Credits are still being earned and recorded under the auspices of the Institute.

*Provisions for Classes for Veterans*

Miscellaneous aftermaths of the war are: Youths with their education half completed, with economic problems that occupy much of their time and thought, and without convenient means of further study; men and women in their twenties who wish to get into higher education without waiting to complete secondary education; and displaced persons who come to this country to complete their secondary education, many of them without transcripts to show what they have accomplished in their former schooling.

Hardly had the cease-fire order been given, when the returning veterans began to explore the opportunities for continuing their education here at home. Many who had dropped out of high school because of lack of interest returned to high school and took up where they had left off; there were 1,603 of these in New Jersey high schools in 1945-46. That they adjusted themselves to their younger associates and to what they would regard as a somewhat juvenile environment, is to the credit of all concerned. It was our business to help the administrators in meeting this problem of adjustment—as, for example, by arranging for a waiver of the physical education requirement.

Most of the veterans, however, felt that they could not devote full time to schooling. They were late in getting their family lives started, and in beginning their vocational careers. To meet this situation, the Secondary Division arranged, in cooperation with the Division of Education for Veterans, for the establishment of Special Secondary School Classes for Veterans, and for a subsidy from State funds to ease the impact of the emergency upon local finances. Many thousands of veterans attended these classes, and many of the classes are still in operation.

#### DIVISION OF HIGHER EDUCATION

During the year 1947-48, there were enrolled in the colleges and universities 39,215 full-time students and 16,494 part-time students. The full-time enrollment was 174 per cent higher than the 1945 enrollment of 14,296. This enrollment was the largest ever recorded for New Jersey. It was due, in large measure, to the unprecedented number of veterans who were completing college programs which had been interrupted by war. More than half of the college students (57 per cent) were war veterans. Only 19 per cent of the students were women. In order to enroll these students, the public and private colleges of the State used their buildings from early morning to late at night and erected many temporary buildings for use during the emergency. Classes were

very large and it seems reasonable to assume that, in at least some instances, lower quality instruction accompanied the overcrowded classrooms and the use of other emergency measures.

### *The Junior Colleges*

New Jersey had eleven junior colleges in June, 1948. Seven of these are privately controlled. The junior colleges in Bayonne, Trenton, and Jersey City are public junior colleges supported by taxation. The Monmouth Junior College at Long Branch is partially tax supported. All eleven junior colleges offer the first two years of the arts and sciences of the standard four-year colleges; several of them offer semi-professional courses in business and technology. The junior college enrollment of full-time students, for the year under consideration, was 3,817. This is 252 per cent higher than in 1945 when the full time enrollment was 1,085.

During the year, two new junior colleges were approved. The Maryknoll Junior College at Lakewood was established by the Maryknoll Missioners. This institution will train young men who are preparing to enter a seminary in preparation for the priesthood. The Trenton Junior College is an upward extension of the Trenton School of Industrial Arts; it offers two curriculums, one in fine arts and one in engineering.

### *Colleges of Liberal Arts and Sciences*

In addition to the colleges of arts and sciences at the universities, there are seven liberal arts colleges in New Jersey. These are all church-controlled institutions. They enrolled 4,061 full-time students as compared with 1,453 in 1945. This is an increase of 179 per cent. This group of colleges enrolls but a few part-time students.

### *The Professional and Technological Colleges*

There are eleven colleges in this group. Each has as its chief function, the education of students for a specific professional

occupation. In 1948, these colleges enrolled 7,396 full-time and 2,595 part-time students as compared with 2,312 full-time and 1,237 part-time students in 1945. The increase in the number of full-time students was approximately 220 per cent. Seventy-two per cent were veterans. Fewer than 10 per cent were women. The Newark College of Engineering receives financial support from the State of New Jersey and also from the City of Newark. The other ten colleges in this group are supported by tuition, gifts and endowments.

### *The State Teachers College*

There is a State teachers college in each of the following cities: Glassboro, Jersey City, Montclair, Newark, Paterson and Trenton. These institutions supply the greatest number of teachers for the public schools. Their graduates along with graduates from private colleges are certificated annually to replace teachers who retire, resign, or otherwise withdraw from teaching. These colleges are coeducational. They are controlled directly by the State Board of Education and administered under the supervision of the Commissioner of Education. Enrollment data for the year ending June 30, 1948 are as follows:

<i>Location of Teachers College</i>	<i>Enrollment of Students</i>		
	<i>Full Time</i>	<i>Part Time</i>	<i>Total</i>
Glassboro .....	471	254	725
Jersey City .....	614	338	952
Montclair .....	1,327	487	1,814
Newark .....	556	756	1,312
Paterson .....	639	731	1,370
Trenton .....	875	73	948
	<u>4,482*</u>	<u>2,639</u>	<u>7,121</u>

\* This number includes 553 veterans pursuing two-year courses in the Liberal Arts.

Students enrolled in the State teachers colleges on a part-time basis are for the most part teachers who attend classes scheduled for late afternoon, evening, or Saturdays. Through such attendance, they qualify for broadened certification or for higher degrees. The shortage of qualified teachers became worse during the year. The State teachers colleges continued to meet the exigencies of the teacher shortage by: (1) accelerating the program of

studies, (2) offering refresher courses for former teachers, (3) re-training high school teachers who were transferred to elementary schools, and (4) providing intensive training during summer sessions for graduates of liberal arts colleges who applied for certification in the elementary schools.

### *Educating Teachers for Handicapped Children*

During 1947-48, the program for educating teachers for handicapped children was advanced at the Newark State Teachers College. Specialized curriculums were developed for teachers of (1) slow learning children, (2) children with speech disorders, and (3) children who are partially deaf or hard of hearing. These curriculums were developed on the basis of the following principle:

“Teachers of handicapped children should be educated for teaching normal children and in addition have specialized training for teaching handicapped children.”

### *A Curriculum for School Librarians*

The State Teachers College at Trenton accepted its first candidates for the degree, Bachelor of Library Science, at the beginning of the summer session in 1947. This curriculum requires the completion of a four-year college course in teacher education and, in addition, 32 semester points (one college year) in professional courses in library science. The library courses will be offered in a schedule of four summer sessions. The college plans to graduate approximately twelve school librarians annually. If the demand for school librarians is in excess of this number, the enrollment of library students will be increased.

### *The Universities*

New Jersey has four institutions of higher learning which may be classified as universities inasmuch as they consist of two or more colleges organized under a single administrative head. The

institutions differ widely in their educational offerings. Drew University at Madison has colleges of liberal arts and theology. The chief units of Princeton University are colleges of arts and sciences, engineering, and architecture, a school of public and international affairs, and a graduate school. The State University at New Brunswick and Newark has colleges of agriculture, arts and sciences, business administration, ceramics, education, engineering, journalism, law, and pharmacy. Seton Hall in South Orange and Newark has colleges of arts and sciences, business administration, public health nursing, and education. The total enrollment in the universities in 1947-48 was as follows: full-time, 19,459; part-time, 9,524; total, 28,983.

Increases in enrollment at the universities since 1945 have been extremely high.

#### *Institute for Advanced Study*

The Institute for Advanced Study, at Princeton, partakes of the character both of a university and of a research foundation. A small permanent group of professors is supplemented by a larger group of temporary professors.

There are three schools in the Institute: The School of Mathematics, which includes theoretical physics; The School of Economics and Politics; and The School of Humanistic Studies, which includes classical archaeology, epigraphy, paleography, the history of art, and the history of philosophy.

All work is individual and confined to the post-doctorate level. Academic work is limited to lectures and seminars, attendance at which is voluntary. The present enrollment at the Institute is 75.

#### *Professional On-the-Job Training for Veterans*

Federal Public Laws 16, 346 and 679 provide that veterans may enroll for on-the-job training programs of a professional nature. Law clerkships, junior accountancy, medical, dental, and pharmacy

internships are illustrative of such programs. By June 30, 1948, a total of 1,048 such programs had been approved. The Division of Higher Education provides guidance in organizing and administering these programs.

### LOOKING AHEAD

#### *The General Picture*

1. The percentage of high school graduates who will continue in the junior colleges, colleges, and universities will be increased by the following factors:

- a. The demand of business and industry for additional trained technicians.
- b. The demand of the public schools for additional teachers because of the greatly increased enrollments.
- c. The demand by New Jersey youth for increased opportunities for professional training in medicine, public health, social service, dentistry, and veterinary science.
- d. The demand on the part of professions such as law, nursing, engineering, and accountancy for longer professional training.
- e. The demand on the part of an increasing number of college graduates to continue their study for the Master's or the Doctor's degree.
- f. The increasing popular demand for higher education as preparation for life in a democracy.

2. Increasing college facilities in urban centers may well be provided to meet the needs of many who cannot finance their education while attending college away from home.

3. A curriculum leading to a degree should be organized and offered in the late afternoons, evenings, Saturdays, and during

the summer sessions for school nurses who wish to complete the requirements for the degree of Bachelor of Science.

4. The State teachers colleges are in great need of additional buildings.

### *Teacher Recruitment and Training*

1. The teacher shortage in the elementary schools will continue to grow worse until salaries and teaching conditions become attractive enough to induce a sufficient number of teachers to replace those who retire and to provide the additional teachers needed because of the increased number of births.

2. Continued efforts are being made to recruit college graduates who will prepare for teaching in elementary grades after one summer of intensive training.

3. Programs in graduate instruction for elementary teachers were approved for the State Teachers Colleges in Newark and Trenton. Students will matriculate in these programs at the beginning of the 1948 summer session.

4. Child guidance clinics should be expanded in the State teachers colleges to provide clinical experiences for college students in training and consultation for teachers in service.

5. Careful study should be made concerning curricula in social service and occupational therapy as part of the State's program in teacher education.

6. New Jersey is short of well-qualified teachers in home economics. A curriculum for training such teachers should be established in one of the State teachers colleges.

7. There are many small elementary schools in New Jersey with teachers who are not especially well qualified in such subjects as music, fine and industrial arts, home economics, library studies, and physical education. In order that such schools may subsequently have teachers who can help each other with these

special subjects, it is probable that some of the teachers colleges will develop dual curricula for elementary teachers. Such curricula would prepare for teaching the basic elementary program and, in addition, provide more than average competence in one special field.

8. The State Teachers College at Montclair has developed a Bureau of Field Studies. The courses offered through this Bureau are highly effective. A Cooperative Field Studies Bureau should be organized to serve the six State teachers colleges.

### DIVISION OF VOCATIONAL EDUCATION

The Vocational Division was particularly active during the last five years. The war production training program was at its peak until V-J Day in 1945, and immediately after, the transition to peace-time activities began. These activities included the development of plans and procedures for the training of veterans and the resumption of extension programs for those who were returning to peace-time occupations.

#### *The War Training Activities*

The program which started as one for the preparation of workers for the defense of the Nation changed in December, 1941, to one of specific training for workers who would produce the necessities of war. The major emphasis was placed upon the trade and industrial programs, because many war-time activities were centered in the industrial area north of New Brunswick to Paterson and then eastward to the Hudson River. This is the greatest industrial area in the world and it was of strategic importance during the war.

War-time activities were extended to the field of agriculture when attention was given to the need for increased food and food preservation. Food was as necessary to winning the war as was the production of munitions and mechanical devices. Without

an adequate food supply, war production workers could not operate to full efficiency and the armed services needed an increased supply of food to carry out their activities. The food production programs were considered of such importance that they were continued for one year after the war ended.

#### *Financed From Federal Funds*

These war activities in the fields of vocational education were financed entirely from special Federal funds appropriated for this purpose and, during the five years of operation of programs of the national defense and the war production programs, more than \$10,000,000 were spent in New Jersey and 250,000 persons participated in the training. Not one cent of this money came from State or local sources.

The local school districts were provided with funds to purchase necessary equipment and, at the close of the program, title to the equipment was transferred to the local boards of education in districts where the equipment was located. The expenditure of Federal funds was made without Federal domination or control. This is one example of democracy in education even when the Federal government pays the entire bill.

War, particularly mechanized modern war, is expensive. It increases taxation and affects the lives of all classes of society, but there have been beneficial effects from the experiences with war production programs. New teaching methods, job breakdowns and job simplification procedures have been applied to the teaching of adults in part-time and evening classes. These new methods will continue to be used as they have been found to be valuable in trade preparatory training.

#### *Training Programs Also Produced*

The war training programs were intended to train workers for industry, but the training process was utilized to produce parts and equipment for army vehicles which had hard service in train-

ing camps, and since they were needed badly in the European and African theaters of war, they had to be repaired before shipment overseas. The trainees, many of them women, also helped produce parts for the United States Navy Gun Factory at Arlington, Virginia. The production of these tools and pieces of equipment was possible by trainees many of whom never worked on machine production. As a procedure of job breakdown in New Jersey was developed that received the approval of the officials of the Gun Factory, similar procedures were applied in the production plans of the Navy.

#### *Some Profit from Experience*

The contributions of the trade and industrial schools in training war production workers and producing tools and equipment for the armed forces, and the development of food preservation methods, required considerable planning and supervision. Shortage of materials and equipment, particularly the shortages of trained teachers, made the accomplishments difficult but not impossible.

There were many trying days during the war-time period, but teachers, supervisors and administrators profited by the experiences. War caused much destruction, but resulted in much that will be constructive in the vocational programs of the State.

#### *The Post-War Period*

Hostilities ceased on August 14, 1945, but before that date plans were under way to restore the trade and industrial schools to the purposes prescribed under the New Jersey School Laws and the Smith-Hughes and the George-Deen Acts, but the war-time agricultural programs were extended for another year, because of continued food shortages.

The training of war production workers ended as soon as there was no further need for production for war purposes. No funds were expended for this purpose after the needs had been met.

The invasion of Europe on V-E Day brought the first restrictions of expenditures and V-J Day brought about the termination of the program that has made educational history.

### *Vocational Re-training of Veterans*

Before the end of the war was in sight, plans were under way for the retraining of veterans of World War II. During this period the vocational programs had a dual responsibility. The war production training program was in full operation and at the same time the training of veterans was in the beginning stages.

The Vocational Division was assigned the responsibilities for the approval of organizations where veterans were employed as apprentices or on-the-job trainees. This involved the development of standards for approval and the mechanics necessary for the follow-up of the training programs. On September 1, 1948, more than 9,700 firms had been approved for apprentice and on-the-job training. The work involved in setting up this program was more extensive than appears, re-inspection of on-the-job programs was necessary when Public Law 679 became effective, and new procedures had to be developed when the Institutional On-the-Farm programs were established.

### *Private Trade Schools Developed*

The opportunities for veterans to use educational benefits provided for them under Public Law 346 brought about a rapid development of private trade schools. A State law regulating and licensing these schools was passed by the New Jersey Legislature in 1942, and the procedures for putting the provisions of the legislation into effect had been established and were in operation when the demands for veteran training in these institutions began to develop. The supervision of these schools has developed into a major activity in the Vocational Division and diverts attention and funds away from the operation of programs of vocational education in the public vocational schools.

*Revolving Fund Helped Local Districts*

The State Legislature has been cooperative in helping local school districts to meet the educational needs of those who have served in the armed services. A revolving fund has helped local school districts to finance adequately the programs without having to use local school money that was appropriated for other purposes. This State fund has been used over and over again to help finance the programs for which they were appropriated and replacement of the funds is made by the Veterans Administration which pays for the cost of training.

*Expansion and Development of Other Vocational Programs*

The programs of vocational education which are an established part of the public school system in the State have been expanded and readjusted to meet changing conditions in the occupational fields. Farm machinery operation and repair have been established in almost all of the programs of vocational agriculture. It is just as necessary to keep agricultural programs in pace with changing conditions as it is in the field of trades and industry. The horse is disappearing from New Jersey farms; kilowatts are replacing the four-footed animals. The income from supervised farm practices, which are required of students in programs of vocational agriculture, reflect the increased incomes from all farm activities. During the school year, 1947-48, 906 day school pupils in the vocational agricultural departments completed projects showing a financial return of \$333,793.33. This sum is in excess of total funds provided from State, Federal and local sources for vocational agriculture in the same period.

*Effect of Economic Conditions on the Program of  
Vocational Education*

Employment during the past five years has been at the highest peak in the history of New Jersey and there is a definite shortage

of skilled workers in many fields. The greatest shortage is in the building trades, with service trades ranking next.

There is a definite trend toward decentralization of the manufacturing industries and many industries which have operated in the loft areas of the larger cities have moved to modern industrial plants in the suburban areas in New Jersey. This movement has been stimulated by good highways which provide opportunities for trucking products to the markets in New York and Philadelphia without the traffic delays which have been increasing in the congested metropolitan areas.

There is another advantage: the new manufacturing plants are more efficient because of modern facilities and a greater amount of natural light. The workers, too, find living conditions better in the suburban areas and they have less fatigue in traveling to and from work.

#### *Changes Bring Problems*

The influx of new industries and workers to the suburban and rural areas of the State have other effects. Increased wage earning capacity has contributed to the economic betterment of each community in which these new industrial developments have been made, but at the same time the housing facilities, sewage, and water supply have been taxed severely and these have added to the problems of the local school boards which often on short notice have to supply additional school facilities. These industrial developments also decrease the farming activities when farm and orchard lands are diverted to industrial plant sites. The more industrial development in New Jersey, the less agricultural expansion will occur. Eventually, this may change the balance in New Jersey between agricultural and other activities.

The further development of New Jersey as an industrial State is affected by inadequate water supplies for those industries which need large volumes of water in industrial processing and by the

problems of disposal of industrial waste without causing a pollution of the water supply of communities in another section of the State. Water supply and waste disposal need consideration, because each of these problems has a direct bearing upon the economic development of New Jersey.

### *Industrial Research Centered in State*

New Jersey is now the center of industrial research in the East. The Bell Telephone Laboratories at Murray Hill, Radio Corporation of America at Princeton, General Cable Company at Bayonne, Merck Company at Rahway, Squibb Company at New Brunswick, Standard Oil Company at Linden, Dumont at Clifton, and Federal Radio and Telephone Company at Nutley, represent but a few of the laboratories in which research is conducted in the field of communications, drugs, and lubricating and fuel oils. Some of these laboratories are located in rural areas because working conditions are ideal for research and atmospheric conditions are favorable to certain investigations. Here, too, the location of these research laboratories soon creates a community which is no longer rural and develops a need for new community facilities. These research organizations need workers to assist the professional research staff and they need also highly skilled mechanics who can develop the pilot products before they are manufactured on a mass basis.

### *Financial Needs of Vocational Education*

The State funds for vocational education continue to be distributed on the basis of a law passed in 1913. Federal funds which were authorized under the George-Barden Act have not been appropriated by Congress to the full amount authorized. The result affects local boards of education and prevents the expansion of vocational programs. Local boards of education, therefore, have to assume the major costs of these activities which are not subject to other State school aid provisions, and local administrators are

beginning to ask that something be done about more adequate financing of these programs.

The period covered by this report has been an active one, and as each new development presents itself and the needs are met, others appear and require attention. There is nothing unusual in this because one of the chief characteristics of vocational education is the ability to remain dynamic and meet the changing needs of occupational life.

### DIVISION OF TEACHER CERTIFICATION

The number of teacher certificates issued and renewed has increased from 3,328 in 1943-44 to 4,935 this past school year. During the past five years, the number of temporary and provisional certificates issued has ranged annually from about 800 to approximately 1,100.

No abatement in the total number of provisional and temporary certificates has occurred during the past year, nor has there been any considerable change in the number of regular limited or permanent certificates issued. The number of temporary and provisional certificates which have been renewed has increased by 290 over the preceding year and nearly tripled the number renewed five years ago in 1943-44. If the number of new provisional and temporary certificates issued during the past year (1,098) is added to the number of renewals of similar certificates (940) the sum of substandard certificates in these two categories is 2,038. The issuance of provisional temporary certificates, together with their renewals, has been the main cause of the increase in work of this Division.

Approximately three-fourths of the total 4,935 issued and renewed were in the elementary, secondary, and junior college instructional fields. They were divided as follows: elementary, 1,750; secondary (high school and business education), 1,597;

and junior college, 12. One hundred forty-eight more elementary certificates were issued and renewed than in the previous year, while the secondary remained practically the same. More emergency, temporary and provisional certificates were issued for the elementary grades (497) than regular limited certificates (359). On the other hand, in the secondary field the number of regular limited certificates issued (592) was almost twice the number of substandard, emergency, temporary, and provisional certificates. The shortage of persons in such special fields as nursing, music, art, and home economics is reflected by the numbers of substandard certificates issued compared with the number of regular limited certificates.

The revision of the Rules Concerning Teachers Certificates has been completed by the State Board of Examiners and was approved on May 7, 1948 by the State Board of Education as the Seventeenth Edition of the Rules Concerning Teachers Certificates. The purpose of this revision was to produce more flexible rules without lowering standards. The completion of this work marks the culmination of approximately three years of cooperative educational study of certification by the State Board of Examiners with the assistance of many representative educators and educational organizations in New Jersey. Special credit for diligent and continuous application to the process of certification revision is due to the members of the Certification Revision Committee of the State Board of Examiners.

#### DIVISION OF ACADEMIC CREDENTIALS

There has been an increase of the total number of qualifying certificates issued during the past six years from 2,514 in 1942-43 to 3,184 in 1947-48. This is a 26 per cent increase. The basic factors which have led to the increase in the business done by the Division are the return of many war veterans to their professional studies, a greater interest in the continuation of education, and

an increase in obtaining the State high school equivalent certificate by those who dropped out of school without having completed their regular day school program.

#### *Nursing Certificates Lead*

The most certificates issued during the year 1947-48 are in the field of nursing, a total of 1,147. This increase is slightly more than the number of nursing certificates issued in 1946-47 which were 1,098. At the same time the number of nurses qualifying for certificates has been greatly reduced to a little more than one-half of the number of certificates in 1944-45. At the present time the nursing profession is facing an acute shortage of candidates for the nurse training program. This situation is comparable to that which is faced in the recruitment of teachers.

The second largest number of certificates issued during the past year were the law qualifying certificates. The number issued for 1947-48 was over ten times the number provided five years ago in 1943-44.

#### *High School Equivalent Certificates*

The interest in obtaining a high school equivalent certificate continues at a high level with more than three times as many high school equivalent certificates during 1947-48 as were provided in 1943-44. Particular efforts have been made by the Division to distribute information concerning the acquisition of the high school equivalent certificate to those persons who are in need of such educational opportunities. Information concerning this certificate has been sent to every high school throughout the State. A bulletin outlining such requirements has been organized and distributed, and arrangements have been made to give examinations in the following communities in connection with their evening school programs: Somerville, Camden, Paterson, Hackensack, and the Clinton Reformatory. It will be noticed that during the past six-year period approximately 400 persons have obtained high school equivalent certificates.

*Examinations*

Participants in the examination sessions are those who desire to take the tests leading up to the possession of academic qualifying certificates in the various professions and the high school equivalent certificates. During the past five years, 4,215 persons have taken these examinations. The total number of subject examinations given was 29,107. The number of persons examined has more than doubled in the past five years, growing from 514 in 1943-44 to 1,043 during the past year, 1947-48. The number of subject examinations has likewise doubled from 1,620 in 1943-44 to 3,393 in 1947-48. The average number of subjects in which each applicant has been examined has been about three. Examinations are offered in any or all of the high school subjects in the curriculums of accredited secondary schools.

It can be readily recognized that this tremendous growth in business relating to the qualifying examinations has necessitated much retail and professional work. Among the services which have been rendered by the Division in connection with the examinations are the many personal conferences including telephone calls and daily consultations. This counselling service requires a full day's time for one of the three members of the staff. During the rush periods the average daily mail includes approximately 100 pieces. This period begins about January and extends through October. There are two months of the year when correspondence is reduced to around thirty letters a day.

In preparation for the examination sessions a great deal of time must be given to the examinations in the matter of proof reading, obtaining proctors to administer the examinations, having papers corrected, and notifying applicants of results. In addition, considerable time must be spent in filing and keeping the files in efficient working order. Applications are constantly being received for professional qualifying certificates to submit to the following seven professional boards: Nursing, Medical, Dental, Pharmacy, Law, Certified Public Accountant, and Optometry.

An examination service rendered by the Bureau of Credentials in cooperation with the State Board of Nursing is a one-year high school comprehensive test given to older graduate nurses who need only that amount of credit to take their State Board examinations for registration. In January, 1949, nine nurses participated in this special examination and in June, four nurses took the test. It is expected there will be a need for similar tests for an indefinite time in the future. Another service by the Division is the conducting of examinations for candidates to the United States Military Academy. These are held in November. Still another service rendered is in cooperation with the office of the Adjutant General in using our tests for candidates to the National Guard who are not high school graduates.

## DIVISION OF ADULT EDUCATION

### LIFELONG LEARNING IN NEW JERSEY

#### *Supervised Study Groups*

On June 30, 1947, the Veterans Administration changed the basis on which it would reimburse school districts for the instruction of veterans in supervised study groups in evening school classes. The Divisions of Vocational and Secondary Education now handle the approval of these classes.

#### *Classes for Veterans Under Chapter 64, P. L. 1946*

Only two districts, Scotch Plains and South Plainfield, requested approval of the Division of Adult Education for advances from the revolving fund set up under this law. Neither district continued this arrangement after June, 1947.

Subsidization of teaching costs under P. L. 64 was requested by the city of Paterson where there was an enrollment of 360 students.

*Citizenship Classes*

The United States Department of Justice, Immigration and Naturalization Service, reports that, in 1947, almost 7,000 immigrant aliens were destined for New Jersey. In recent years this increase in immigration to New Jersey has brought many who were far better educated than those who come in the period following World War I. The recent immigrants are more willing and able to enter community life. In 1947-48, there were 25 school districts which reported citizenship classes in operation. Exclusive of Newark, about 3,600 students were enrolled in 122 classes, about 1,800 persisting to the close of the term.

<i>School Year</i>	<i>Districts</i>	<i>Classes</i>	<i>Teachers</i>	<i>Students Enrolled</i>	<i>On Roll At Close</i>
1945-1946	17	70	66	1,592	1,018
1946-1947	22	101	97	1,996	1,332
1947-1948	25	122	122	3,624	*1,783

\* Figures for Newark were not available, but if they were projected on the basis of previous years, the total persisting to the close of the term would be 2,500.

*General Adult Schools*

A net increase of ten adult education schools was made during the past year, bringing the total to 58. These schools represent various types of organizations, such as programs sponsored jointly by several boards of education, cooperation between the Y.M.-C.A.'s and the schools, regional, and county-wide ventures. Courses offered in these schools jumped from 795 during 1946-47, to 1,368 during the past school year; and correspondingly, the number of enrollees increased from 28,240 to 32,092 in the same period.

Individual reports indicate that while these schools are supported by tuition fees as a general rule, boards of education are furnishing the buildings, heat and light for the adult schools. A few are paying janitorial costs. Promotional costs were found to vary considerably during the year, depending upon the size of the community. The medium size programs use from \$150 to \$300 for this purpose.

In addition to the general adult schools, there were also in operation four approved public evening schools, commonly called "sixty-four session schools." These are financed in the same manner as the regular day schools.

#### *Community Centers*

Although other communities conduct community centers, Newark was the only one which reported them to this Division as being under the direction of the Board of Education. The eleven centers in Newark served 5,366 registrants during the year. It is expected that the number of centers in Newark will be considerably increased in 1948-49.

#### *Forums*

Two communities, Washington and Livingston, offered forum programs only. Ten others reported forums as one of their many groups. Millville conducted a travelogue which served 700 people. The reported forum attendance was 2,472.

### DIVISION OF HEALTH, SAFETY, AND PHYSICAL EDUCATION

#### *Physical Environment*

Community interest in the physical environment provided by the schools is on the increase. The parents, the professional organizations of physicians, dentists, and nurses and numerous other groups of interested citizens are realizing the importance of the health and safety of school children. County and municipal school health councils and committees are studying the school plant and the school health and safety programs.

The effort to maintain school sanitation and hygiene has been aided by inspection and analysis of the factors that affect them. Among the physical factors related to the health and safety of

pupils are fire hazards, heating, lighting, water supply and plumbing, cafeterias, playgrounds and athletic fields, gymnasiums, locker rooms, school furniture, and athletic equipment and supplies.

Special items that receive attention are fire exits, fire escapes, fire hose, fire extinguishers, emergency doors, water pressure, stairways, waste disposal, drinking fountains, toilets and showers, and swimming pools.

### *Health and Safety Instruction*

The importance of health and safety education for all children has long been emphasized. During recent years the Federal Government has encouraged the states in promoting fire safety and automobile safety programs. In addition to other important aspects of safety, the schools are teaching the theory and practice of fire safety and automobile safety in courses suitable to the needs of their pupils.

Other subjects are being given increased time and attention such as Education for Family Life, personal and community hygiene, first aid, communicable diseases, alcohol and narcotics, and home nursing.

Many of the items in health and safety courses can be taught by correlation and integration with other subjects. Probably the best procedure and the trend at the present time is that health instruction be organized as a separate course and in addition be taught in correlation with other subjects as science, social studies and physical education. Items especially adaptable to correlation are nutrition, hygiene, family education, mental hygiene, sanitation, diseases, and recreation. Separation of health instruction from physical education to the extent of having classes for each, will be beneficial to both subjects.

### *Physical Education*

A backward glance at physical education through the past five

years shows no startling changes, rather a general steady advance, with the problems that might be expected in relation to a program of this scope. In 1943, we were engaged in World War II. The main impact upon physical education came in a tendency to modify the activity program to make it more like the military. In fact, some would have substituted military training. The actual results included provision in the program for more severe conditioning exercise, with emphasis upon obstacle courses and combative activities. Attempts even were made to include judo and general commando activities. At this time the Division took a somewhat conservative stand. It was felt that the war should in no way change the elementary school program but that certain modifications in the high school program could be made to advantage. Looking back over the five-year period, it has become apparent that the conservative viewpoint was justified. Today, physical conditioning remains a major objective, even though the obstacle course has largely disappeared, and combatives have taken a much less prominent place.

One element that deserves special mention is athletics. Progress has been made. More and more schools are conducting girls' athletics in accordance with the principles of the National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation. This means that relatively few schools have high pressure varsity athletics for girls. Athletics for boys in the high school, in the main, are wholesome in type. They are strongly influenced by the New Jersey State Inter-scholastic Athletic Association.

In some elementary and junior high schools pressure has been exerted by those interested primarily in the development of teams, to consider the elementary school and the junior high school as feeders for the senior high school teams. Against this position stands the proposition that in every grade level, pupils should have the experiences suited to and needed by them, for adequate development at their own maturity level. A pupil will be likely

to have in the elementary and junior high school many opportunities to gain skills and knowledge that will make him ready for participation in high school activities, but training for later participation in varsity athletics is not *per se* an acceptable objective.

## HEALTH SERVICES

### *The School Physician*

There has been over the years an increase in the functions of the school physician. His original duty was protection of school children from contagion. At the present time he is expected to make careful physical examinations, make special examinations of needful children, take care of emergency injuries and sudden illnesses, inspect schools and grounds in relation to sanitation and hygiene, give health talks to pupils and teachers, in some districts vaccinate and immunize, and supervise some of the work of the school nurse and see that health records are kept. He also examines athletic aspirants and employment applicants for work certificates. The careful supervision of activities of physically handicapped children is another of his duties. Another duty is supervision and professional participation in the mandatory tuberculosis case-finding program.

In recent years there have been developed spaced medical examinations of children with clothing removed to the waist, the annual tuberculosis examination for school personnel, expanded dental work through services provided by the State Department of Health with the assistance of the United States Public Health Service, and eye examinations through the Mobile Eye Clinic of the New Jersey Commission for the Blind. Special centers for the care of children with cardiac diseases have been established.

Health values of tuberculosis testing have far exceeded the detection of tuberculosis. Significant heart, chest, abdominal, spine and orthopedic difficulties not revealed by other types of examinations have shown up on X-ray films.

*Interest in the Handicapped Child*

The formation of the New Jersey Conference on Handicapped Children has already been described in the report on the work of the Elementary Division.

Opportunities for special preparation of teachers and school health personnel have increased since 1943. Courses and clinics were mentioned previously in the report of the Division of Higher Education.

*Trends in School Nursing*

Nurses who work in the public schools of New Jersey have steadily increased in number. Most of these nurses are employed by a board of education; others are employed jointly by a board of education and a local official health agency with supervision by the Division of Maternal and Child Health of the State Department of Health. Nurses employed jointly by a board of education and a private health agency decreased in number. Thirteen school districts had no school nursing service in 1943. In 1948, only three school districts had no plans for school nursing service. In addition a few vacancies existed because a nurse could not be secured.

State Department of Education certification requirements for all nurses who work in the public schools have tended to improve the professional preparation of school nurses. Requirement for special preparation prior to employment which was to have become effective in September, 1942, had to be waived during and immediately following the war. It became effective on May 1, 1948. Many nurses, however, went ahead with their studies.

In 1942, the average salary of the New Jersey school nurse was \$1,830. This was \$67 more than the national figure. In 1948, the average salary was \$2,362. This was \$119 less than the national figure. There is a trend for boards of education to place the nurse on the same salary scale as the teacher.

*Nutrition*

The school health program gives attention to nutrition. Since 1942, the Federal School Lunch Subsidy has provided some of the support. In past years, the number of schools participating in the lunch program has been increasing.

The procuring, storing, handling, preparing, and serving of food by the schools are aspects of the work in nutrition. Accompanying these activities, education in nutrition is given in the classrooms, in the kitchens, and in the cafeterias.

*Children's Food Habits Are Improving*

More plain whole milk is consumed than chocolate milk. The proportion in many high schools is three to one; in many elementary schools, all plain milk. There is increased consumption of fruit and vegetables, and fruit and vegetable juices. Such foods as fruit, homemade puddings, and ice cream are replacing candy. A hot lunch, meeting one-third to one-half of a pupil's daily nutritional needs is used in many of our schools today. Some schools receive subsidy for such a lunch while other schools charge a higher price to the pupil and do not receive subsidy.

## DIVISION OF EDUCATION FOR VETERANS

While the war was still being waged in 1944, service men with varying degrees of disability were being discharged from the Armed Services. A large number of these veterans were eager to return to civilian schools. The men still in the service expressed an overwhelming desire to renew their program of school as soon as they might be discharged from the Armed Forces. Their expressed desires called for the provision of unusual educational facilities to care for their needs. For many, their service in the Armed Forces had been an interruption of their long time educational plans. Others, for various reasons, had developed an intense desire for further formal education.

With the war's end approaching fast, it was apparent that the trickle of men returning to civilian life would soon become a flood. The educational facilities would be overtaxed; in many instances major readjustments would need to be made in order to provide the amount and kind of education which these men would want.

For instance, many of them felt an urgency to speed up their education and thus make up some of the time they had lost. This, and other factors, made it necessary to design special educational programs which departed from tried, traditional methods. The problem was to help the veteran get the kind of education which would serve the purpose he had in mind and to enable him to get it as quickly as he could without sacrificing quality. It was highly important that the education he received should be genuine; anything less would have made him the victim of unconscionable deceit.

Various Federal and State legislative acts opened opportunities for the veteran to realize his ambitions for an education. It was necessary that clear understanding throughout the State be developed rapidly in regard to the opportunities available to the veteran and that facilities be provided for his use. The Division of Education for Veterans of the State Department of Education had, therefore, begun to function by November, 1944.

This Division rapidly established contacts with representatives of the Armed Forces, the representatives of the Veterans Administration, the New Jersey Legislature's Veterans Commission, and the Division of Veterans Services of the New Jersey Department of Economic Development. Contacts were also developed with local citizens' groups, school administrators, and guidance personnel. Through a large number of regional seminars held throughout the State and over a period of three years, local high school administrators and guidance personnel were trained to assist the returning veteran to become acquainted with the educational opportunities available to him, to help him plan his further

education on a sound basis and to secure the benefits of legislation which a grateful country was extending to him. At the same time, the Division of Education for Veterans through the seminars enabled the schools to exchange information about successful innovations in practice which were designed to enable the veteran to pursue his educational program.

Eight bulletins in the series of Educational Guidance Service for Veterans were published with the cooperation of other divisions in the State Department of Education. These bulletins, appearing at intervals as needed, provided basic information for the schools, the school counselors and numerous other persons who were concerned with the education of veterans. Information about available vacancies in New Jersey colleges and in private trade and business schools was also collected and published at frequent intervals from January, 1946 to May, 1949. A series of mimeographed Service Bulletins published between May, 1946 and October, 1947 provided school counselors and others with information about current opportunities for veterans and about changes in Federal or State regulations.

There was also in continuous operation an exchange of information and planning with the other divisions of the State Department of Education. The Commissioner and the State Board of Education were alert to make appropriate changes in rules or regulations which would benefit the veteran. Provisions which were made to assist the veteran in vocational education and in higher education have already been mentioned in this report in the sections devoted to these two divisions.

On the secondary school level, the fund established by the Legislature (Chapter 141, P. L. 1947) to reimburse school districts for teaching expenditures in special secondary school classes for veterans was put to work. In New Jersey, the major responsibility has always been placed upon local districts for the development of the educational program. It is a tribute to the authorities in these districts and to the professional staffs that

they were able to meet the educational needs of the returning flood of veterans so successfully. The active interest of the local districts placed a heavy burden upon the Division for providing information and advice, but this same interest resulted in a rapid expansion of educational resources upon which the veterans could and did draw generously. In fact, it was not until the spring of 1948 that there appeared any indications of a diminution in the enrollments of veterans in the special classes provided for them on the secondary level. Whether the point of highest enrollment in higher education has yet been reached is still open to speculation.

In the planning and development of the special secondary classes, the Division of Education for Veterans cooperated with the Division of Secondary Education. Reference to these classes has been made in the part of the report prepared by that division. Similarly, the reports of the Division of Higher Education, the Division of Vocational Education and the Division of Adult Education make reference to other phases in the education of veterans.

Some figures may help to give evidence of the size of the job. In 1945-46, there were approximately 1,600 veterans in regular high school classes. Practically all of these completed requirements for graduation; many supplemented diploma requirements with courses needed for college entrance. In 1946-47 and 1947-48, there were approximately 5,000 veterans each year in attendance in regular classes in New Jersey high schools. Although articles in popular magazines had said that the return of the veteran to high school was impossible, in New Jersey the mutual adjustment of the schools and the veterans proved highly successful.

In the secondary field there were also enrolled between April, 1946 and June 30, 1948, more than 19,000 veterans in special secondary classes for veterans. These classes met at unconventional times in order to accommodate the veterans. They were

staffed by regularly certificated teachers. A large share of the expense was subsidized by the State supplemented in various ways by local districts. The work was accelerated according to the capacity and interest of the individual veteran. The quality of the work was recognized as valid by colleges to which these veterans applied and by neighboring states in cases of transfer to other high schools for diploma credit. Financing of the secondary school work was so arranged that, in general, the veteran did not use any of his educational entitlement in order to complete his high school career. The veterans also found educational opportunities awaiting them in the vocational field.

During the past year, there has been opportunity to capitalize upon the interest aroused by the Seminars in Veterans' Guidance to encourage the development of workshops on a county basis to consider problems of general educational guidance. It is part of the promotional plan that these workshops should become eventually self-directive.

In order to complete the report of this Division for the year 1947-48, it is necessary to mention other activities which have developed as part of its work. These activities are concerned primarily with the internal operation of the Department. Among these are the editorial responsibilities in the publication of the EDUCATION BULLETIN, similar responsibilities in the preparation of the Annual Report of the State Board of Education and the Commissioner of Education to the Legislature of New Jersey, and other special assignments which have been made by the Commissioner of Education from time to time.

DIVISION OF THE STATE LIBRARY,  
ARCHIVES AND HISTORY

The fiscal year 1947-48, the third year of the Division's existence as an integral part of the State Department of Education, was marked by many new activities as well as by a continuation of many that were begun during the fiscal year preceding. Of these latter, the continued trend toward a greater consolidation of all technical processes may be noted. The purchase of books, periodicals, pamphlets and other related library materials for all the bureaus was completely centralized with all orders being placed by one staff member whose duty it is to eliminate unnecessary duplication of titles. The value of this arrangement, coming as it does at a time when the price of books and other printed matter has increased considerably, can scarcely be overestimated.

Centralized cataloging has been inaugurated, also, but here the lack of personnel has mitigated against the establishment of a strong, central unit which can keep pace with the influx of current titles while, at the same time, continuing the work of re-cataloging the thousands of volumes which, because of the shortage of professional and clerical staff, have been neglected for many years. It is apparent that many years of concentrated effort by a staff of trained workers will be necessary before this desirable goal is reached.

One of the most important developments is the process by which the library agencies have been absorbed into and integrated with the State Department of Education. The process of transition has brought with it a number of problems of an administrative nature but none has proven incapable of solution, and the library division now appears to be firmly established as one of the basic components of the Education Department.

Many unusual opportunities for service were offered to the personnel of the Division during the year, the majority of them resulting directly from activities engendered by the adoption of the new State constitution. Among these were the activities of the staff in connection with the New Jersey Constitutional Convention; in assisting in the work of Governor Driscoll's Civil Liberties Committee; and in the preparation and distribution of bibliographic materials on the Organization and Reorganization of State Government. In addition, the Annual Conference of the American Library Association held in Atlantic City, New Jersey, for the first time in more than twenty years, placed responsibilities upon the members of the Division's staff. The Director of the Division served as Chairman of the Committee of New Jersey Librarians which was charged with the responsibility for making the arrangements for the convention, and several members of the staff served with him. It is a pleasure to be able to report that all members of our staff met these additional burdens with vigor and good grace, even when, as frequently happened, the project entailed working extra hours daily for weeks on end.

The role played by the Division in the New Jersey Constitutional Convention, in the work of the Civil Liberties Committee and the assistance rendered to the Committee on State Reorganization are illustrations of the trend toward a more dynamic participation by the Library in the affairs of government. It is believed that this trend will be continued during the coming year with the establishment in the Division of a coordinated microfilm program for all departments of government.

#### *Archives and History Bureau*

The beginning of the fiscal period found the staff of the Archives and History Bureau almost completely engaged in the work of the Constitutional Convention which had convened at New Brunswick on June 12, 1947. The Convention designated Mr. Sidney Goldmann, Head of the Archives and History Bureau,

as its Librarian and Archivist. Together with officials of the Department of Taxation and Finance, he set up a complete system of reporting the proceedings of the committees of the Convention as well as the Convention itself. The Archivist was designated by the Convention as the editor of the proceedings. The Archives and History Bureau thus served the Convention while creating and preserving the very record which has, by Rule of the Convention, been transferred to the Archives of New Jersey. This is the second complete body of records received by the Bureau, the first being the files of the Office of Civilian Defense Director.

The national tour of the *Freedom Train* brought it to Trenton on September 21, 1947. A special exhibit of New Jersey documents was set up (with the cooperation of the State Museum) and sent on tour with the train throughout the State under State Police supervision. The Library also assisted the communities of Montclair and New Brunswick to celebrate *American Heritage Week* by lending them many important New Jersey documents which were displayed throughout the respective communities on "Freedom Trucks."

#### *Law and General Reference Library*

In November, 1947, Governor Driscoll appointed a special committee of representative New Jersey citizens to inquire into and report on the state of Civil Liberties in New Jersey. At his request, the State Library prepared a bibliography on the subject and the Director of the Division, Roger H. McDonough, served as Secretary to the Committee. At the request of the American Library Association, an expanded version of the bibliography was published in the *American Library Association Book List* as one of the five "Great Issues" which all libraries throughout the country were asked to feature during the year.

Two other important bibliographical projects were completed during the year. The first was a bibliography on State Organiza-

tion and Reorganization, which was prepared for the use of the committee working on this important problem. The second of these bibliographical projects was the *Bibliography of New Jersey Official Reports, 1905-1945*. This work was prepared as a supplement to the pioneer Hasse work, *Index of Economic Materials in Document of New Jersey, 1799-1904*, and New Jersey thus becomes the first colonial state to print a complete and detailed bibliography of its official reports in modern times.

The close cooperation which has existed between the Division and the Council of State Governments was maintained and both of the above publications were made available to the Council for distribution to all state libraries as well as to other research centers.

#### *Bureau of Public and School Library Services*

One of the most encouraging events in the Bureau of Public and School Library Services was the creation of the position of Public Library Services Supervisor. An examination for this position was given in May, 1947, and it is anticipated that an announcement as to the appointment of the successful candidate will soon be made. This Supervisor will have general charge of public library extension work throughout the State. In this capacity, working closely with already existing county and public libraries, she will set up a program of consultative and advisory services, make periodic field visits to meet with head librarians and members of library boards concerning library problems and will assist in the development of regional library service where advisable.

#### *Library Personnel*

The progress toward the adoption of higher personnel standards for our public libraries—highlighted by the passage of the Public Librarians Certification Act of 1947—is an outstanding development in the extension field during the past few years. The

acute wartime shortage of librarians has lessened somewhat but a number of positions are still vacant and it is apparent that the demand for trained librarians will exceed supply for some years to come.

### *Salaries*

At the request of the State Library Association, the Bureau of Public and School Library Services made a survey of salary scales in public libraries throughout the State, and a summary of the data was presented at the fall meeting of the Association held in Newark, New Jersey, on November 14, 1947. Following a general discussion of the salary problem, the conference delegates adopted resolutions embodying the following:

1. Minimum beginning salary of \$2,100.00 for professional librarians.
2. Recommendation that every board of trustees adopt an adequate salary scale.
3. In order that accurate comparative data be available, every board was urged to file a copy of its budget and salary schedule with the Bureau in Trenton.

In addition to these steps, the Personnel Committee of the New Jersey Library Association is drawing up a manual of personnel procedures which will include demonstrations of job classifications and pay plans. It is considered that the manual will be of considerable benefit to boards of trustees, particularly in the smaller communities of the State, in helping them to establish adequate job classification and pay plans for their employees.

### *Storage Library*

One of the most interesting developments in the library field in the past several years has been the growing interest in the project to erect a storage library for little-used books. Such a

storage library would relieve the over-crowded shelves of our public libraries. It is anticipated that a report supporting the proposal will be submitted to the meeting of the librarians and trustees which is to be held in October, 1948, and that, subsequently, a bill will be introduced into the 1949 Legislature asking for funds to acquire and maintain a central storage library for all the libraries of the State.

### DIVISION OF THE STATE MUSEUM

Public interest in the State Museum was indicated again by an increase in attendance for the year, and by a substantial increase in requests for films and other visual aids from the circulating collections. Temporary exhibits, special programs, and the permanent exhibit of New Jersey's natural history and archeology, provided interest to 69,480 persons who visited the Museum. Guide services were provided for 294 school and adult groups which came for a special study of these exhibits. From schools and community groups of the State, more than 90,000 requests for visual aids were received, and close to four and a half million persons were reached by the use of the materials circulated by the Museum during the year which ended June 30, 1948.

#### *Permanent and Temporary Exhibits*

Improvements in permanent exhibits included the modernizing of the Game Bird and Sea Life halls, and preliminary plans were drawn up for the reorganization of the natural history exhibits in the main hall. There is need for additional exhibition space and work shops in order to present a more complete story of New Jersey through exhibits and study collections.

Ten temporary exhibits representing a broad field of subjects rounded out the Museum's exhibit schedule for 1947-48. Of particular significance were the exhibits: "New Jersey Children Grow in World Understanding," illustrating how New Jersey

children develop from their earliest school experiences into world citizenship—sembled by the Divisions of Elementary and Secondary Education; and "Atomic Energy," presenting the scientific, social and political aspects of atomic energy—scientific apparatus provided by the Palmer Physical Laboratory of Princeton University.

### *Public Programs*

During the year 1947-48, nineteen programs, comprised of lectures, demonstrations and musicals were presented in the main hall of the Museum with the assistance of State committees. These programs generally supplemented the exhibits. Although the facilities of the Museum are not adequate for large audiences, these special events, which are open to the public, continue to be well attended.

### *Increased Demands for Visual Aids*

The Extension Bureau of the Museum filled 80,020 requests for visual aids which were sent to schools and community groups of New Jersey on a free loan basis. More than an additional 10,000 requests remained unfilled for lack of duplicate materials and for limited personnel. The demand for educational films continued to increase to the extent that they comprised more than 80 per cent of the total requests. Kodachrome and standard glass slides represented 15 per cent of the requests; and the remaining 5 per cent were for models, charts and traveling exhibits.

### *Visual Aids Committee Makes Survey*

The Visual Aids Committee, appointed last year to assist the Museum in a study of visual aids needs of the schools of New Jersey and in the development of an adequate service, held many meetings and conferences. Visual education directors and area representatives from schools were called together to report their needs and to discuss plans for a long-range program. A survey

of visual education in other states was also undertaken by the Committee. The results of the National survey and the study of local needs pointed towards legislation as a feasible method to establish a state-wide plan. A tentative draft of a visual education bill was submitted, which would provide for the development and maintenance of a State visual education program. The Committee accepted this plan to prepare it for presentation, with the understanding that the bill would be sponsored by outside organizations.

#### *Archeological Research*

Archeological research, during the past year, was largely devoted to preparation of publications, excavating and cataloging the material found at the Ware Site, Salem County, and rearranging the laboratory, the collections and files so that more efficient work can be done there. The excavating of sites was done in conjunction with an interstate project sponsored by the Indiana Historical Society. Indian artifacts, added to the Museum collections during the year, totalled 3,300 and were comprised of gifts and excavated materials. Two members of the State Museum staff were re-elected to office in the Eastern States Archeological Federation.

THE MANUAL TRAINING AND INDUSTRIAL  
SCHOOL FOR YOUTH

(Bordentown)

The operation of the school is now under the supervision of the State Commissioner of Education. This gives professional status to the school and the school benefits from that relationship.

During recent years, the average age of the student body has been decreasing. The average age is now between fourteen and fifteen, whereas, five years ago, it was between sixteen and seventeen. The students, in spite of their youth, are able to enter the higher grades, thus making it possible to eliminate the seventh grade and to begin the academic work with the eighth grade.

The school has always relied upon the work of the older students in most of its physical maintenance and operation. This work is now less efficient because of the youth of the students. The students now need closer supervision for which there is insufficient staff available. It means also that to many students, general academic and industrial education must be given; there are fewer students old enough for specific trade training.

A salary schedule for teachers has been established. The bargaining system of employing teachers has disappeared. The successful teachers are now eligible for tenure. All this places the teachers on a more professional plane. To some extent the effects have been neutralized by the fact that the gross minimum of \$1,600 for ten months is too low to attract well-qualified teachers.

The Legislature, last year, removed the word "colored" from the official name of the school. This may indicate a trend toward integration. As yet, however, there seems to be no actual move in that direction. In other words, up to this date, only negroes have applied.

## THE NEW JERSEY SCHOOL FOR THE DEAF

(West Trenton)

The predominant trends during the past five years at the New Jersey School for the Deaf have been as follows:

There has been a very definite change in the knowledge and insight of the parents of our students into our entire program of educating and training children who are deaf. We believe that much of this increased knowledge is the result of the program of education for parents of pre-school children that we have been conducting for a number of years. The parents are much better informed and, therefore, can discuss and evaluate our program more intelligently.

Our field of education has also felt the impact of the postwar interest in expanding vocational training.

The problem of securing efficient and qualified teaching personnel has increased to the point where our source of supply has been almost cut off. The main reason for this situation is the increased salaries being offered at other schools for the deaf and the high salary schedules being maintained elsewhere. Our present salary schedule is lower than the public school systems. During the past two years, we have absorbed as many untrained teachers as we can possibly use. There are one hundred and twenty-four residential and day schools for the deaf throughout the country and all must depend upon teacher-training centers for their trained teachers. Last year, throughout the entire country, only forty-three teachers trained for our field of education. Other schools have increased their minimums as well as their salary ranges. It will be impossible to fill any teacher vacancies we may have at the end of this school year with qualified teachers unless our proposed salary schedule is adopted.

During the past five years, no single trend has created as big a problem as that of our constantly increasing enrollment in the primary department. Our facilities in this department are limited and are not as flexible for over-crowding as those in the advanced department. To date, we have accumulated a waiting list of twenty children all of whom should be in school at the earliest possible date.

Another definite trend in our field is the increased use of amplification, the use of modern hearing aids and improved techniques developed in child study.

## STATISTICAL APPENDIX

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1947-48

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The figures for this summary were secured from the annual reports received from the superintendents, supervising principals, county superintendents, and district clerks and secretaries of the school districts for the year ending June 30, 1948.

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



# COMMISSIONER OF EDUCATION

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## SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1947 and Ending June 30, 1948

		Increase or Decrease
<b>RECEIPTS</b>		
<b>A—State Board of Education:</b>		
(1) Commissioner's Office .....	\$ 287,877.66	\$ 11,954.47 D
(2) Academic Certificate Fund .....	30,136.67	11,958.24 D
(3) Division of State Library, Archives and History .....	124,260.69	10,328.60 I
(4) Division of State Museum .....	59,261.01	137.93 D
(5) Division Against Discrimination .....	51,046.24	6,116.57 I
Total .....	\$ 552,582.27	\$ 7,605.47 D
<b>B—County Administration and Supervision:</b>		
(1) County Superintendents, salaries .....	\$ 122,346.78	\$ 3,496.77 D
(2) County Superintendents, clerk hire and expenses .....	92,648.78	1,021.60 D
(3) Helping Teachers and other County Officers, salaries and expenses .....	244,601.47	2,193.53 D
Total .....	\$ 459,597.03	\$ 6,711.90 D
<b>C—State Institutions:</b>		
(1) Glassboro State Teachers College .....	\$ 241,359.38	\$ 6,361.61 I
(2) Newark State Teachers College .....	277,510.72	9,314.68 I
(3) Trenton State Teachers College .....	641,930.31	52,249.83 I
(4) Montclair State Teachers College .....	527,467.70	25,015.39 I
(5) Paterson State Teachers College .....	353,772.75	206,777.61 I
(6) Jersey City State Teachers College .....	234,082.02	11,393.01 I
(7) Industrial School at Bordentown .....	312,386.55	26,921.76 I
(8) New Jersey School for the Deaf .....	487,047.80	53,844.42 I
(9) Training of Vocational Teachers: Appropriated by the State .....	57,493.85	173.10 I
Appropriated by the Federal Government ..	51,561.11	6,594.57 I
(10) State University .....	3,306,920.77	500,214.75 I
(11) Newark College of Engineering .....	270,000.00	115,700.00 I
Total .....	\$6,761,532.96	\$1,014,560.73 I
<b>D—Teachers' Pension and Annuity Fund:</b>		
(1) Operating expenses (Treasurer's Off.) .....	\$ 5,748.27	\$ 38.89 I
(2) For office expenses, current pensions and previous years increase in reserve .....	8,497,190.44	246,350.81 D
Total .....	\$8,502,938.71	\$ 246,311.92 D
<b>E—State School Fund Expenses .....</b>	<b>\$ 5,077.84</b>	<b>139.84 I</b>
<b>F—Current Expense Account of Public Schools in Districts:</b>		
(1) Equalization Aid, Sec. 6 (1), Chapter 63, P. L. 1946 .....	\$9,304,909.50	\$9,304,909.50 I
(2) Transportation Aid, Sec. 6 (2), Chapter 63, P. L. 1946 .....	2,151,040.65	2,151,040.65 I
(3) Dependent Children, Sec. 7, Chapter 63, P. L. 1946 .....	356,917.50	9,967.50 I
(4) Regional High School, Sec. 8, Chapter 63, P. L. 1946 .....	274,745.92	274,745.92 I
(5) Deficiency Fund, Sec. 14, Chapter 63, P. L. 1946 .....	758,755.59	758,755.59 I
(6) Emergency Aid, Sec. 14, Chapter 63, P. L. 1946 .....	85,200.00	85,200.00 I

## SCHOOL REPORT

## SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1947, and Ending June 30, 1948

(7) Additional State Aid, Chap. 142, P. L. 1946 ..	1,200,000.00	1,200,000.00	I
(8) Municipal Aid, Sec. 13, Chap. 63, P. L. 1946	7,982,928.97	7,982,928.97	I
(9) Crippled Children Aid .....	165,786.24	22,715.06	I
(10) Railroad Tax .....	639.16	51,325.36	D
(11) Interest Surplus Revenue .....	3,035.63	2,040.41	D
(12) Veterans Revolving Fund .....	363,514.64	25,683.21	I
(13) State School Tax and Deficiency .....		17,326,568.82	D
(14) State School Fund .....		341,892.30	D
(15) From District Taxes .....	89,161,522.89	13,896,101.55	I
(16) From Notes Authorized by Vote of District or from Board of School Estimate .....	843,648.87	1,167,044.85	D
(17) From Tuition Fees .....	7,258,466.13	1,031,006.18	I
(18) From Interest on Deposit .....	71,799.67	43,581.28	I
(19) From Sale of Books .....	70,222.91	37,457.77	I
(20) From Other Sources .....	654,366.75	5,318.35	D
(21) Balance from Previous Year .....	8,889,563.68	6,385,922.42	D
Total .....	\$129,597,064.70	\$11,543,980.67	I
<b>G—Repairs and Replacement Account:</b>			
(1) District Taxes .....	\$ 7,206,351.48	\$ 899,928.64	I
(2) From Notes Authorized by Vote of District or from Board of School Estimate .....	248,805.00	230,790.00	I
(3) From Sale of Property .....	109,195.08	252,972.39	D
(4) From Other Sources .....	145,653.82	37,353.69	I
(5) Balance from Previous Year .....	1,432,739.60	155,418.16	I
Total .....	\$ 9,142,744.98	\$ 1,070,518.10	I
<b>H—Land, Buildings and Equipment Account:</b>			
(1) From District Taxes .....	\$ 1,181,919.04	\$ 98,547.40	I
(2) From Sale of Bonds or Notes .....	10,547,690.00	7,082,311.91	I
(3) From Other Sources .....	461,710.27	351,477.35	D
(4) Balance from Previous Year .....	6,710,918.35	2,293,319.30	I
Total .....	\$ 18,902,237.66	\$ 9,122,701.26	I
<b>I—School Library Account:</b>			
(1) From State .....	\$ 3,220.00	\$ 580.00	I
(2) From District Taxes .....	789,002.78	143,802.83	I
(3) From Other Sources .....	9,294.86	2,345.85	D
(4) Balance from Previous Year .....	104,736.78	14,869.81	D
Total .....	\$ 906,254.42	\$ 127,167.17	I
<b>J—Manual Training Account:</b>			
(1) From State .....	\$ 937,410.41	\$ 70,886.18	I
(2) From District Taxes .....	4,367,908.87	621,101.51	I
(3) From Sale of Materials .....	45,486.29	6,282.62	I
(4) From Other Sources .....	27,866.00	17,616.10	D
(5) Balance from Previous Year .....	703,328.61	50,596.64	D
Total .....	\$ 6,082,000.18	\$ 630,057.57	I
<b>K—Industrial Schools:</b>			
(1) From State .....	\$ 69,000.00	\$	
<b>L—Vocational Account:</b>			
(1) From State .....	\$ 460,262.59	\$ 42,556.50	I
(2) From State Veterans Revolving Fund .....	184,030.34	54,065.98	I
(3) From Federal Government .....	418,545.69	36,433.97	I
(4) From District Taxes .....	2,090,478.83	398,069.60	I
(5) From Tuition .....	325,730.95	75,529.02	I
(6) From Other Sources .....	78,503.75	2,293.43	D
(7) Balance from Previous Year .....	533,564.76	44,013.82	D
Total .....	\$ 4,091,116.91	\$ 560,347.82	I

# COMMISSIONER OF EDUCATION

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## SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1947, and Ending June 30, 1948

<b>M—Junior Colleges:</b>			
(1) District Taxes .....	\$ 261,650.01	\$ 12,940.86	I
(2) From Tuition and Fees .....	44,844.74	15,922.12	I
(3) Balance from Previous Year .....	50,000.00	50,000.00	I
Total .....	\$ 356,494.75	\$ 78,862.98	I
<b>N—Evening Schools for Foreign-Born Residents</b>			
Account:			
(1) From State .....	\$ 16,395.62	\$ 6,407.49	I
(2) From District Taxes .....	21,021.68	8,434.31	I
(3) From Other Sources .....	511.50	239.50	I
(4) Balance from Previous Year .....	58,492.26	1,623.77	D
Total .....	\$ 96,421.06	\$ 13,457.53	I
<b>O—Teachers' Libraries:</b>			
(1) From State .....	\$ 400.00	\$	
(2) From Other Sources .....	400.00		
Total .....	\$ 800.00	\$	
<b>P—Debt Service Account:</b>			
(1) From District Taxes .....	\$ 12,684,503.18	\$ 213,696.74	I
(2) From Other Sources .....	116,197.73	70,315.96	I
(3) Balance from Previous Year .....	3,142.25	2,085.70	I
Total .....	\$ 12,803,843.16	\$ 286,098.40	I
<b>Q—Reserve Account:</b>			
To Pay Outstanding Bills of Previous Year .....	\$ 1,734,095.11	\$ 643,060.23	I
Grand Total .....	\$200,063,801.74	\$24,830,323.01	I

## SCHOOL REPORT

For the School Year Beginning July 1, 1947 and Ending June 30, 1948

## EXPENDITURES

## A—State Board of Education:

(1) Commissioner's Office .....	\$ 287,877.66	\$ 11,954.47	D
(2) Academic Certificate Fund .....	20,502.26	12,785.08	D
(3) Division of State Library, Archives & History .....	124,260.69	10,328.60	I
(4) Division of State Museum .....	59,261.01	137.93	D
(5) Division Against Discrimination .....	51,046.24	6,116.57	I
Total .....	\$ 542,947.86	\$ 8,432.31	D

## B—County Administration and Supervision:

(1) County Superintendents, Salaries & Expenses .....	\$ 214,995.56	\$ 4,253.33	D
(2) Helping Teachers, Salaries & Expenses .....	228,557.91	7,882.92	I
(3) County Attendance Officers, Salaries & Expenses .....	12,313.83	1,195.65	I
(4) County Supervisor of Child Study, Salary and Expenses .....	3,729.73	337.15	I
Total .....	\$ 459,597.03	\$ 5,162.39	I

## C—State Institutions:

(1) Glassboro State Teachers College .....	\$ 241,359.38	\$ 6,361.61	I
(2) Newark State Teachers College .....	277,510.72	9,314.68	I
(3) Trenton State Teachers College .....	641,930.31	52,249.83	I
(4) Montclair State Teachers College .....	527,467.70	25,015.39	I
(5) Paterson State Teachers College .....	353,772.75	206,777.61	I
(6) Jersey City State Teachers College .....	234,082.02	11,393.01	I
(7) Industrial School at Bordentown .....	312,386.55	26,921.76	I
(8) New Jersey School for The Deaf .....	487,047.80	53,844.42	I
(9) Training of Vocational School Teachers .....	109,054.96	6,767.67	I
(10) State University .....	3,306,920.77	500,214.75	I
(11) Newark College of Engineering .....	270,000.00	115,700.00	I
Total .....	\$ 6,761,532.96	\$ 1,014,560.73	I

## D—Teachers' Pension and Annuity Fund:

(1) Operating Expenses (Treasurer's Office) .....	\$ 5,748.27	\$ 38.89	I
(2) For Office Expenses, Current Pensions and Increase in Reserve .....	8,497,190.44	246,350.81	D
Total .....	\$ 8,502,938.71	\$ 246,311.92	D

## E—State School Fund, Expenses .....

\$ 5,077.84	\$ 139.84	I
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## F—Current Expense Account of Schools in the Districts:

(1) Expended for administration, instruction, operating, auxiliary agencies, coordinate activities and fixed charges in public day schools .....	\$119,906,912.86	\$11,916,516.25	I
(2) Expended for Evening Schools in Districts ..	501,962.13	102,127.02	I
(3) Expended for Veteran Classes in Districts ...	443,468.15	63,373.02	D
(4) Expended for Summer Schools in Districts ..	158,197.62	49,841.53	I
Total .....	\$121,010,540.76	\$12,005,111.78	I

## G—Repairs &amp; Replacement Account .....

\$ 7,800,822.30	\$ 1,062,786.08	I
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## H—Land, Building and Equipment Account .....

\$ 8,376,800.71	\$ 5,256,999.03	I
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## I—School Library Account .....

\$ 794,078.51	\$ 119,175.46	I
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## J—Manual Training Account .....

\$ 5,380,975.56	\$ 632,881.68	I
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## K—Industrial Schools .....

\$ 69,000.00		
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## L—Vocational School Account:

(1) Day Vocational Schools .....	\$ 2,740,998.05	\$ 212,923.81	I
(2) Evening Vocation Schools .....	428,828.60	114,401.11	I
(3) Veteran Classes .....	304,717.67	157,517.83	I
Total .....	\$ 3,474,544.32	\$ 484,842.75	I

M—Junior College Account .....	\$ 318,103.59	\$ 38,566.82 I
N—Evening Schools for Foreign-born Resident Account	\$ 36,559.39	\$ 12,555.12 I
O—Teachers' Libraries .....	\$ 800.00	.....
P—Debt Service Account .....	\$ 12,744,129.46	\$ 223,169.63 I
Q—Reserve Account .....	\$ 1,612,063.16	\$ 659,557.18 I
Balance on Hand at Close of Year .....	\$ 22,173,289.58	\$ 3,569,558.75 I
Expenditures & Balances — Total .....	\$200,063,801.74	\$24,830,323.01 I

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

July 1, 1947 to June 30, 1948

State Administration of the Schools .....	\$ 542,947.86	.37%
Local School Expenditures, except for Capital Outlay .....	\$145,129,174.05	99.63%

ANALYSIS OF STATE ADMINISTRATION COSTS

Salaries .....	\$ 399,791.01
Materials & Supplies .....	101,920.42
Other Than Personal .....	41,236.43
Total .....	\$ 542,947.86
* Less Tuition Transfers	

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

Administration .....	\$ 4,220,408.62
Instruction:	
Supervision .....	9,924,845.23
Instruction Proper .....	83,937,957.97
Operation .....	15,062,964.69
Maintenance .....	8,162,945.75
Co-ordinate Activities .....	3,117,263.27
Auxiliary Agencies .....	6,694,197.43
* Fixed Charges .....	1,264,461.63
Debt Service .....	12,744,129.46
Total .....	\$145,129,174.05

## SCHOOL REPORT

## COST OF EDUCATION

		Increase or Decrease
(Based on Expenses of maintaining the public day schools)		
Administration Expenses .....	\$ 3,861,098.08	\$ 223,798.93 I
Instruction:		
Supervision .....	\$ 9,229,828.39	428,676.42 I
Instruction Proper .....	80,494,390.70	8,283,758.87 I
	89,724,219.09	8,712,435.29 I
Operation of Plant .....	14,595,571.29	1,200,548.48 I
Maintenance of School Plant .....	7,900,758.98	1,058,305.65 I
Co-Ordinate Activities:		
Attendance .....	\$ 726,953.61	61,511.08 I
Health .....	2,346,928.76	108,757.61 I
	3,073,882.37	170,268.69 I
Auxiliary Agencies:		
Library .....	\$ 794,622.91	119,719.86 I
Transportation .....	3,700,787.38	293,270.74 I
Other Auxiliary Agencies .....	2,093,898.34	473,616.21 I
	6,589,308.63	886,606.81 I
Fixed Charges:		
Leasing School Rooms .....	58,522.42	19,039.34 I
Pensions .....	252,980.58	82,836.51 I
*Insurance and Workmen's Com- pensation .....	894,439.81	49,095.11 I
Other Fixed Charges .....	19,676.12	3,514.97 I
	1,225,618.93	154,485.93 I
Total .....	<u>\$126,970,457.37</u>	<u>\$12,406,449.78 I</u>
Average yearly cost per pupil based on average enrollment in day schools .....	212.59	17.23 I
Average yearly cost per pupil based on average daily attendance in day schools .....	232.42	19.62 I

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

## INDEBTEDNESS STATEMENT

June 30, 1948

Outstanding July 1, 1947 .....	\$113,710,175.88*
Bonds and Notes Issued During the Year .....	11,468,666.71
Redeemed During Year From District Taxes .....	8,095,663.39
Redeemed During Year From Sinking Funds .....	343,860.00
Outstanding June 30, 1948 .....	116,739,319.20
Amount in Sinking Fund June 30, 1947 .....	6,799,323.71
District Taxes for Sinking Fund Requirements .....	65,828.71
Receipts from Interest and Other Sources .....	202,350.88
Total Sinking Fund Receipts including amount in Fund June 30, 1947 .....	7,067,503.30
Bonds Redeemed During the Year From Sinking Fund .....	343,860.00
Paid for Premiums on Investments, etc. ....	4,444.32
Amount in Sinking Fund June 30, 1948 .....	6,719,198.98

\* \$602,693.97 not reported last year due to failure to include which was not included in Municipal Refunding in Article VI districts.

COMPARISON OF SOME EXPENDITURES FOR THE PAST FIVE YEARS

	1943	1944	1945	1946	1947	
	1944	1945	1946	1947	1948	Increase
*Teachers' Salaries .....	\$65,110,942.97	\$67,205,579.37	\$69,933,738.81	\$78,366,304.67	\$86,722,558.02	\$8,356,253.35
Textbooks .....	1,118,302.60	1,145,465.55	1,258,844.58	1,272,548.07	1,442,249.06	169,700.99
Supplies (Educational) .....	1,978,560.49	1,925,231.57	2,074,290.02	2,497,594.10	3,076,307.62	578,713.52
Janitors' Salaries .....	7,270,667.94	7,726,938.74	8,251,340.86	9,292,946.96	9,844,208.87	551,261.91
Fuel .....	2,079,915.73	2,071,661.38	2,271,519.47	2,233,140.13	2,598,730.57	365,590.44
Transportation of Pupils .....	2,744,102.50	2,904,916.07	3,095,978.22	3,408,385.84	3,701,781.36	293,395.52
Health Service .....	1,778,027.21	1,927,792.54	2,022,389.31	2,296,137.84	2,437,649.23	141,511.39
Attendance Service .....	541,554.75	591,720.81	621,829.64	709,127.63	779,221.34	70,093.71
Insurance .....	704,229.77	620,930.92	656,853.84	863,020.22	910,864.18	47,843.96
Maintenance of Plant .....	3,728,220.21	4,186,271.65	5,402,107.44	7,036,256.37	8,162,945.75	1,126,689.38
Capital Outlay .....	570,423.19	935,723.96	1,165,347.03	3,157,941.21	8,434,129.20	5,276,187.99
Debt Service .....	14,058,596.30	14,428,792.75	13,083,041.10	12,520,959.83	12,744,129.46	223,169.63

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

## SCHOOL REPORT

## SOURCES OF INCOME

Moneys For The Support Of Public Schools Were  
Derived From The Following Sources For 1947-48

1. Appropriated by Legislature from State School Fund .....	\$ .....	\$ 32,433,893.41
(a) State Administration .....	522,445.60	.....
(b) County Superintendents' Salaries .....	122,346.78	.....
(c) State Institutions .....	6,709,971.85	.....
(d) Teachers Pension & Annuity Fund .....	8,502,938.71	.....
(e) Library Aid to Districts .....	3,220.00	.....
(f) Chapter 63, P. L. 1946, (Pascoe Law) .....	13,176,170.63	.....
(g) Chapter 142, P. L. 1946 .....	1,200,000.00	.....
(h) Manual Training Aid to Districts .....	937,410.41	.....
(i) Vocational Aid to Districts .....	460,262.59	.....
(j) Veterans Aid to Districts .....	547,544.98	.....
(k) Industrial Schools .....	69,000.00	.....
(l) Crippled Children Aid to Districts .....	165,786.24	.....
(m) Evening Schools for Foreign-born Residents Aid to Districts .....	16,395.62	.....
(n) Teachers' Libraries .....	400.00	.....
2. Railroad Taxes .....	.....	639.16
3. State School Fund Expenses .....	.....	5,077.84
4. Surplus Revenue .....	.....	3,035.63
5. Appropriated by Federal Government .....	.....	745,349.15
(a) Vocational Schools .....	418,545.69	.....
(b) Training of Teachers .....	51,561.11	.....
(c) Federal Government in Lieu of Taxes and Other Aid, including F. W. A. ....	275,242.35	.....
6. Municipal Aid (Chapter 63, P. L. 1946) .....	.....	7,982,928.97
7. District Taxes .....	.....	116,276,495.54
8. County Appropriations .....	.....	1,580,512.00
9. Sale of Bonds for Capital Outlay .....	.....	10,547,690.00
10. Other Sources .....	.....	10,267,598.64
(a) Tuition .....	7,636,313.51	.....
(b) Authorized Loans .....	313,692.51	.....
(c) Additional Municipal Appropriations .....	1,016,156.62	.....
(d) Interest .....	141,679.75	.....
(e) Sale of Property .....	320,702.66	.....
(f) Insurance .....	62,552.48	.....
(g) Rent .....	230,733.95	.....
(h) Donations .....	18,992.99	.....
(i) Bond Premiums .....	20,148.46	.....
(j) Fines & Fees .....	23,588.43	.....
(k) Sinking Fund Surplus .....	11,125.87	.....
(l) Other Local .....	441,774.74	.....
(m) Academic Certificate Fund .....	30,136.67	.....
11. Balance on Hand Beginning of Year .....	.....	20,220,581.40
12. GRAND TOTAL RECEIPTS AND BALANCES .....	.....	\$200,063,801.74

# COMMISSIONER OF EDUCATION

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## ENROLLMENT IN DAY SCHOOLS FOR 1947-48

		Increase or Decrease
Boys Enrolled .....	329,925	4,809 I
Girls Enrolled .....	316,035	4,735 I
Total Enrollment .....	645,960	9,544 I
Number of Pupils Enrolled in:		
Rural Schools—One Room .....	2,588	53 I
Rural Schools—Two Room .....	4,888	68 I
Total Rural School Enrollment .....	7,476	121 I
Number of Pupils Enrolled in:		
Kindergarten .....	53,396	8,580 I
Pre-First Grade .....	14,001	6,108 I
Grade I .....	62,905	
Grade II .....	53,104	1,833 I
Grade III .....	50,912	151 D
Grade IV .....	50,142	942 I
Grade V .....	48,350	858 I
Grade VI .....	46,877	740 D
Grade VII .....	47,883	431 I
Grade VIII .....	44,418	1,675 D
Grade IX .....	47,964	2,445 D
Grade X .....	44,550	2,021 D
Grade XI .....	38,654	1,167 D
Grade XII .....	35,399	513 D
Subnormal Classes .....	4,173	41 D
Anaemic Classes .....	244	15 D
Backward and Incurable Classes .....	752	35 I
Crippled Classes .....	653	224 D
Classes for the Blind .....	177	28 D
Classes for the Deaf .....	124	1 D
Other Special Classes .....	791	263 I
Post Graduates .....	491	485 D
Total Day School Enrollment .....	645,960	9,544 I
Grouping of Day School Enrollment:		
Kindergarten .....	53,396	8,580 I
Grades 1-8 inclusive, except the enrollment in 7th and 8th grades in approved Junior High School .....	393,095	7,360 I
Approved J. H. S. (Grades 7-9) .....	41,237	178 D
Senior High Schools (Grades 10-12) .....	34,887	172 I
Four Year High Schools (Grades 9-12) .....	115,940	5,894 D
Post Graduates .....	491	485 D
Special Classes .....	6,914	11 D
Total .....	645,960	9,544 I

## TOTAL ENROLLMENT IN PUBLIC SCHOOLS

		Increase or Decrease
Day Schools .....	645,960	9,544 I
Day Vocational Schools .....	10,498	783 D
Bedside Pupils .....	1,170	48 I
Junior Colleges .....	922	139 I
Vocational Veterans .....	1,609	347 I
Total Day School .....	660,159	9,295 I
Regular Evening Schools .....	5,609	62 I
Accredited Evening High Schools .....	4,378	25 D
Vocational Evening Schools .....	14,407	2,816 I
Evening Schools for Foreign-Born Residents .....	1,902	614 I
Manual Training Evening Classes .....	25	3 I
Veteran Evening Classes .....	6,282	1,655 D
Total Evening Schools .....	32,603	1,815 I
Grand Total Enrollment in Public Schools .....	692,762	11,110 I
*Total in Summer Schools .....	11,853	316 D
Total including Summer Schools .....	704,615	10,794 I

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

## SCHOOL REPORT

## ATTENDANCE IN DAY SCHOOLS

			Increase or Decrease
Average time the day schools were maintained (A school month is 20 days) .....	9 mos. 3 days		
Possible Number of Days Attendance .....	109,424,743½	1,938,880	I
Total Number of Days Present .....	100,073,947½	1,413,495½	I
Total Number of Days Absent .....	9,350,796	525,384½	I
Average Enrollment .....	597,262	10,799	I
Average Daily Attendance .....	546,294	7,934	I
Average Attendance of Each Pupil .....	167	1	D
Average Absence of Each Pupil .....	16	1	I
Per Cent of Attendance .....	91.45	.34	D
Total Number of Times Tardy .....	658,305	14,421	I
Number of Pupils neither absent nor tardy .....	21,800	1,295	I
Number of Sessions Truant .....	39,852	12,351	D
Number of Cases of Suspension or Expulsion .....	3,145	366	D
Pupils Enrolled who have attended Public Schools in Other Districts in the State .....	17,329	996	I

(Includes County Vocational Schools)

## VOCATIONAL DAY SCHOOLS

Number of days schools kept open .....	183	9	I
Possible number of days attendance .....	1,520,076	2,158½	D
Number of days present .....	1,368,789½	23,241	D
Number of pupils enrolled .....	10,498	783	D
Average Attendance .....	7,464	568	D

## EVENING VOCATIONAL SCHOOLS

Number of evenings kept open .....	129	30	I
Number of pupils enrolled .....	14,407	2,816	I
Total Evening Attendance .....	328,749	56,667	I
Average Evening Attendance .....	2,555	201	I

## JUNIOR COLLEGE

Number of days schools kept open .....	162	.....	
Possible number of days attendance .....	113,617	29,532	I
Number of days present .....	109,182	39,749	I
Number of boys enrolled .....	687	116	I
Number of girls enrolled .....	235	23	I
Total number pupils enrolled .....	922	139	I

## VOCATIONAL VETERANS

Number of males enrolled .....	1,609	349	I
Number of female pupils enrolled .....	.....	2	D
Total number pupils enrolled .....	1,609	347	I
Number of teachers employed .....	110	48	I

## VETERAN EVENING CLASSES

Number male pupils enrolled .....	6,265	1,623	D
Number female pupils enrolled .....	17	32	D
Total number pupils enrolled .....	6,282	1,655	D
Number women teachers employed .....	39	24	D
Number men teachers employed .....	234	11	I
Total number teachers employed .....	273	13	D

## SUMMER SCHOOLS

Number of Teachers — Men .....	216	26	I
Women .....	242	2	I
Total .....	458	28	I
Actual number of days schools kept open .....	28	1	I
Number of Pupils enrolled in:			
Elementary grades .....	4,735	274	I
High School grades .....	7,118	590	D
Total .....	11,853	316	D
Average Daily Attendance .....	8,536	1,111	I
Total Days Attendance .....	241,868½	44,777	I

## MANUAL TRAINING CLASSES IN DAY SCHOOLS

Number of Elementary Pupils .....	102,470	852	D
Number of High School Pupils .....	74,036	907	I
Total .....	176,506	55	I

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REGULAR EVENING SCHOOLS

Number of evenings schools were maintained			
including legal holidays and institute days	96	22	I
Number of weeks schools were maintained	32	8	I
Male pupils enrolled	2,586	198	D
Female pupils enrolled	3,023	260	I
Total pupils enrolled	5,609	62	I
Total Evenings Attendance	326,295	142,599½	I
Average Evenings Attendance	3,404	924	I

ACCREDITED EVENING HIGH SCHOOL

Number of evenings schools were maintained	180	.....	
Number of weeks schools were maintained	36	.....	
Male Pupils enrolled	2,370	228	D
Female pupils enrolled	2,008	203	I
Total Pupils enrolled	4,378	25	D
Total Evenings Attendance	599,854	300,544	I
Average Evenings Attendance	3,326	1,665	I

EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS

Number of evenings schools kept open	76	.....	
Number of pupils enrolled	1,902	614	I
Total Evenings Attendance	67,875	12,710	I

MANUAL TRAINING EVENING CLASSES

Number of evenings kept open	22	.....	
Number of pupils enrolled	25	3	I
Total Evenings Attendance	260	37	I

NUMBER OF GRADUATES FROM FEBRUARY AND JUNE

Full Four-Year High School Course

	Boys	Girls	Total	Boys	Girls	Total
Fourteen Years	.....	.....	.....	.....	.....	.....
Fifteen Years	38	90	128	6 I	2 D	19 I
Sixteen Years	1,545	2,355	3,900	152 I	13 I	72 I
Seventeen Years	8,136	10,709	18,845	435 I	30 I	465 I
Eighteen Years	4,729	4,113	8,842	360 I	58 D	302 I
Nineteen Years	1,181	594	1,775	15 I	52 D	37 D
Twenty Years	398	83	481	320 D	48 D	368 D
Over Twenty Years	551	38	589	433 D	36 D	469 D
Total	16,578	17,982	34,560	215 I	233 D	18 D

TRANSPORTATION

Total number of days transported	15,276,399	715,263	I
Pupils transported from without the district for whom the cost of transportation is paid	38,045	4,037	I
Pupils transported from within the district for whom the cost of transportation is paid	74,345	6,716	I
Total number of pupils receiving transportation	112,390	10,753	I
Cost of transporting pupils to schools in other districts	\$ 1,476,361.98	\$ 84,839.45	I
Cost of transporting pupils to schools within the districts	\$ 2,224,425.40	\$ 208,431.29	I
Total	\$ 3,700,787.38	\$ 293,270.74	I

TUITION

Number of tuition pupils sent to other districts:			
High School	35,864	25 D	
Elementary	4,838	193 I	
Summer, Evening or Vocational	2,655	165 D	
Number of Tuition pupils received including those for whom the tuition is paid by parents or others:			
High School	36,088	220 I	
Elementary	6,457	110 I	
Veterans attending school	6,125	1,135 I	
Number pupils attending Junior College	149	88 D	
Amount of tuition money received for 1947-48 and prior years	\$ 7,664,878.93	\$ 1,162,643.71	I
Amount of tuition money paid on account of 1947-48	\$ 6,832,848.38	\$ 950,570.03	I

## SCHOOL REPORT

## SCHOOL BUILDINGS

		Increase or Decrease
Total Value of School Buildings, Land and Equipment .....	\$370,035,047	\$2,441,743 I
Average Value of New Jersey School Buildings .....	\$ 189,276	\$ 1,920 I
Number of School Districts in State .....	560	.....
School Districts not maintaining Schools .....	33	.....
School Buildings Owned .....	1,955	7 D
School Buildings Rented .....	56	6 I
Total School Buildings .....	2,011	1 D
Buildings completed during the year .....	4	4 I
Buildings enlarged during the year .....	10	7 I
Buildings remodelled during the year .....	10	7 I
Number of new classrooms added during year .....	61	46 I
Buildings abandoned during the year .....	7	9 D
Number of rooms in buildings abandoned .....	14	10 D

## Size of School Buildings Owned

One-Room Buildings .....	137	5 D
Two-Room Buildings .....	175	3 D
Three-Room Buildings .....	53	1 I
Four-Room Buildings .....	218	4 I
Five or more room Buildings .....	1,372	4 D
Total School Buildings Owned .....	1 955	7 D

## Portable and Rented Buildings

Number of portable buildings .....	28	1 I
Number of rooms used in portable buildings .....	44	5 D
Number of rented buildings .....	56	6 I
Number of rooms used in rented buildings .....	146	30 I

## Number of Rooms

Number of regular classrooms used .....	21,762	5 I
Number of manual training and domestic science rooms used .....	1,792	3 I
Number of laboratories and other special rooms .....	2,396	68 I
Total number of rooms used .....	25,950	76 I
Total number of rooms not used .....	1,238	91 D
Total number of rooms available .....	27,188	15 D
Number of basement rooms used for classroom purposes .....	423	41 I
Total number of seatings provided .....	791,466	36,774 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 .....	754	32 I
Elementary Schools .....	1,547	.....
Four-Year High Schools or less .....	159	2 D
Approved Junior High School Plan:		
Junior High School .....	73	2 D
Senior High School .....	45	.....
Special .....	174	14 D
Vocational .....	65	11 I
Total .....	2,817	25 I

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## NUMBER OF TEACHERS

Day and Evening

1947 and 1948

Total number of teachers day and evening	Men	Women	Total	Increase or Decrease		Total
				Men	Women	
Total number of teachers day and evening	7,062	22,213	29,275	210 I	391 I	601 I
Superintendents	46	.....	46	1 D	.....	1 D
Assistant Superintendents	16	3	19	.....	.....	.....
Director County Vocational School	4	.....	4	2 I	.....	2 I
Asst. Dir. Co. Vocational School	3	.....	3	1 I	.....	1 I
Approved Supervising Principals	150	6	156	1 I	.....	1 I
Unapproved Supervising Principals	42	2	44	2 D	.....	2 D
Non-Teaching Principals	558	288	846	16 I	12 D	4 I
Supervisors	34	61	95	2 I	3 I	5 I
Special Supervisors	123	176	299	12 I	2 I	14 I
Teachers:						
Rural Schools—One Room	3	76	79	1 I	6 D	5 D
Rural Schools—Two Rooms	8	153	161	5 D	9 D	14 D
Kindergarten	.....	990	990	.....	111 I	111 I
Grades I—VIII	495	9,850	10,345	25 I	279 D	254 D
Grades I—VI	41	2,694	2,735	3 I	422 I	425 I
Grades VII—IX (Jr. High)	379	928	1,307	10 I	10 D	.....
Grades X—XII (Sr. High)	695	884	1,579	23 I	42 D	19 D
Grades IX—XII	1,948	2,648	4,596	37 I	57 D	20 D
Short Term	24	166	190	8 I	35 I	43 I
Substitute	36	187	223	19 I	110 I	129 I
Ungraded, Backward and Incon-						
-riable Classes	19	26	45	1 I	2 D	1 D
Crippled Classes	3	44	47	1 I	9 D	8 D
Subnormal Classes	34	234	268	1 D	9 D	10 D
Deaf Classes	2	18	20	.....	2 I	2 I
Blind Classes	.....	21	21	.....	.....	.....
Bedside or Home Instruction:						
Full Time	1	63	64	1 D	3 I	2 I
Part Time	69	386	455	9 I	26 I	35 I
Unclassified	634	1,360	1,994	24 I	63 I	87 I
Manual Training—Day	686	545	1,231	20 I	14 I	34 I
Vocational Training—Day	316	104	420	7 I	5 D	2 I
Junior College Teachers	33	11	44	5 I	2 I	7 I
Vocational Evening	420	51	471	35 I	19 I	54 I
Regular Evening School	135	102	237	11 D	28 I	17 I
Accredited Evening High	77	37	114	35 D	10 D	45 D
Foreign-born Residents Eve-						
ning School	25	40	65	2 I	1 I	3 I
Manual Training—Evening	2	1	3	2 I	1 I	3 I
Helping Teachers	1	58	59	.....	1 D	1 D
No. of Teachers with Bachelors' Degree	.....	.....	11,016	.....	.....	57 I
No. of Teachers with Masters' Degree	.....	.....	5,733	.....	.....	401 I
No. of Teachers with Doctors' Degree	.....	.....	226	.....	.....	7 I
No. of Teachers with degrees from N. J. Teachers College	.....	.....	4,469	.....	.....	211 I
No. of Teachers with degrees from Other Colleges	.....	.....	12,506	.....	.....	254 I
Total No. of Teachers with Degrees	.....	.....	16,975	.....	.....	465 I
No. of Teachers of N. J. State Teachers and Normal Graduates	.....	.....	9,867	.....	.....	173 I
No. of Teachers of Other Normal Schools	.....	.....	2,769	.....	.....	70 D
No. of Teachers with Other Training	.....	.....	2,303	.....	.....	67 D
No. of Teachers who attended Extension Classes in 1947-48	.....	.....	5,341	.....	.....	328 I
No. of Teachers who attended Summer School for six weeks or more in Summer of 1947	.....	.....	2,133	.....	.....	331 I

## SPECIAL SUPERVISORS

	Men	Women	Increase or Decrease	
			Men	Women
Physical Training	56	29	6 I	1 I
Music	28	67	3 I	6 I
Drawing	4	46	2 I	2 D
Penmanship	.....	3	.....	2 D
Others	35	31	1 I	1 D
Total	123	176	12 I	2 I

## SCHOOL REPORT

## SPECIAL TEACHERS

## Unclassified Day Schools

Physical Training .....	353	309	9 I	3 I
Music .....	158	247	11 I	8 I
Drawing .....	35	234	2 D	19 I
Penmanship .....	..	4	..	1 D
Teacher Librarians .....	8	152	4 I	1 D
Others .....	80	414	2 I	35 I
Total .....	634	1,360	24 I	63 I

## TEACHERS

Number of New Teachers in Districts  
In 1947-48

## Number who did not teach in 1946-47

## from New Jersey:

Kindergarten, Elementary .....	1,019		
J. S. & 4 Year High .....	406		
Total .....		1,425	299 D

## Other States:

Kindergarten, Elementary .....	188		
J. S. & 4 Year High .....	190		
Total .....		378	8 D

Number who taught in other school  
districts in New Jersey in 1946-47:

Kindergarten, Elementary .....	643		
J. S. & 4 Year High .....	304		
Total .....		947	56 I

## Other States:

Kindergarten, Elementary .....	181		
J. S. & 4 Year High .....	201		
Total .....		382	13 D

## Total Number of New Teachers in 1947-48:

Kindergarten, Elementary .....	2,031		
J. S. & 4 Year High .....	1,101		
Total .....		3,132	264 D

## Number of New Positions created for school year 1947-48

Kindergarten, Elementary .....	364		
J. S. & 4 Year High .....	109		
Total .....		473	...

## NUMBER OF TEACHING POSITIONS (DAY SCHOOLS)

Kindergarten (Women) .....	980	100 I
Elementary Schools:		
Men .....	999	45 I
Women .....	13,623	173 I
Approved Junior High Schools:		
Men .....	616	29 I
Women .....	1,235	9 I
Approved Senior High Schools:		
Men .....	877	1 I
Women .....	1,055	72 D
Regular High Schools of Four Years or Less:		
Men .....	2,387	63 I
Women .....	3,138	19 D
Junior College:		
Men .....	33	5 I
Women .....	11	2 I
Vocational Schools of Secondary Grade:		
Men .....	316	8 I
Women .....	98	5 D
Other Local Schools for Deaf, Blind, Delinquent, etc.		
Men .....	69	1 D
Women .....	508	
Total		
Men .....	5,297	150 I
Women .....	20,648	188 I
Total .....	25,945	338 I

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## SALARIES OF TEACHERS

		Increase or Decrease
Average salary per year paid to all full time day school teachers not including superintendents, assistant superintendents, supervising principals, principals, supervisors or evening school teachers of any kind	\$3,000.23	\$ 255.03 I
Average salary per month paid to all day school teachers	327.89	27.87 I

### AVERAGE SALARY PAID

Superintendents	\$7,924	\$ 249	I
Assistant Superintendents	7,676	268	D
Directors County Vocational Schools	7,525	1,075	D
Assistant Directors County Vocational Schools	5,318	96	I
Approved Supervising Principals	5,646	306	I
Unapproved Supervising Principals	4,215	476	I
Non-Teaching Principals	4,699	253	I
Supervisors	4,500	224	I
Special Supervisors	4,068	232	I
Rural School Teachers—One Room	2,036	285	I
Rural School Teachers—Two Rooms	2,070	255	I
Kindergarten Teachers	2,775	265	I
Elementary Teachers:			
Grades I—VIII	2,802	334	I
Grades I—VI	2,764	126	I
Junior High School Teachers Grades VII—IX	3,333	370	I
Senior High School Teachers Grades X—XII	3,239	93	I
Four-Year High School Teachers Grades IX—XII	3,369	220	I
Short Term Teachers	1,313	41	I
Substitute Teachers	1,046	354	I
Special Teachers—Ungraded, Backward and In-			
correctible Classes	3,038	282	I
Special Teachers—Subnormal Classes	3,339	275	I
Special Teachers—Crippled Classes	3,669	146	I
Special Teachers—Deaf Classes	3,737	419	I
Special Teachers—Blind Classes	3,391	257	I
Special Teachers—Bedside or Home Instruction:			
Full Time	2,807	242	I
Part Time	319	63	I
Special Teachers—Unclassified	3,022	195	I
Manual Training Teachers	3,130	200	I
Vocational School Teachers	3,621	231	I
Junior College Teachers	4,397	24	D
Helping Teachers	3,482	219	I

### NUMBER OF EMPLOYEES OTHER THAN THOSE REPORTED AS TEACHERS

	Full Time	Part Time
Secretaries or District Clerks	124	436
Clerks and Assistants in Secretaries' or District Clerks' Office	189	23
Business Manager	42	3
Clerks and Assistants in Business Managers' Offices	36	1
Clerks in Superintendents' or Supervising Principals' Offices	290	18
Clerks in Supervisors' Offices	81	3
Clerks in Principals' Offices	755	36
Attendance Officers	213	387
Clerks in Attendance Officers' Offices or Departments	34	6
Medical Inspectors	47	683
Clerks in Medical Inspectors' Offices	18	4
Other Clerks not previously listed	64	5
Dental Inspectors	17	209
Nurses	445	360
Janitors, Engineers, Firemen, Watchmen and Helpers	3,981	832
Bus Drivers of District-Owned Busses	66	134
Attendants for Crippled Children on District-Owned Busses	6	3
Maintenance Employees	495	47
Recreation Employees	34	279
Other Employees not previously listed	337	212
Total	7,264	3,681

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

	1944	1945	1946	1947	1948	Increase or Decrease
Total enrollment of pupils in all schools						
Day and Evening .....	676,551	659,759	667,305	681,652	692,762	11,110 I
This enrollment divided:						
Day Schools .....	660,457	644,524	642,207	650,864	660,159	9,295 I
Evening Schools .....	16,094	15,235	25,098	30,788	32,603	1,815 I
Boys in Day Schools .....	334,742	326,389	327,292	336,836	341,176	4,340 I
Girls in Day Schools .....	325,715	318,135	314,915	314,028	318,983	4,955 I
Boys in Evening Schools .....	9,019	6,942	15,557	23,390	23,968	578 I
Girls in Evening Schools .....	7,075	8,293	9,541	7,398	8,635	1,237 I
Average Daily Attendance in Day Schools .....	533,442	532,669	525,155	538,360	546,294	7,934 I
Average Absence of Each Pupil in Days .....	18	15	18	15	16	1 I
Enrollment:						
Kindergarten .....	36,152	36,311	38,139	44,816	53,396	8,580 I
*Primary Grades .....	218,851	217,571	219,144	222,332	231,064	8,732 I
*Grammar Grades .....	213,540	202,085	194,023	188,654	187,528	1,126 D
*High Schools .....	173,368	171,341	172,255	173,689	167,058	6,631 D
One-Room Rural Schools .....	2,668	2,637	2,436	2,535	2,588	53 I
Two-Room Rural Schools .....	5,759	5,452	4,832	4,820	4,888	68 I
Teachers—Total Number .....	27,835	27,534	28,344	28,674	29,275	601 I
Men .....	5,353	5,182	6,284	6,852	7,062	210 I
Women .....	22,482	22,352	22,060	21,822	22,213	391 I
One-Room Rural Schools—Total .....	100	100	81	84	79	5 D
Men .....	7	7	3	2	3	1 I
Women .....	93	93	78	82	76	6 D
Two-Room Rural Schools—Total .....	214	203	185	175	161	14 D
Men .....	8	7	10	13	8	5 D
Women .....	206	196	175	162	153	9 D
Kindergarten—Women .....	746	761	790	879	990	111 I

\* Primary schools, include Grades I-IV, grammar schools include V—VIII, high schools include grades IX—XII and Post-Graduates.

	1944	1945	1946	1947	1948	Increase or Decrease
<b>Teachers:</b>						
Grades I—VIII—Total	10,685	10,680	10,605	10,599	10,332	267 D
Men	295	268	367	470	495	25 I
Women	10,390	10,412	10,238	10,129	9,837	292 D
Grades I—VI—Total	2,352	2,244	2,278	2,310	2,735	425 I
Men	19	17	34	38	41	3 I
Women	2,333	2,227	2,244	2,272	2,694	422 I
Junior High Schools—Total	1,401	1,355	1,329	1,307	1,307	.....
Men	245	237	305	369	379	10 I
Women	1,156	1,118	1,024	938	928	10 D
Senior High Schools—Total	1,527	1,532	1,608	1,598	1,579	19 D
Men	557	536	642	672	695	23 I
Women	970	996	966	925	884	42 D
Four Year High Schools—Total	4,598	4,516	4,589	4,616	4,596	20 D
Men	1,599	1,558	1,785	1,911	1,948	37 I
Women	2,999	2,958	2,804	2,705	2,648	57 D
Manual Training—Total	1,169	1,161	1,188	1,197	1,231	34 I
Men	626	617	654	666	686	20 I
Women	543	544	534	531	545	14 I
Average Salary per year paid to Day School Teachers	\$ 2,237	\$ 2,396	\$ 2,484	\$ 2,745	\$ 3,000	\$ 255 I
One-Room Rural Schools	1,308	1,416	1,524	1,751	2,036	285 I
Kindergarten	2,120	2,220	2,309	2,510	2,775	265 I
Grades I—VIII	2,009	2,214	2,229	2,468	2,802	334 I
Grades I—VI	2,093	2,213	2,342	2,638	2,764	126 I
Junior High Schools	2,386	2,479	2,654	2,963	3,333	370 I
<b>Average salary per year paid to:</b>						
Senior High School Teachers	\$ 2,594	\$ 2,747	\$ 3,043	\$ 3,146	\$ 3,239	\$ 93 I
Four-Year High Schools	2,611	2,760	2,851	3,149	3,369	220 I
Schools in session—days	182	182	182	183	183	.....
School Districts, number	556	556	556	560	560	.....
School Buildings	2,033	2,049	2,036	2,012	2,011	1 D
Valuation of School Property	\$366,494,724	\$366,270,860	\$365,095,017	\$367,593,304	\$370,035,047	\$ 2,441,743 I
Buildings completed during the year	1	1	1	...	4	4 I
One-Room Buildings	171	172	159	142	137	5 D
<b>Graduates of State Teachers Colleges:</b>						
Trenton	73	207	86	147	193	46 I
Montclair	127	148	208	284	354	70 I
Newark	134	132	165	155	209	54 I
Glassboro	...	90	73	75	100	25 I
Paterson	78	54	59	68	77	9 I
Jersey City	62	52	104	113	99	14 D
Total	474	683	695	842**	1,032***	190 I

\* Because of the accelerated program there were no graduating classes at Glassboro during the year concerned.

\*\* 216 previously eligible for certification.

\*\*\* 273 previously eligible for certification.

## DISTRIBUTION OF SALARIES OF TEACHERS IN DAY SCHOOLS

	Men	Women	Total
Less than \$1,800 .....	24	85	109
\$1,800 - 1,899 .....	36	572	608
1,900 .....	39	736	775
2,000 .....	85	1,313	1,398
2,100 .....	92	1,091	1,183
2,200 .....	155	1,097	1,252
2,300 .....	152	1,115	1,267
2,400 .....	202	1,116	1,318
2,500 .....	247	1,186	1,433
2,600 .....	219	979	1,198
2,700 .....	237	1,221	1,458
2,800 .....	227	767	994
2,900 .....	252	871	1,123
3,000 .....	1,285	4,131	5,416
3,500 .....	1,075	2,513	3,588
4,000 .....	779	1,196	1,975
4,500 .....	538	860	1,398
5,000 .....	267	238	505
5,500 .....	90	39	129
6,000 .....	98	20	118
6,500 .....	48	9	57
7,000 .....	52	1	53
8,000 and over .....	74	5	79
Total .....	6,273	21,161	27,434



