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STATE OF NEW JERSEY  
DEPARTMENT OF PUBLIC INSTRUCTION  
TRENTON

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ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

For the School Year Ending June 30, 1937

CHARLES H. ELLIOTT

Commissioner of Education

STATE OF NEW JERSEY  
DEPARTMENT OF PUBLIC INSTRUCTION  
TRENTON

December 11, 1937

THE STATE BOARD OF EDUCATION  
STATE HOUSE  
TRENTON, NEW JERSEY

Gentlemen:

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

Very sincerely yours,

CHARLES H. ELLIOTT

Commissioner of Education

ANNUAL REPORT OF THE  
COMMISSIONER OF EDUCATION

The Annual Report of the Commissioner of Education reviews the work of the Department of Public Instruction for the fiscal year ending June 30, 1937, and includes reports from the various divisions of the Department. These reports outline the general program undertaken in each division and summarize the projects completed during the year. The Commissioner's report includes in addition tables of statistics relating to public education and presents a detailed compilation of enrollment, number of teachers employed, school facilities provided, the sources of revenue for public education, and a detailed statement of public school expenditures for the school year ending June 30, 1937.

THE SCHOOLS IN 1936 - 1937

The schools of New Jersey have made significant progress during the school year 1936-1937. Many of the programs undertaken and the projected program for the next few years deserve brief review.

The most important advance in education in New Jersey over a period of years has been the increased attention that has been given to individual differences in ability, aptitudes and interests, and the new emphasis which is placed upon health and physical development and the emotional and educational development of children. Stated in other terms, this means that the school today is giving more and more attention to the development of the whole personality of the child. There has been a growing recognition among laymen for many years that an educational program which neglects as its outcomes health, character development, guidance, and the providing of opportunities for every child to grow and develop in terms of his capabilities, falls far short of meeting the demands of the present day.

Over a period of ten years the schools of New Jersey have made very definite contributions to this modern conception of public school education and the past year has witnessed distinct improvement and achievement.

In the last two annual reports I have pointed out that in the secondary schools of New Jersey, increased attention has been given to the development of courses of study which meet the particular needs and abilities of boys and girls of high school age. Aside from the provision of courses in vocational education and courses in the commercial field, an attempt has been made to develop courses in history, science, English, and mathematics which are adjusted to the needs and abilities of boys and girls who will make the high school a terminal institution. This procedure has become the rule rather than the exception and we now have many courses in the high schools of acceptable secondary school grade but different from those courses which are elected by students who are preparing for higher institutions. That there is a need for these is indicated by the fact that in the last eight-year period the per cent of the total registration of the high schools which is preparing for higher institutions has declined from 41.7% to 31.86%. This decline has been accompanied by an increase in enrollment in commercial courses and vocational courses in the high schools and in those usually denominated "general courses." Thirty-seven per cent of the high school membership today is enrolled in commercial courses and more than one-fourth of the students are enrolled in general courses.

The development of courses in character education is a definite attack upon the problem of recognition of individual differences providing for them, and at the same time providing for that personality development which means large outcomes for the individual. Much has been done in character education throughout the State, but in 1934 a comprehensive program was outlined by the Department. A representative committee of superintendents, principals, and teachers was appointed that year. This committee has completed three bulletins on character education which have exerted large influence upon the development of this important phase of education which has become definitely a part of the educational program of the State.

The development of courses in citizenship and related courses has shown marked progress during the past year. Last year the total registration in the subjects of American history, social science, civics, and problems of American democracy increased 22,569 or thirty-five per cent over the registration in 1935. In the year under review the combined registration in these subjects has maintained this gain and has increased 2,655 or three per cent over the registration for 1936. The largest increase was noted in the subjects of American history, civics, and economics. The citizens of our State are alert to the problems which confront our democracy and they are keenly interested in world events. Through carefully organized courses in these subjects in which the aptitudes and the abilities of students are taken into account, the opportunity is given to every student to prepare himself for active participation in the activities of citizenship.

If the school is to fulfill its obligation to every individual, it is necessary that it have comprehensive information relating to the abilities of every student, his interests, his aptitudes, his behavior, and his choice of a life career. The year has witnessed important advance in this field commonly known as guidance. Elementary and high schools are now gathering information about each child, accumulating it in convenient reference form, utilizing it in the diagnosis of behavior problems, in guiding students into appropriate courses, and in relating the instruction and activities of the school to the expected life career of the student. This procedure makes possible the elimination of many misfits and will, if properly organized, eliminate much waste in our administration, organization, and instruction. It will exert a profound influence upon the prospective success of boys and girls in the occupations which they enter upon leaving school.

In various reports I have pointed out that instruction in elementary education has been changing over an eight-year period. Elementary education has been largely modified by the adoption of the plan which we are discussing. Methods of instruction are now the rule rather than the exception in the elementary schools which give children the opportunity to work at their own rates and which compel them to be active in their learning and which make large use of group instruction and various activities. Results of tests of the traditional type which appraise learnings in the fundamentals, which we all believe must be maintained at a high level of efficiency, demonstrate that this instruction has improved such learnings.

The year under review has witnessed important developments in safety instruction in the schools. Aside from extending the organization of school safety patrols and the development of safety habits, one of the most important advances is the further improvement of automobile drivers' courses which were first introduced in the high schools of Bergen County in 1932. Today all high schools in that county, 22 public high schools, 5 parochial schools, and 2 private schools maintain such courses. The courses include practice in driving which is accomplished by the use of cars supplied by automobile manufacturers, teachers, and parents. This training is conducted under the supervision of an expert driver. Students who complete the course are given the regular examination by the Motor Vehicle Department. Those who successfully pass the examination are awarded a certificate, signed by the Commissioner of Education and the Commissioner of Motor Vehicles. When the student applies for his driver's license he is required to take the regular road test, but the certificate exempts him from further written examination. These courses are now offered by 56 high schools



in the State. Although the course has not been in operation long enough to determine its effect on accident prevention and accident reduction in Bergen County, certain significant facts have been revealed by a study in that county. Unusually high ideals of safety and standards for safe driving have been developed. One outcome has been the development of the attitude that it is "smart" to be a good driver. We are informed that in the period 1932-1935 there have been two ten per cent reductions in automobile insurance rates for the county.

During the year under review, important modifications of the regulations for pupil transportation have been made and approved by the State Board of Education. The first comprehensive code for the State was developed by a committee appointed by the Commissioner eight years ago. This code was adopted as a part of the official regulations of the State Board of Education. The code has been revised from time to time and is regarded throughout the country as one of the most efficient. Only six other states have comparable codes. They are: California, Connecticut, Florida, Indiana, Kentucky, and New York. The code consists of two parts. Part I is a series of regulations relating to speed limit inspection, loading and unloading, advertising, contracts, and liability insurance. Part II of the regulations contains a series of specifications for the motor vehicle. These apply to all busses, whether owned by a school district or placed in service under a contract plan.

The regulations governing pupil transportation have been developed with safety as a prime consideration. Under amendments to the Motor Vehicle Act passed by the 1937 Legislature, drivers must be at least 21 years of age, must undergo a rigid examination under the direction of the Motor Vehicle Department, and must secure a special bus driver's license. The Motor Vehicle Department in the future will make rigid inspections of the equipment, which responsibility has hitherto been assumed by the school districts. The various regulations and specifications of the State Board of Education conform to the most rigid specifications ordinarily included in such codes and those recommended by the National Safety Council.

Although unemployment has not entirely disappeared with improved industrial conditions, our reports indicate that employers in New Jersey are faced with a shortage of skilled workers in certain trades. This condition does not exist in all employment fields but it is common in the manufacturing industries. Employers are looking to the trade and industrial schools for assistance in this matter. It is the general consensus of opinion that these mechanical workers must be trained through apprenticeship programs in the industries and in courses maintained in the schools. If this is not done we must expect many workers to be recruited who were trained under foreign methods of production. From the studies which have been made by various agencies, the shortage of skilled workers is likely to become more acute during the next five years, and it is to this possibility that attention must be directed. No one will deny that the industrial progress of the State depends upon an adequate supply of competent workers. Importation of workers to fill the jobs available in the State does not permit the State and communities to get the largest economic return from industrial activity.

Adequate training of residents of our State for places in industry which are available within the State is an economically sound procedure. The same condition, though not so acute, exists in the field of agriculture. Young farmers must be trained to replace those who are now operating the farms, many of whom will in a few years retire from active work. The agricultural industry, which is a substantial one in 14 counties of the State, will be seriously reduced or it will be necessary to bring in agricultural workers from outside the State if such training is not available.

Improved business and manufacturing conditions throughout New Jersey have had an effect upon the trade preparatory courses in the all-day trade and industrial schools. The graduates of the pre-employment classes were offered places long in advance of completion of the courses. In all of the vocational schools in which training is given for the manufacturing trades, every pupil was employed at the time of graduation.

This measures the growing shortage of skilled workers. The situation is growing more acute and is reaching a stage at which employers in many fields are much concerned about the supply of skilled artisans to operate the industries of the State.

In my last annual report, I pointed out that the all-day vocational schools were crowded and that the trade extension courses offered by them had recruited unusually large enrollments. The same condition in more acute form existed this year. More boys and girls have applied for admission to the trade and vocational schools than can be accommodated in the present buildings. All schools have a waiting list of pupils who either cannot be admitted for some time or cannot be placed in the training programs which they have selected. Twelve thousand adults were enrolled in the trade extension courses during the year which is more than were enrolled in any one year during the period 1926-1929 which was one of unusual industrial prosperity.

Those employed in industry are anxious to secure additional training which will acquaint them with the new tools, materials, and processes which have been developed during the period of economic depression. Many workers who have returned to their trades after a period of enforced idleness have recognized the new situation in employment and realize that they must secure additional training. Many workers who have applied for admission to the evening trade extension classes have indicated a desire to become acquainted with recent technological developments. They have been as much concerned about securing technical knowledge as they have been for developing new trade skills. The demand for evening trade extension classes has been so great in some districts that it has been necessary to offer instruction in some trades in shifts. Shops have been operated on shifts from six to eight and eight to ten in the evening in order to serve the groups enrolled. It has been necessary also to operate several of the schools on Saturday mornings to meet the expansion in trade extension courses demanded by the manufacturing industries.

The development of the apprentice training program marks an important advance in the field of trade and industrial education. We regard this as a most important supplement to the work of the vocational schools. More than four hundred apprentices have been enrolled in the various vocational schools which are cooperating in this program, and have received technical instruction in mathematics, science, and drafting. The program is not limited to the larger industries. Eighty-seven firms, many of them employing three or fewer apprentices, are participating. The program is organized for persons over sixteen years of age who have entered into an agreement with a responsible employer to learn a trade or occupation by working in the industry and pursuing organized related and technical courses. We define a program of apprentice training as one which involves a minimum of two thousand hours of job and technical training. Most industries exceed this average and much apprentice training includes from eight to ten thousand hours of job and technical training.

Other apprenticeship training programs in the State are showing commendable growth. These are conducted in industrial plants and are not related to the public school program. Five hundred apprentices were enrolled during the year in the manufacturing and shipbuilding industries. In other industries, aside from the apprentice training programs, approximately 150 young men are being trained for specialized production activities and are classified as "trainees." The training program for these is usually less than two thousand hours of school and shop instruction.

Before the economic depression, New Jersey was one of the leaders in the field of apprentice training. This almost disappeared during the depression. The summary given above indicates that New Jersey is now well on the way to developing an extensive apprenticeship training program.

The year has witnessed the completion of two new schools which should make important contributions to the field of vocational education. In Bayonne there has been completed a new high school which will be organized in part as a technical high school. The general high school classes and those classes engaged in commercial training are housed in the same building.

The organization of these technical courses deserves special comment. We do not have in New Jersey in any other school the type of organization that has been here developed. These courses lead to high school graduation and most of the graduates will be prepared to enter a higher technical school or an engineering school. What distinguishes this school is the development of curricula in these fields on the basis of comprehensive surveys of the industrial area of New Jersey included within a radius of twenty-five miles from Bayonne. The findings of this survey have been supplemented by extended conferences with the production managers and officials of the industries in this area, more particularly those in the immediate vicinity of Bayonne. As a result the school begins with a group of courses which meet the needs of the industrial area in which these young people will find employment. From a personal examination of these courses and discussion with the superintendent and director of vocational education, I am satisfied that an unusual program of guidance will be conducted in connection with them.

The equipment in the shops is most unusual. Some of it has been purchased at cost from the industries located in Bayonne which manufacture such equipment. A large amount has been donated. On the same tract of land on which this building stands is located the vocational school of the city. Some of the shops of that school, which are especially well equipped, will be used for the shop work in connection with these technical courses. The shops in the technical high school will also be open to students of the trade school. This school bids fair to take a leading place among the technical schools of the United States and it is worthy of the most careful study by the schools located in our industrial areas.

The Thomas A. Edison Vocational School, completed this spring in Elizabeth, will attempt besides its regular vocational courses to develop certain technical courses of high school grade. Though not nearly so extensive a program as the one in Bayonne, and more closely related to the work of the vocational schools as now organized, it nevertheless provides unusual opportunities for young men and young women to obtain technical training and to receive diplomas of high school grade.

The training of women and girls for industrial occupations does not differ very much from the type of training which is offered for men and boys. However, it has been found that if a girl is equipped with some "supplemental skill" it often helps her secure a job in the trade in which she has been trained. To meet this need commercial photography and mimeoscope work were added this year to the commercial art department of the Essex County Girls' Vocational School. The demand for higher standards of skill has led us to modify and improve the practices in the training of beauticians throughout the State. This was done in the Vocational Schools for Girls located in Essex County and Middlesex County. A training department for colored girls has been added to the Essex County Vocational School.

Vocational classes in agriculture were conducted in sixty-two centers in the State during the year under review. This included the vocational courses in the high schools and vocational schools, classes for young men between 16 and 25 years of age not enrolled in the regular schools, and classes for adult farmers. The total enrolled in all these classes was 2,571 or an increase of 400 over the previous year. Of this enrollment 1900 were boys in high school departments of agriculture. Four hundred and fifty-six were mature farmers and the remainder were young adults. Twenty-eight teachers were employed to offer the instruction in the high schools which have vocational courses in agriculture. In addition, eight teachers carried on itinerant teaching service and one teacher directed the courses in the Camden County Vocational School. Increased facilities were provided for the agricultural courses in the Swedesboro High School and in the new buildings at Allentown and Mount Holly, and additional instruction service was provided in the New Brunswick High School. New high school departments of agriculture were established in Pemberton and Jamesburg.

The need for a continuous supply of well trained agriculturists has been pointed out. To the question "Is the training in the agricultural courses of New Jersey applied in the industry?" a recent study furnishes a significant answer. A tabulation of the records of fifteen high schools in which agriculture has been taught for ten years or more reveals that 78% of the pupils who have studied in these schools are engaged in agricultural occupations, for the most part in this State. It is significant that at present sixty graduates of the agricultural departments of our high schools are enrolled in state agricultural colleges.

Although the economic situation in the schools of New Jersey has improved, nevertheless the total budgets for the schools continue to be fifteen million dollars less than the total expenditures for 1931-1932. One of the most important improvements noted is the restoration of salaries to pre-depression levels in many of the school systems of the State.

During the year, educational expenditures have increased five and one-half million dollars over those for 1935-1936. The allocation of this increase is significant. Last year, teachers' salaries amounted to approximately fifty-two million dollars, which was eleven million dollars less than the pay roll for 1931-1932. Teachers' salaries in the year under review have increased two and one-third millions over those of last year. However, the total amount paid for teachers' salaries in this year is eight and three-quarters million dollars less than the pay roll for 1931-1932. The increase this year represents in part salary restorations and indicates also that better salaries are now being paid generally than was possible during the lower levels of the depression. This is measured by an increase in the average salaries paid teachers in grades one to six, junior high schools, and high schools.

Expenditures for textbooks last year showed an increase of \$104,174.91 over the previous year. This year expenditures for textbooks have declined \$30,673.76. Last year expenditures for educational supplies showed an increase of \$75,243.41. This year the increase is only \$63,399.04. Expenditures for textbooks during the year under review were \$333,000 less than for the year 1931-1932, and expenditures for educational supplies are \$400,000 less than similar expenditures seven years ago. This is to be deplored because of the importance of these aids in instruction. Janitors' salaries this year showed an increase of approximately \$219,000 over the expenditures for 1935-36. This represents in part salary restoration and in part the provision of better janitorial service, which bears an important relationship to economical building maintenance and the health of pupils.

The total expenditures for health service increased \$82,673.23 over those for last year. This is an encouraging development because of the great importance of this service in the schools. Expenditures for attendance service registered an increase of \$40,805.94. Maintenance of the school plant showed an increase of \$281,483.40. Proper maintenance of the plant means economy in the long run. These expenditures are now only \$240,000 less than for the year, 1931-1932. Increase in capital outlay for the year under review was \$2,145,051.10.

The manual training account this year shows an increase of \$266,649.12. Last year the same account showed a decrease of \$24,460.45. It is noteworthy that this account has not only absorbed this decrease but has been very largely increased. From this account, expenditures for supplies and materials for classes in which instruction is definitely adapted to the interests, abilities, and capacities of boys and girls enrolled in the upper grades and high schools are made. Expenditures for the evening vocational school account increased \$35,445.67. This includes expenditures for courses for employed adults and others who are taking retraining courses to fit them for employment in the industries.

During the year under review, bonds and notes were redeemed from taxes and sinking funds in the amount of \$9,751,633.03 which was a little more than two and one-half times the amount issued during the school year. Expenditures for debt service increased only \$117,865.05 over the previous year. This increase is accounted for largely by financing which had been postponed from previous years.

During the past year, \$7,441,597.33 was spent by the school districts for additions and improvements including the purchase of land, the construction and equipment of new buildings, and the rehabilitation and equipment of existing buildings. This was an increase of a little more than two million dollars over the expenditures for last year.

In my last annual report, I pointed out that the collection of the school tax had improved. The total levy of the 1936 State School Tax was \$16,623,636.45, and of this levy \$16,414,893.85 was paid during the school year. This leaves a balance of only \$208,742.60. In addition to this sum, there was received during the year \$691,220.29 on account of 1933 school taxes, \$256,801.71 on account of the 1934 tax, and \$369,676.98 on account of the 1935 tax. There remains unpaid as of June 30, 1937, only a balance of \$493,503.91 for 1933, 1934, and 1935 school taxes. These figures reflect the improved collection of the State School Tax. The amounts are small compared to the condition which obtained on June 30, 1934, when \$9,075,560.23 was due on account of the State School Tax.

During the year, the school districts of New Jersey received \$1,416,993.09 in grants from the Public Works Administration.

When the apportionment of State funds to the several counties was made in June, we were confronted with the same condition that we met last year, namely, that there was not sufficient money in the Ten Per Cent Reserve Fund to pay the legal quotas covering allotments for teachers, supervising principals, and superintendents, the per capita allotments to the districts for tuition pupils, allotments for three-fourths of the cost of transportation in the several districts, and three cents per day for each day's attendance. Nine-tenths of the Reserve Fund is available for the payment of these quotas and the three cents per day's attendance for those counties which do not receive sufficient money to meet the quotas provided in the statute. The difference is made up by allotments from the Reserve Fund.

This year the total deficiency amounts to \$1,706,811.44. Of this amount \$198,255.03 represents shortage in legal quotas and \$1,508,556.41, the amount which is required to pay three cents for each day's attendance under the formula for the distribution of this fund adopted by the State Board of Education.

These amounts were included in the school budgets for the next fiscal year. Last year application was made to the Legislature for a special appropriation to cover the deficiency. The Legislature appropriated the money by passing Chapter 3, P.L. 1937. It is my recommendation that a bill be introduced in the 1938 Legislature to provide for the current deficiency.

The statute provides that one-half of the excess cost of educating crippled children in any school district be paid by the State. This amount was included in an application for appropriations during the current year but was not included in either the regular or the supplemental Appropriation Acts. Notwithstanding the fact that a special act was introduced in the Legislature, the appropriation was not made. The amount of this appropriation due the school districts is not large, being only \$59,869.93. It is my recommendation that a special act be introduced in the 1938 Legislature to provide this sum to be distributed in accordance with the provisions of the statute governing the education of crippled children.

## D I V I S I O N   O F   L A W

### Controversies and Disputes

This division, under the direction of the Deputy Commissioner of Education, discharges a number of functions, the principal ones being the hearing of cases which arise under the School Law, assisting in the conduct of the work of the Funding Commission for School Purposes of which the Commissioner is Secretary, the preparation of bills relating to educational matters which are to be introduced into the Legislature, the review of bonding proceedings for all school districts, and a large correspondence relating to interpretations of the School Law and general administrative functions of the Department of Public Instruction.

During the year the Deputy Commissioner has represented the Commissioner as Secretary of the Funding Commission for School Purposes in a number of its proceedings. This Commission during the year has approved the refunding of bonds for eleven school districts.

Progress in providing new school facilities has been made during the year and twenty-two school district bonding proceedings have been approved. Advice has been rendered in organizing the elections which have been held incident to these proceedings.

As economic conditions have improved and there has been less tendency to restrict the educational program, the number of formal decisions prepared as the result of the trial of cases is less than for a number of years. Twenty-eight decisions have been rendered as a result of hearings and trials in the Commissioner's Court.

The Legislature of 1937 passed a number of important statutes affecting the program of education and the administration of schools. In 1928 an act made mandatory special provision for blind, near-blind, deaf, and crippled children and provided for the payment by the State of one-half of the excess cost of such education over the cost computed for educating normal children. It has been held that crippled children are those with defective body structures. This interpretation resulted in the exclusion of those with chronic organic defects and diseases needing special facilities and treatment. The Legislature passed Chapter 89, P.L. 1937, which extends the application of this act to include children with chronic organic defects or diseases.



For a long time there have been varied interpretations of what constitutes a minimum school year. The law relating to teachers' contracts makes reference to a month of four weeks of five days each. The statute also requires that a school shall be maintained for a minimum period of nine months. This has been interpreted to mean nine calendar months by some boards and as nine school months by others. Because a teacher is not required by law to teach on holidays, some districts actually had less than one hundred eighty days of school. Other districts adopted a term of ten months and schools were kept open for one hundred ninety-two or one hundred ninety-three days. It is obvious that a minimum should be defined or inequalities in the distribution of school funds will result. Accordingly, the Legislature passed an act (Chapter 95, P.L. 1937) which guarantees to all pupils of the State not fewer than one hundred eighty days of schooling with the additional requirement that the minimum time that schools shall be open shall be nine calendar months.

The Legislature of this year again amended the school bonding act, and it is our judgment that this act is now generally satisfactory. Prior to 1936, there were no bonding limits in Article VII districts. Chapter 245, P.L. 1936, limited the bonding of Article VII districts to six per cent of the average for the last three years of the assessments of real property, including improvements. A proviso was inserted in the law to the effect that in cases in which the municipal debt is less than seven per cent, the voters may authorize bonds in an amount to include the unused borrowing power of the municipality. The statute required that there be placed upon the ballot information, definitely prescribed by the act, which shows the effect of using such unused borrowing power. Regional boards of education were authorized to issue bonds not to exceed four per cent of the total of the assessed valuations included in the territory which formed the regional district. The voters of the regional district may also authorize bonding for regional purposes to the extent of the unused borrowing power of the coextensive municipalities. The same type of information is required upon the ballot as noted above.

The six per cent limitation applied to all Article VII districts regardless of whether or not they furnished high school facilities. This limitation did not work serious hardship upon districts which did not

provide high school facilities. It was soon discovered, however, that this limit made practically impossible the provision of proper high school facilities in those districts which not only accommodated their own pupils but received large numbers of pupils from other districts. Chapter 116, P.L. 1937, authorizes an additional two per cent bonding limit for districts having high schools. This will make possible the provision of much needed high school facilities in a number of districts.

In 1919, the Legislature passed an act providing that the minimum salary for public school teachers shall be \$70.00 per month. In the succeeding ten years very few districts paid a salary as low as the minimum, and \$1,000 was approximately the minimum for that period. With the coming of the depression, however, a number of districts reduced salaries to the \$70.00 per month minimum. There appeared to be a tendency for such districts to hold salaries at this low level and accordingly the Legislature enacted Chapter 117, P.L. 1937, which makes \$100.00 per month the State minimum salary.

Chapter 167, P.L. 1937, provides that apportionments made to school districts of \$45.00 per capita for the education of pupils living on property owned by the State or living in charitable institutions which are supported by some public body shall be made to districts that provide three or more months of instruction at any time during the year.

Chapter 3, P.L. 1937, provided a special appropriation of \$1,716,616.61 to supplement the Reserve Fund so that the legal quotas for teachers, transportation, and tuition pupils, together with a minimum of three cents per day's attendance, could be provided.

Chapter 110, P.L. 1937, requires that all boards of education organize on the Monday following the annual school election in February.

Chapter 109, P.L. 1937, authorizes the award of a number of scholarships in State Teachers' Colleges and Normal Schools which do not exceed ten per cent of the number accepted for entrance each year.

Chapter 120, P.L. 1937, grants tenure to school nurses employed for full time.

Chapter 125, P.L. 1937, provides that counsel shall be furnished for school employees who are sued for damages resulting from accidents to pupils in regular school work, except that counsel may not be furnished when suits are brought in cases of corporal punishment.



As noted elsewhere in the report, educational authorities generally regard eighteen as a desirable age for marking the end of the compulsory school attendance period. Many enlightened industrialists hold to the same view and prefer that youth under this age be not recruited for the industries. Seventeen seems to be generally agreed upon as the minimum age for entering industry. This year a bill making sixteen the minimum compulsory school age was introduced in the Legislature but failed of passage.

During the year under review, twenty-eight decisions were rendered by the Department of Public Instruction and only one was appealed to the State Board of Education. These decisions have for the most part followed established lines of construction. The most important rulings are found in the following decisions:

In Camden Motor Truck Company vs. Board of Education of the Township of Shamong, it was held that the statutes do not require contracts for school transportation buses to be awarded to the lowest responsible bidder, and, therefore, a board is not bound to award the contract to the lowest bidder.

In Krejci and Scioli vs. Board of Education of the Township of South Hackensack, it was held that absence from the organization meeting of duly elected members does not disqualify such absentees and that the board of education under such conditions has no legal right to declare that vacancies exist and proceed to fill such vacancies.

In Elmer Chaplin vs. Board of Education of Jefferson Township, we held that a board of education may not reject a bid on the ground that it was submitted by a non-resident of the district.

In Margaret M. Wall vs. Board of Education of Jersey City, it was held that the employment of a teacher on a per diem basis, when such employment has been interrupted by voluntary absences and absence required by the board, did not establish tenure protection.

This decision was reversed by the State Board of Education and an appeal is now pending before the Supreme Court.

In Ruth Lyon et al. vs. Mansfield Township Board of Education, we sustained the appeal for a minimum salary of \$1,000 under the statute which provides that the salary of any tenure teacher receiving more than \$1,000 cannot be reduced below that amount.

In Robert C. Perina vs. Board of Education of the City of Camden, it was held that a de facto mayor of a city cannot make de jure appointments to a board of education.

In Herbert H. Cole vs. Board of Education of the City of Trenton, we held that a resolution of the board which reduces salaries for a succeeding year cannot be attacked prior to the school year to which the resolution applies.

This division has advised boards of education on various matters, including bonding proceedings and building programs undertaken with grants from the Public Works Administration. One of the most important federal projects on which advice has been rendered during the year is the Resettlement Project at Hightstown. In order to develop adequate school facilities, it was necessary to constitute this settlement as a borough and to provide an Article VII school district co-terminus with the boundaries of the borough. Accordingly, appropriate legislation to incorporate the Borough of Jersey Homesteads in the County of Monmouth (Chapter 106, P.L. 1937) was passed, the district organized, and the board of education appointed by the county superintendent. There is under construction an elementary school which will be ready for occupancy during the coming year. A modern plant has been provided by the Government and plans for this building have been approved by the Department of Public Instruction.

## ELEMENTARY EDUCATION

The year has witnessed continued improvement in the field of elementary education. It is to the elementary school to which we must look for the basic educational training of the entire population. At an earlier period the view that this education must be made available to all children and that they must attend school was attested by the passing of compulsory education laws.

### IMPORTANT PROJECTS IN ELEMENTARY EDUCATION

#### Creative Education

In various reports I have discussed the program of creative education which continues to be the field of major emphasis in the elementary schools. Refinements are being made all of the time. It is evident, as one visits the schools, that increased skill in the handling of this program is displayed. The use of various activities in learning, the stimulation of independent search for information, and the training in independent thinking, are the important elements of the program which are stressed. During the year, the Division of Elementary Education collaborated in a study which was made dealing with the kinds of experiences children acquire in rural schools as compared with those in other schools. Our part of the study was carried on in cooperation with Dr. Claire Zylve, of Columbia University.

#### Character Education

In my last annual report, I called attention to the fact that during that year we issued two bulletins on character education, one entitled "Character Emphasis in Education" and a second one, "A Bibliography of Character Education". The Character Education Committee continued to meet during this year and has completed the third bulletin in the series. This is now ready for printing and will be distributed early next year to both high schools and elementary schools. This bulletin is devoted to case studies under the general classification of "Individual Case Studies", "Group Case Studies", and "Techniques and Procedures".

This bulletin should be very helpful in the development of the character education program in the schools. Descriptions of individual cases of behavior and the character development of boys and girls have

been selected from several thousand collected by the Committee. Each individual case study is described under four heads: (a) A description of the behavior of the child; (b) Remedial treatment; (c) Results, and (d) Summary.

The section on individual case studies deals with cases under such suggestive headings as: The school's part in helping a child overcome timidity; self-confidence developed through "Big Brother"; art ability utilized in reaching a dull pupil; how manual arts and visual aids contributed to the personality of Tom; getting acquainted with John; effective use of leisure time for the bright child.

In the section devoted to group case studies there are such important studies as: poor behavior on the way to school becomes democratic problem; care of books; teasing a foreign child supplanted by interest and friendship; dishonesty of underprivileged children cured by understanding teacher; untidiness and shyness corrected by club activities.

The third section of this bulletin is devoted to methods and procedures and includes such titles as: "School Safety Organizations as an Aid to Pupil Growth"; "Repairing Christmas Toys"; "Older girls in Elementary School Help Smaller Children"; "Elementary Children Solve Their Own Problem of Living Together in Rural Consolidated School"; "Developing Honesty in the Classroom"; "Opportunities for Character Education in the High School Library".

This bulletin places emphasis upon character development as a part of life. From actual cases collected in the public schools and their treatment, suggestions may be gleaned for the development of an effective character education program. The material in this bulletin emphasizes the fact that character is developed only in so far as we develop habits of behavior under the guidance of the highest ideals. It emphasizes also that an effective element of the character education program consists in guiding the child's reactions in various situations so that he will select the "good behavior" under all conditions. These studies emphasize again that opportunity must be offered for performing acts and for meeting situations that are actual life situations if outcomes of real value shall result. The Committee will continue its work and is planning a fourth bulletin to supplement those already published.

The program of character education which began with the appointment of a committee of superintendents, county superintendents, helping teachers, and classroom teachers in 1934 has been enthusiastically received. Few projects have been so quickly and definitely made a part of the school program. One of the largest city school systems in the State, for instance, based the program of its faculty meetings during the past year on the program outlined in the first bulletin entitled "Character Emphasis in Education". Many of the school districts have been stimulated to initiate projects and develop materials of their own. Several noteworthy projects have been completed. In a number of cases a whole county has developed programs allied to the character emphasis program. This was done, for example, under the direction of the Morris County Principals' Association. There is being planned for Cape May County the collection of specific case materials.

In our judgment, the interest displayed by teachers and supervisors in what the schools are doing for the children, or should not do, is one of the most significant outcomes. Moreover, it has resulted in emphasis upon the individualized approach to the study of children, upon meeting individual personality needs, and upon child guidance.

#### The Rural Schools

Rural education in New Jersey is directed by the county superintendents and receives the benefit of excellent supervision from a staff of rural supervisors known as helping teachers. During the year under review this staff consisted of 54 supervisors. Of this number seven gave full time to the supervision of music and one teacher gave half time service to the supervision of health education. The average load per helping teacher is  $5\frac{1}{2}$  school districts which include 12 schools taught by 44 teachers. The average number of pupils per helping teacher in the State is 24 fewer than last year or 1,311. It is encouraging to note that the total number of one-room schools under the supervision of the helping teachers decreased from 188 to 179. This is accounted for by the consolidation of a number of one-room schools.

The total number of teachers serving in districts supervised by helping teachers who were graduates of normal schools or colleges

increased from 1,551 in 1936 to 1,576 this year. The number of new teachers recruited for rural teaching during the year under review is 140, or 2 more than last year. Nearly all of these teachers came from our New Jersey teacher education institutions. This gives a fair index of the number of teachers college graduates who enter the rural schools annually.

During the year the helping teachers have been concerned with many problems but the following deserve special attention:

(1) Physical conditions. Special emphasis has been given during the year to improving the physical conditions in the schools. As a result much improvement has been witnessed in lighting, heating, and ventilating of buildings and conditions which produce eyestrain.

(2) During the year in a number of counties progress was made in providing cots for kindergarten and first grade children. It has been demonstrated that there is a close relationship between rest and effective classroom work, and mental and nervous health. In all day classes in the kindergarten and first grade at least one long rest period in the afternoon is definitely planned. The children may go to sleep if they desire and are able to do so. In some cases in which the children are transported to school at an early hour there is a shorter mid-morning rest period. Reports which have been given me by the Assistant Commissioner in charge of Elementary Schools and from those received in the office it is evident that the general health and educational achievement of these children have been improved.

(3) A study of library service. In the eighteen counties in which we have helping teachers there are 7 in which no county library service is available. Although such service is available in the other 11 counties, the helping teachers report that there is a great insufficiency of library materials. There is a range of annual expenditure per child per year for library books from nothing to 75 cents. The median expenditure per child per year was approximately 20 cents. This situation needs a remedy and we shall continue to give this problem vigorous attention.

(4) Curriculum materials. Special emphasis has been placed this year upon units of work in the social studies. Some years ago an excellent monograph for the primary grades was developed and an urgent need appears for developing monographs for the intermediate and upper grades.

(5) During the year much has been done in gathering materials for courses in elementary science and attention has been given to the use of experiments in the physical sciences for the elementary grades. The results of these studies will furnish the basis for the formulation of courses of study.

#### Rural School Music

The helping teachers who supervise music have this year produced a music handbook for the use in the rural elementary schools. This has been prepared to meet a definite need of the teachers in the rural schools and in the schools which do not have supervisory service in this field. The manual was prepared by these teachers under the direction of the Assistant Commissioner. These teachers are to be highly commended for the excellent monograph which they have produced and particularly for the painstaking manner in which they have developed and presented the important problems which are met in music instruction in these schools.

#### School Exhibits

Seven counties held county exhibits of school work. For the whole State 447 local school exhibits were held in as many buildings. More than 34,000 people attended these local and county exhibits. One of the most encouraging things is the interest which the parents display in actual school work and the enthusiasm with which they attend conferences which are held at the time the exhibits are on display.

Exhibits to be of value should not be spectacular exhibits prepared for display at the end of the year. In every local exhibit effort should be made to insure the inclusion of some of the best work of every pupil. This not only gives encouragement to the pupil but enables one to view the work of the particular schoolroom in its true perspective. Our reports indicate that there has been a large increase in the number of informal visits made by the parents of students to the schools to see a particular unit of work at some interesting stage. There is nothing that encourages so close a relationship between the parents and the schools as this type of program.

In my last annual report, I pointed out that there had been much discussion during recent years concerning the age at which workers should be admitted to industry. Many of the most competent industrialists

and all students of the question regard eighteen as the desirable age at which youth should enter industry and that this age should mark the end of the compulsory school period.

It would be highly desirable if children were not admitted to industrial pursuits before the age of sixteen. Every opportunity should be given to youth to develop and acquire the fundamentals of an education and that cannot well be accomplished before the age of sixteen. The tendency for the youthful group of workers to displace from industry somewhat older workers who have left school is an added reason for extending the compulsory age to at least sixteen years. On the ground that the broadest educational opportunities should be available to youth and that they are not physically equipped for industrial pursuits before sixteen years of age, the State should extend the compulsory age. I am of the opinion that the compulsory age should be raised to sixteen and that eighth grade graduation or its equivalent should be required for all boys and girls who obtain Age and Schooling Certificates. A bill to accomplish this purpose was introduced in the 1937 Legislature but it failed to pass.

#### SESQUICENTENNIAL CELEBRATION OF THE FORMATION OF THE CONSTITUTION

In April I appointed a committee of ten, which included in its membership a county superintendent, teachers, principals, and normal school professors, to prepare a monograph for use in the schools in connection with the celebration of the formation and ratification of the United States Constitution. This is a very able Committee and it completed the manuscript of the monograph by the end of the school year. It will be edited during the summer and issued as a bulletin of the Celebration Commission on which the Commissioner serves. I have had opportunity to examine the manuscript and the Committee is to be highly commended for the scholarly work which has been accomplished. The bulletin has been developed so that it will serve as a handbook in the elementary, junior, and senior high schools.



## SPECIAL EDUCATION

Supervision of subnormal classes has been conducted by the Assistant Commissioner and Mr. Reuther, who devotes half time to this work. There are several problems in this field that deserve comment:

(1) Physical conditions. The provisions for special classes have usually not been the best. Our reports indicate that in many cases rather unattractive rooms have been devoted to the work of these classes. It has been found that this work is aided if cheerful surroundings are provided. In any event, classrooms should be as good as the classrooms that are devoted to the instruction of normal children. Since the enrollments in the elementary schools have been decreasing and should provide for the release of adequate space, it is hoped that such provisions may be made in every school district which maintains special classes.

(2) Enrollment and class size. During the year under review there were employed 312 teachers of classes below the normal and there were enrolled 5,623 pupils in such classes.

In the study reported last year there were 50 classes in the State having enrollments of from 20 to 25 pupils and 14 with enrollments of over 25 pupils. During this year the class size has been reduced sharply and there are not more than 10 classes which enroll more than 20 pupils, and most of these are in cities where well graded special classes are maintained. The new classes recruited rarely enroll more than 15 pupils. The teachers of these classes report that the class size should not exceed 20 children if satisfactory results are to be obtained. These special teachers report that in their opinion 15 is a desirable size for ungraded groups.

(3) Need for trained teachers. Our experience with this work indicates that there is an insufficient number of properly trained teachers for teaching classes below the normal. The training which is now provided consists for the most part of certain special courses added to the regular program. To meet this need there should be organized in several of our normal schools a comprehensive program which will be offered both in course and in extension.

(4) Limits for classes below the normal. The public schools have been urged to enroll in classes for children below the normal those children who have been recommended for institutional care. This does not seem to be consonant with the best scientific opinion. Terman and others have pointed out that those children who have an I.Q. of less than 50 cannot be educated under public school conditions even in special classes. Since this is the opinion of scientific experts and it has been borne out by repeated experience, it is our judgment that it would be very poor policy to enroll children of this mentality. In my last annual report, I recommended that continuous search and continuous testing should be prosecuted in all of our public school systems for the purpose of locating those pupils with an I.Q. of 50 or less and that every effort should be made to obtain institutional care for them.

The field of special education is a large and important one. There are many types of atypical children besides those that we usually recommend for the classes we have been discussing and these should receive attention in our schools. As soon as appropriations can be obtained I recommend that there be added to our Department a specialist in this field. In the meantime there is a large need for a monograph dealing with equipment, materials, and methods of teaching slow learners.

#### VISITING TEACHER SERVICE

The role of the visiting teacher in preventing juvenile delinquency is well known to educators and laymen. Recognizing this, many of our school districts have employed such teachers whose duties include psychiatric and social work. Among the school districts of the State that now employ such teachers are Jersey City, Madison, Mount Holly, Newark, and Summit. Our reports indicate that there is no instance in which this service has been abandoned once it has been begun. We expect to study this question in some detail during the next year as a basis for a detailed report.

## OTHER ACTIVITIES

### Course of Study Publications

The Assistant Commissioner in Charge of Elementary Education has submitted a list of eight needed monographs. It is unnecessary for me to discuss this question at length as I have presented the facts on numerous occasions. Funds have not been supplied by the Legislature for the printing of any monographs since 1932 and, with the exception of the monograph in arithmetic printed in 1930, most of our curriculum materials were issued before that date. Improvements in teaching take place every year and we are urged almost daily to furnish outlines of courses and compilations of materials of instruction in the different subjects. It is our hope that the requests which will be made in the next budget may be granted by the Legislature.

### General Supervision

The Assistant Commissioner has carried out an extended program of visitation supplemented by addresses to all the teachers in various systems. In addition, many conferences have been held with superintendents, supervisors and principals. Through these visits, not only have teachers been stimulated to modify and increase the effectiveness of their teaching, but desirable practices in organization have been discussed, inadequate housing conditions pointed out, improvement obtained in screening buildings, and suggestions made for eye conservation through properly developed color schemes. Notwithstanding the immense amount of information which is at hand relating to school decoration, it is not unusual to find that paints which result in glare and tones which absorb too much light are used. As a result of these visits it seems desirable that a number of modifications be made in our Building Code and that our service letters to the schools contain material which will be helpful in rectifying such conditions.

Recent experience with manuscript writing indicates that this form of writing is to be recommended when children begin to write. The best opinion indicates that the change from manuscript to cursive writing should be made some time during the third year. It seems to be an established fact that by using manuscript writing in the primary grades the process of learning to read is accelerated.

Much progress has been made in improved report cards. Many schools are developing also cumulative guidance records which are used for closer study of the children enrolled in the schools and as a basis for educational and vocational guidance.

The Division of Elementary Education continues to collect typical units of work prepared by teachers. In some instances materials collected by the children are gathered together in bulletin form and we have encouraged schools to send these to the Trenton office. Pictures of activities in creative education are collected and one is amazed to note the unusually significant things that are being accomplished. Some of the units of work produced by our rural teachers are worthy of a place in any monograph on elementary education.

## SECONDARY OR HIGH SCHOOL EDUCATION

In my last annual report, I stated that the increase in enrollment in grades nine to twelve of the public high schools of New Jersey was smaller than had been registered for several years. Enrollment figures which we have compiled for the present year show that the gross high school enrollment has decreased by a small amount. In 1935-36 there were enrolled in approved junior high schools 49,406 pupils which represented an increase of only 20 over the preceding year. This year there were enrolled in approved junior high schools 50,317 pupils. These schools registered an increase of 911 pupils. Senior high schools last year enrolled 36,853 pupils, which was an increase of 1,099 over the previous year. This year they enrolled 35,653, which is a decrease of 1200 over the previous year. The remaining high schools which enroll pupils in grades nine to twelve, last year enrolled 136,975 pupils, which was an increase of 3,713 over the previous year. This year these high schools enrolled 137,691 pupils, which represents an increase of 716 over 1936. Using another measure and comparing high school enrollments in grades nine to twelve, we note that last year the high school enrollment was 193,760 which represented an increase of 6,193 over the preceding year. This year the enrollment in these grades is 192,757, a decrease of 1,003

### VOCATIONAL COURSES IN HIGH SCHOOLS

Last year I called attention to the increased interest in the field of vocational education. During that year we had a large number of inquiries looking to the development of vocational education. During the current year more definite interest has been evinced and we developed surveys in Somerset County, Union County, and Morris County. The findings of these surveys, although more definitely undertaken to lay the basis for the organization of county vocational schools, furnish a large amount of information which serves as a guide for the development of vocational courses in the high school. There has been completed during the year a new high school plant in Bayonne, New Jersey. The curricula of this school will be organized in three groups: (a) General high school curricula including those courses which prepare for college; (b) technical high school courses, and (c) courses

in business. The technical high school courses represent a new group of curricula which will be operated as a unit. The school including equipment has cost \$1,669,000.00 of which approximately thirty per cent represents a P.W.A. grant. The shops in this school are among the very best in this country. Some are superior to anything that has been constructed up to the present time. The board of education has been the recipient of a number of gifts of the most modern apparatus and machinery. Next to the school is located the vocational school of the city. The shops of the vocational school are used for some of the technical courses of the high school. This arrangement furnishes an unusually extensive shop equipment for the use of the technical courses.

Last year I pointed out that there should be further extension of vocational opportunities for the youth in the secondary schools in this State. Our vocational schools are crowded as they have been for several years. The demand for trade extension courses in the evening has increased and these conditions emphasize the need for wider opportunities in this field.

#### SIGNIFICANT CHANGES IN THE ENROLLMENT IN SUBJECTS OF THE HIGH SCHOOL CURRICULUM

It has been our practice each year to report shifts in the enrollments in the various subjects of the high school curriculum in order to determine the trend in our high schools. It should be recalled that the schools of New Jersey offer a variety of curricula and that registration in these curricula is conducted on an elective basis. Certain minima are required from all pupils. Many of our schools do excellent work in educational and vocational guidance. But in general pupils are encouraged to make free election of those curricula which fit their interests and which are closely related to the careers which they expect to follow after leaving the high school.

For this reason a study of the trends in the high school curriculum yields significant information concerning the service which the school renders and the careers for which it most satisfactorily prepares. Such studies yield information concerning the contribution which the school is making in certain cultural fields and in that most important field, training for citizenship.

There have been a number of interesting changes in the enrollment in the science subjects which are generally elected by boys and girls preparing to enter higher institutions. The registration in biology has increased from 29,426 to 30,443. This is an increase of approximately 1000 pupils which is about the same as last year. This is a little over 3%. In chemistry, the enrollments have increased from 10,726 to 13,660. This is an increase of 27.4%. Last year there was a reduction in enrollment of 21.5%. The registration in physics has increased from 11,436 to 11,938 or 4.4%. Last year the registration declined 4.9%. The enrollment in physiology declined from 1,005 to 582 or a loss of 42.1%. Last year the reduction was 15%. Last year enrollments in these science subjects, which are for the most part elected by students preparing for college, showed a reduction with the exception of biology. This year there have been increases in a number of subjects. These variations may be expected because program arrangements, laboratory use particularly under present conditions, and variations in election of college preparatory courses, shift from year to year. None of these subjects shows significant increase in terms of the total registration in the high schools. The percentage of high school registration in these science subjects has been approximately the same during the last two years and it has changed very little in the last five-year period. For the five-year period it has declined slightly in physics and small percentage increases in terms of enrollment have been registered for biology, chemistry, and physics. These courses are elected by students preparing for high institutions.

General science this year shows an increase of 3,800 students or  $7\frac{1}{2}\%$ . Last year general science showed a decrease of 4,056 or 9% from the registration of 1935. We have noted these variations in registration in general science from year to year. In 1935, the registration increased 9,889 over the previous year. Fluctuations such as we witnessed last year reflect schedule arrangements, and shop and laboratory use. There has been a steady increase in the total enrollment of boys and girls in this important field in the last six years. The enrollment has increased in that period from 34,316 to 44,863 or 30.7%. It is significant that 44,863 boys and girls or 21.4% of the total high school registration is enrolled in a subject which offers such unusual opportunities to gain

acquaintance with the applications of science to industry, to learn to interpret many of the marvels that contribute to present day living, and to lay the basis for further study and reading.

In the languages we note a number of very interesting changes. The enrollment in Latin continues to decline although the amount of reduction is slight. Last year enrollment in this subject declined 6% from the previous year. The enrollment last year was 25,579 and this year it is 25,401 or a decline of 0.7%. The enrollment in French has declined also. The enrollment in 1935-36 was 30,737. This year it is 29,499 or a decrease of 4.0%. Registration in German declined from 11,795 to 11,457 or 2.9%. Spanish declined from 13,555 to 12,144 or 10.4%. Italian increased from 4,406 to 4,419 or 0.3%.

The enrollments in the languages have declined slightly for several years. The enrollments this year compared with last year measured by the percentage of the total registration in these subjects show no change.

Notwithstanding these variations, the languages hold an important place in the curriculum for the student preparing for a career in higher education. The variations downward are one measure of the tendency to substitute certain other entrance subjects for admission to higher institutions.

Enrollments in algebra have declined from 43,738 to 43,407 or 0.8%. The enrollment in general mathematics has increased from 9,846 to 13,822 or 40.4%. The enrollment in plane geometry has declined from 19,138 to 18,074 or 5.6%. The enrollment in solid geometry declined from 3,640 to 3,511 or 3.5%. The enrollment in trigonometry has increased from 3,835 to 3,898 or 1.6%. The significance of these statistics is the large increase in the enrollment in general mathematics. This accounts in part for the losses in algebra and plane geometry. However, algebra, plane geometry, solid geometry, and trigonometry have not changed significantly in the last year nor in the last six years. In a six-year period, as measured by the percentage of registration, algebra has declined from 28.7 to 20.7% and general mathematics has increased from 1.8% to 6.6%. Generally speaking, algebra has been retained as a fundamental course in elementary mathematics in the high school and the other courses are elected by those who wish to use them either as a preparation for college



or as a requirement for the completion of certain curricula.

The changes in registration in the fields of business are significant. The enrollments in commercial law increased from 11,334 to 11,582 or 2.2%; in bookkeeping from 31,161 to 36,196 or 16.2%. Stenography increased from 27,317 to 30,596 or 12.0%. Typewriting increased from 43,345 to 44,516 or 2.7%. Office practice increased from 6,509 to 7,331 or 12.6%; business organization increased from 2,127 to 2,269 or 6.7%; salesmanship increased from 2,235 to 4,449 or 99.1%; marketing showed a decline from 360 to 269 or 25.3%, and advertising showed an increase from 447 to 521 or 16.6%. The enrollment in commercial arithmetic remained constant. The enrollment in elementary business training declined from 28,004 to 25,546 or 8.8%. The enrollment in commercial geography increased from 14,224 to 14,543 or 2.2%. These statistics indicate that the enrollments in the various fields of business have registered a large increase this year. This is reflected in the steady growth of the percentage of the total membership of the high schools which is enrolled in business curricula.

The total registration of the high school in grades nine to twelve has increased only two-tenths of one per cent, during the past year. In terms of this increase the growth in enrollment in the social studies is significant. Enrollments in world history increased 9,905 to 11,309 or 14.2%. Modern history increased from 14,831 to 15,161 or 2.2%; in United States history from 29,629 to 31,013 or 4.7%; in English history from 70 to 119 or 70.0%; in American history from 1,190 to 1,286 or 8.1%. Civics increased from 15,311 to 16,640 or 8.7%, and economics increased from 12,207 to 13,786 or 12.9%.

On the other hand there have been reductions in enrollment in the following subjects: Ancient history from 8,259 to 7,318 or 11.4%; in social science from 5,706 to 4,734 or 17.0%; in problems in American democracy from 22,809 to 21,999 or 3.6%.

Because of the importance of the social studies in citizenship training, we have studied closely the trends in these registrations for some years. Last year the total registration in the subjects of American history, social science, civics, problems of American democracy, and economics increased 22,569 or 35% over the registration in 1935. In the year under review the combined registration in these subjects has increased

2,655 or 3% over those for 1936. The largest increases are noted in the subjects of American history, civics, and economics. In recent years there has been a new emphasis in this country upon government and what takes place in community, state, and nation. The American public is more alert than ever to the problems which confront our democracy and is keenly interested in world events. The newspapers, magazines and the radio have played an important part in this change of interest and in the desire on the part of the public to be informed.

In recent years the public has come to feel that there should be a new emphasis in the schools on the subjects that train for intelligent citizenship. Some of the increase in enrollment in these subjects has been brought about because of the offerings in the high schools but they measure also the interests of boys and girls enrolled in our New Jersey high schools in these subjects.

It is remarkable that in the six year period 1932-1937 that the enrollment in the group of subjects which we are discussing has risen from 65,051 to 89,577 or an increase of 37.7%. The combined registration in these subjects is now 42.6% of the total registration. It is significant also that .6% of the total registration is enrolled in courses in American history; 10.6% in problems of American democracy; 6.6% in economics, and 10.2% in various courses in civics. These statistics indicate that the subjects closely related to an understanding of American democracy have retained the large gains made in the last few years. The school must meet the responsibility that is imposed upon it to provide adequate and worthwhile programs so that the high school student of New Jersey shall receive the best possible training in citizenship.

#### REGISTRATION AND CURRICULA

Enrollment in the college preparatory curricula continues to decline. A study of the enrollments in various curricula for the period 1930-1937 indicates that the percentage of the total registration in college preparatory curricula has dropped from 41.7% in 1930 to 31.86% in 1936. The percentage of the total high school registration in commercial curricula rose from 33.7% to 37.19% in the period 1930 to 1937; in agriculture and other vocational curricula the per cent enrolled has increased from 3.7% to 5.58% in this eight-year period. The enrollment in

other curricula designated as "all others" has steadily increased since 1930. The percentage has risen from 21% in 1930 to 25.37% in 1937.

#### PERSISTENCE OF CLASSES

In my last report, I pointed out that the persistence of classes in grades nine to twelve, inclusive, has varied widely in the last ten years. However, there has been a marked improvement in the holding power of the high school since 1931. Comparison of 1931 with 1937 shows that 76% of the pupils were retained in the tenth grade as compared with 70.3% in 1931; 57% were enrolled in the eleventh grade as compared with 49.9% in 1931, and 47.8% were enrolled in the twelfth grade and only 44% in 1931. The record for 1937 is slightly better than the record for 1936, but below that of 1935. The variations are not large but variations in these per cents are the rule rather than a smooth curve of improvement.

#### THE ORGANIZATION OF HIGH SCHOOLS IN NEW JERSEY

A study of the enrollments in New Jersey high schools indicates that of the total enrollment in all high schools, including junior high schools, senior high schools, and four-year high schools, aggregating 224,553 pupils, approximately seventeen per cent are tuition pupils. Of this number 37,000 are transported daily to some high school which is remote from the place of residence of the pupil. Of this number 28,839 are transported to a high school outside of the home district of the pupil. This measures the extent to which the high school system of the State is not confined to single districts. Our policy in the administration of high schools has been to discourage the formation of small, weak high schools. We have in the State only twenty-four high schools which enroll fewer than two hundred pupils. On the other hand, we have twenty-six schools which enroll more than two thousand pupils. The smaller high schools are somewhat handicapped because they must offer a restricted program. Moreover, the per capita cost of education in a small school is more than for the larger schools. It should be pointed out, however, that even with a relatively narrow curriculum, it is possible to devote much attention to individual pupils and to administer an effective program of guidance. Our large high schools usually make provision for guidance

service. They are administered by able principals who have developed a variety of curricula suited to the needs of the individual pupils. Unfortunately, most of these large schools are located in city districts, and in recent years have become overcrowded. Some have been compelled to operate their schools on a double session plan or a lengthened school day which makes them far less efficient than they should be. We have given much attention to improving these situations and in a reasonable length of time we believe that adequate facilities will be provided in all of these districts.

In my report of last year, I pointed out that the enrollment in the secondary schools registered a small increase. The enrollment for the year under review is less than for the school year 1935-1936. This indicates that very careful study of the school population must be made continuously, and that such study should form the basis for planning high school facilities. We recommend always that the possible enrollment for vocational schools be canvassed thoroughly in making estimates of potential high school membership.

It should be noted in this connection that we are not yet providing for all of the youth of secondary age. Only sixty-five per cent of the age group which constitutes the potential high school population is enrolled in the schools. The need for additional secondary school facilities is apparent in some of the districts. Many schools during the depression accepted larger enrollments than could be accommodated properly in the existing buildings, but were unable to increase the size of their school plants at that time. Many communities are now insisting that their schools be operated on a normal schedule and that a solution be found for the problem of overcrowding. This means either the construction of additions to existing plants or the organization of new high schools.

The organization of the Rancocas Valley Regional High School in Mount Holly, Burlington County, relieved congestion in a number of secondary schools. The new Regional High School which is being completed in Springfield, Union County, will likewise relieve the pressure in a number of schools in Union County and provide excellent facilities for that area.

## THE SUPERVISORY ACTIVITIES OF THE SECONDARY DIVISION

The overcrowded condition in our secondary schools which we encountered during the depression made it impossible in many instances to offer sufficiently diversified programs to meet the needs of the larger number of boys and girls who were enrolled in the schools. Because of financial conditions it was impossible to provide the amount of vocational education needed. These and other factors arising from the depression made the inspection and approval of high schools a very difficult matter.

The active work of this division is accomplished by the assistant commissioner in charge of the division and the assistant in secondary education. The work of the assistant in secondary education includes visitation and study of all commercial courses. The activities of these two men embrace supervisory visits to the secondary schools, conferences with superintendents, principals, supervisors, and boards of education, attendance at local, county, and State association meetings, and a variety of services to the schools. These services rendered on request of the schools include curriculum organization, suggestions on teaching techniques, selection of materials, classification of pupils, guidance systems, and improvement of the secondary school program generally. The secondary division is responsible also for the organization of committees that prepare courses of study. We have been very much handicapped in this field of work because it has not been possible to print and distribute syllabus materials. As I indicated in my last report, we shall ask again for an appropriation to carry on this work. When teachers and principals are willing and anxious to give their services for the preparation of such material, it is to be greatly regretted that funds cannot be obtained to print such studies and courses of study.

Our division of secondary education has followed a practice which is to be highly commended, that of making known to those engaged in secondary education bibliographies of the most recent publications for the teacher and principal.

During the year, the secondary division investigated the equipment for visual instruction in the high schools of the State. In a study of 224 replies, it is interesting to note that in 220 schools electricity is

supplies in all classrooms, and that in 155 of the schools there are convenient baseboard or wall outlets. About three fourths of the schools report the possession of a motion picture machine, fifteen of the schools report projectors for standard lantern slides, and about one half report projectors for opaque objects; 136 report that they have materials for making slides. Only 31 report the possession of a sound film machine. One hundred and sixty-one schools report satisfactory devices for darkening classrooms. Fewer than one half of the schools have micro-projectors for biology and science classes, about one half of the schools have sets or models for biology classes, three fourths of the schools have sets of charts for biology classes, three fourths report that they have an adequate supply of maps for social science classes, and a little more than one half have a supply of charts for social science classes. The value of visual education equipment varies from \$60.00 to \$25,000. One half of the schools report that there is a special emphasis on visual aids in English, three fourths of the schools report that there is emphasis in social studies, seven eighths that there is emphasis in science. More than one half of the schools have an investment of \$1,000 or more in visual education equipment. Very definite encouragement has been given to the schools to supply visual aids with the consequent improvement of much of the teaching.

In several of my recent annual reports, I have called attention to the work that has been done in many of our schools in developing courses fitted to the individual differences in ability, interests, and capacities of boys and girls enrolled in our secondary schools. I stated four years ago that we were definitely encouraging experimental procedure in this field and that we would give full recognition to courses that were carefully organized on the secondary level. It is a satisfaction to report that constant encouragement of this work and its supervision by the secondary division has brought about definite reorganization of many of the curricula in our secondary schools. I think we may truthfully say that it is now the rule rather than the exception for secondary schools to offer courses of this type.

It is the constant effort of the Department to collect information concerning superior practices and pass this on to the schools. Too much

cannot be said for the very excellent work accomplished by these clever and resourceful teachers. Much credit must be given, also, to the supervisory aid rendered by a very able corps of principals and supervisors. In many of our counties, it should be noted that the county superintendents have given increased attention to the secondary field. They have aided materially in the solution of many of the serious problems of secondary education in the past few years and they have been the persons upon whom we have had to depend to find additional high school facilities for the increasing enrollment. In one county, the county superintendent conducted an extension course for secondary schools.

#### GUIDANCE IN THE HIGH SCHOOLS

During the past year, there has been a great deal of interest in the problem of guidance. The high school conference which is held annually at Rutgers University devoted its entire program to phases of guidance in the secondary schools. The guidance movement represents an effort to meet the individual needs of the high school pupil. Experts in guidance recommend that there be an accumulation of detailed information concerning every pupil which will include his school record, the results of various tests, comments of his teachers, his record in extra curricular activities, his contemplated career, and information concerning his personality traits. If these data are studied carefully and utilized in frequent conferences with the student, much may be accomplished in guiding him properly in the selection of his subjects in the high school, and such procedure can be of great help in assisting the boy and girl to select his life career. This should, of course, be supplemented with courses in which various vocational opportunities are outlined in detail.

The Secondary School Teachers' Association published near the end of the year a handbook dealing with guidance service standards for the various years of the high school. Large credit should be given to Mr. Ralph J. Gallagher, Director of Guidance and Placement in Elizabeth, for his work in directing the studies which are reported in the bulletin.

One cannot overemphasize the importance of guidance in the secondary schools. The Secondary Division reports to me that it is fair to say that almost all of the secondary teachers of New Jersey are now interested in some phase of pupil guidance. It is my judgment that if an adequate system of guidance becomes a part of our secondary education, many of the misfits in our schools will disappear; that because of better adjustment of boys and girls in their school work, there will be fewer failures and that, generally speaking, they will select careers in which they can succeed after leaving school. It is obvious that such a program will eliminate much waste in our present instruction, will improve the organization of our schools, and should contribute largely to better vocational adjustment with a high probability of success after leaving school.

#### ANNUAL SECONDARY SCHOOL CONFERENCE

The Annual State High School Conference which is sponsored jointly by the Secondary School Teachers' Association, Rutgers University, and the Department of Public Instruction was held at Rutgers University on May 7 and 8. As indicated above, the theme of this conference was an interpretation of the guidance functions in secondary education. The conference was attended by approximately 1200 teachers and school officers. Many persons who attended have stated that the discussions were of high order and that very great interest pervaded all of the meetings. We have every reason to believe that the results of the conference will influence strongly the instruction and guidance programs of the high schools during the next school year.



## HEALTH, SAFETY AND PHYSICAL EDUCATION

This Division is responsible for one of the most important phases of public school education and one which is claiming more and more attention. It is not unusual for organizations, such as the associations of parents and teachers, women's clubs, and various civic organizations to devote a portion of their program each year to a discussion of the health of children and provisions for better supervision of health in the schools.

Certain major projects have been directed by this Division during the past year. They are as follows: (a) the preparation of an automobile driver's course, a joint undertaking of the Department of Public Instruction and the Department of Motor Vehicles; (b) continuation of the Federal school nursing project; (c) a series of institutes for school nurses; (d) the development of a course in school safety for grades one to four by a committee of teachers; (e) expansion of the project known as the Family Physician Plan which was begun in 1935; (f) preparation of exhibits for the National Safety Congress held in Atlantic City, the American Physical Education Association held in New York City, and the annual meeting of the American Dental Association in Atlantic City; (g) the further development of cooperative school bus inspection with the Department of Motor Vehicles; (h) continued work on gymnasium planning, special studies, and curriculum planning; (i) continuation of the demonstration schools conducted in the Harlingen School, Montgomery Township, Somerset County, and in the Mt. Vernon School, Harding Township, Morris County.

In my last annual report, I described in detail these major projects. In the present report I shall discuss in detail only those phases of the projects which involve special methods of approach or new materials.

### SAFETY IN THE SCHOOLS

For some years we have given special attention to the problem of safety in all of the schools. This work has been under the direction of the Division of Health, Safety, and Physical Education but very definite supervision has been given to the various projects by the Division of Elementary Education as well.

The introduction of the automobile driver's courses has been encouraged in the high schools of the State. They were first introduced in the Bergen

County high schools in 1932, and now all high schools in that county, twenty-two public high schools, five parochial schools, and two private schools maintain such courses. During the past year four tentative bulletins have been used. They were as follows:

1. Handbook for teaching traffic rules in New Jersey High Schools issued by the Pennsylvania Indemnity Corporation
2. A course in automobile driving for secondary schools by the National Casualty and Surety Underwriters
3. The sportsman like driving series issued by the American Automobile Association
4. "Good Driving" issued by the Education Division of the National Safety Council

In all of these high schools a comprehensive course on traffic safety equivalent to two credits has been offered. This course includes historical development of traffic, the common hazards, methods of increasing safety in driving on the highways, highway construction, the study of the automobile, and practice in driving. By an arrangement with the State Department of Motor Vehicles, an examination is given to the boys and girls at the end of the course and those who successfully pass it are awarded a certificate signed jointly by the Commissioner of Education and the Commissioner of Motor Vehicles. The student is required to take the regular road test when he applies for a license but his certificate exempts him from further written examination.

The courses include practice in driving which is offered by the use of cars supplied by automobile manufacturers, parents and teachers. This training is conducted under the supervising of an expert driver.

Although the course has not been in operation long enough to determine its effect upon accident prevention and accident reduction in Bergen County, certain significant facts have been revealed by a study of the standards maintained and from testimony of those responsible for these courses. High ideals of safety have characterized these courses and one outcome has been the development of the attitude that it is "smart" to be a good driver. We have been informed also that in the period 1932-1935 there have been two ten per cent reductions in automobile insurance rates

This is a movement which is gaining impetus throughout the country and New Jersey is one of the first states to begin this work on a comprehensive basis. Although it is still conducted in the schools on the basis of club work and has not received credit toward a high school diploma, we expect to develop the courses so that they may receive such credit in the near future.

During the year a committee appointed by the Commissioner of Education consisting of school administrators, principals, supervisors, and teachers have been at work on a course in Highway Safety for the New Jersey schools. We have had the benefit also of an advisory group composed of officials and technical experts from the State Motor Vehicle Department, from the State Police, and from national organizations active in promoting such courses. The manuscript was completed in June and it will be printed and distributed to the schools early next year.

In order to bring before the school administrators of the State some of the most important current problems in safety, the Commissioner devoted two State conferences to this subject in April. These constituted the annual conference required by law. At these conferences, problems in school building safety, management of schools with special reference to safety provisions, safety in physical education, and automobile driving were discussed. These proved to be of great practical value and we expect from time to time to hold conferences of similar character on school safety.

#### STANDARDS FOR PUPIL TRANSPORTATION

A code including specifications for school busses and qualifications of the driver was formulated and published as a bulletin of the State Department six years ago. These regulations were made a part of the rules of the State Board of Education. These have been revised from time to time. The latest revision was completed in June and will be issued as a bulletin of the Department during the summer.

New Jersey occupies an important place in the field of pupil transportation. Only six other states have comprehensive codes similar to ours. They are California, Connecticut, Florida, Indiana, Kentucky, and New York.

The regulations of the State Board of Education consist of two parts. Part One is a series of regulations relating to load, qualifications of the

driver, speed limit, crossing of highways and railroads, inspections, loading and unloading, contracts, and liability insurance. Part Two contains a series of specifications for the bus. These apply to all busses whether owned by a school board or placed in service under a contract plan. All busses approved by the Public Utility Commission may be used under a contract plan for the transportation of school pupils.

The regulations governing pupil transportation have been developed with safety as a prime consideration. For example, no bus may carry more than fifty high school pupils, fifty-five elementary pupils, or fifty-five of a mixed group. The driver of a bus must be at least twenty-one years of age, must undergo a rigid examination under the direction of the Motor Vehicle Department, and must procure a special bus driver's license. He must be covered by liability insurance. He may not partake of intoxicants on the days school is in session prior to performing his duties as driver. If a driver is discovered to be under the influence of intoxicants while driving a school bus, such conduct shall be good cause for the abrogation of the contract.

The specifications for busses have been very carefully developed and every effort has been made to relate these specifications to those of the Board of Public Utility Commissioners. Effective April first of this year no longitudinal center seats are permitted in busses. Special provisions are made for doors. When busses are in motion they must be kept closed. An emergency door must be provided and it must be equipped with an emergency lock. The rules require that windows be protected by bars or heavy mesh wire if the window construction is not such as to prevent children from thrusting their arms outside. All windows and doors must be provided with laminated shatter-proof glass. Two sets of brakes, each operating independently of the other, are required. Each bus must be provided with one effective fire extinguisher, filled and in working order at all times, and kept in a place that can be reached quickly from the driver's seat. The county superintendent shall determine that the busses are properly ventilated at all times. Busses must be heated, exhaust pipes must terminate at the extreme rear end of the bus, and the construction of the bus shall be such that no gasses from the exhaust may enter the bus.

The color of all busses must be a shade of yellow (bright canary) to match a sample furnished by the county superintendent. Engineers have determined that yellow has a very high index of visibility, the index being 22 per cent higher than that for any other color under conditions of fog, mist, or rain.

No pupil has been killed in a school bus in recent years in New Jersey and there have been only a few minor injuries during the past two years.

#### OTHER MAJOR PROJECTS

##### Demonstration Schools

The experiment which is being conducted in the Harlingen School and the Mt. Vernon School deserves special mention. The Division is assisting in the development of units of work, teaching aids, and supervision. The purpose is to develop courses in health, physical education, and safety which may be offered in rural schools. The results thus far obtained indicate that much suggestive material will be available in the next year.

##### Institutes for School Nurses

Eight institutes for school nurses were held during the year. These meetings were held in counties or regional centers conveniently located for the majority of the nurses. The programs were developed on the basis of the needs of these nurses as expressed by them to the Division. This type of conference has proved exceptionally effective because it has focused attention upon the weak places in the program and has given opportunity for nurses to assist in developing the policies to be followed.

##### National Safety Congress

In connection with the National Safety Congress held in Atlantic City October 5-9, the Department of Public Instruction organized a poster contest and exhibit. All pupils in elementary and secondary schools were invited to submit posters on safety for exhibition in the Convention Hall during the period of the Congress. All the posters which were received were judged by a committee and the winners were awarded gold, silver, or bronze medals.

Those who received mention of merit were awarded a blue ribbon. About 250 selected posters were displayed and the quality of the work reflects much credit upon our schools. In addition to the individual awards, every school which participated in the poster exhibit received a special certificate carrying the signatures of the Commissioner of Education and the Commissioner of Motor Vehicles.

#### State-wide Nursing Project

This is the Federal project which has been sponsored by the Division of Health, Safety, and Physical Education since January 1, 1934. With only one summer recess, it has been continued under various Federal regulations until the present time. During the past year, fourteen counties received service under this project. They were: Camden, Cumberland, Gloucester, Hunterdon, Mercer, Middlesex, Monmouth, Morris, Ocean, Salem, Somerset, Sussex, Union, and Warren.

The administration and field supervision of the project are carried on by the Associate in Health Education. Additional professional supervision is contributed by county and local public health nursing agencies.

The results of this project have been beyond expectations. Boards of education, superintendents, teachers, and parents have been enthusiastic in their appraisal of the project. In 1935, 103 persons were engaged on the project. At the present time, 40 nurses and 9 stenographers constitute the staff. This number is sufficient to meet present needs for supplementing the regular school nursing service.

In a study made of 54 nurses who severed their connection with the project, 17 secured permanent employment, 9 left because of improved financial status, 5 were transferred to other projects and 8 left because of marriage and various types of increased family responsibilities, 3 left because of illness and 5 were dropped from the project because of unsatisfactory service or lack of qualifications, and the remainder left for a variety of minor reasons.

A complete statistical report has been rendered for the last year and it is interesting to note that 101 school districts which contain 281 schools received service under this project. There were enrolled in these

schools 55,306 children. The following list gives an index of the service rendered. The nurses assisted in 27,179 health examinations, made or assisted in giving 44,667 visual tests, 9,372 hearing tests, participated in 249 nutrition campaigns, gave 6,250 first-aid treatments, held 582 group conferences with teachers and made 25,470 visits to homes. Another series of results of great importance was the aid rendered in securing dental work for 1,700 pupils, securing glasses for 1,231 pupils, and providing for treatment of the eyes of 412 pupils other than those who had been fitted with glasses.

#### FIELD SERVICE

The field service carried on by this Division is one of the most important phases of its work. It involves visits to the schools in which inspections of all phases of the program are made. These inspections are followed by conferences relating to the school visitation. These are held with boards of education, superintendents, principals, physical education teachers, nurses, physicians, dentists and directors of athletics. Aside from these technical conferences, the school visits furnish the basis for discussions before many organizations. These include local and county teachers associations, the state teachers association, meetings of parents and teachers, various local health organizations, safety organizations, and clubs interested in civic problems.

The work of this Division has progressed to a stage which makes it well nigh impossible to meet all the requests that come to us. One gratifying result of the work of the staff is the appraisal of the work accomplished by the schools which is expressed by these organizations. They feel that significant help is being given and this is attested by the repeated requests which are received. In a State as large as New Jersey, with an educational system so well developed, it is practically impossible for three persons to carry on the extended service that is required. As soon as practicable, I recommend that additional personnel be added to this Division.

One important phase of the field service is concerned with organization of courses of study and the revision of those that have been in operation for some years. Inspection of the facilities for physical education, health,

and safety in the schools is another important phase of the field service. This is supplemented in a very definite way by the cooperative work on plans for new buildings and for additions which are submitted to the Department. These plans are examined by this Division and suggestions made to the Building Inspector concerning desirable revisions and supplements before they receive the approval of the Department.

#### SPECIAL SERVICE FROM THE DIVISION

Close contact is maintained with the schools through correspondence, bulletins, teaching aids, suggested courses of study, and legal interpretations. The office of this Division collects bibliographies, courses of study and teaching aids and endeavors to keep the files of those up to date. This enables the Division to carry on an extensive information service. As a part of this service the Division issues several service letters each year and bi-monthly editions of the school nursing bulletin. Although the most important conferences are held in the field and related to the work of the schools, nevertheless, many conferences are held by the Director of the Division and the Associate in Health Education in the office.

#### DEPARTMENTAL RELATIONSHIPS

A field such as health, safety, and physical education, obviously must be conducted in close relationship to the activities of elementary education, secondary education, vocational education, and the training of teachers. The type of relationship has been especially well developed with the Division of Secondary Education. Problems of pupil transportation are closely related to the work of the Legal Division. Play equipment, courses of study for the primary grades, and school nursing are more particularly related to the Elementary Division. All building planning and suggestions for amendments to plans submitted are joint projects of this Division and the Business Division. The development of close correlation with these various divisions and the excellent relationships that exist among them is to be highly commended.

In my report of last year I reviewed at some length the inter-departmental relationships which have been worked out with other State government activities. The principal ones are the State Police, the



Department of Motor Vehicles, the Department of Health, the Department of Agriculture, the Department of Institutions and Agencies, the Department of Conservation and Development, the Crippled Children's Commission, the State Museum, and the Public Library Commission. Many phases of the work of this Division are related to work of the departments which have been mentioned and close cooperation is maintained.

Four of these deserve particular mention. During the past year we have worked with the Executive Department in our participation in the National Safety Congress which was sponsored by a special committee appointed by the Governor, and in the Public Recreation Congress. In cooperation with the State Police, school safety patrols have been maintained and supervised and much aid has been given by that Department in school bus inspection. The Department of Motor Vehicles has continued to cooperate with us on automobile driver's courses and under the new act will have a very important function in school bus inspection and the licensing of drivers. With the Department of Health we maintain reciprocal reporting of unusual health conditions. We confer with them constantly on school and public health nursing problems, communicable disease prevention and control, and special measures in time of epidemic. Any complaints concerning the sanitation of schools are reported to us for consideration.

#### COOPERATION WITH OTHER ORGANIZATIONS

Members of the staff serve upon committees and attend meetings of most of the State organizations concerned with phases of public health. These include such organizations as the Monmouth County Organization for Social Service, New Jersey Physical Education Association, Crippled Children Advisory Committee, State Organization for Public Health Nursing, the New Jersey State Medical Society, the National Committee for Mental Hygiene, and the National Society for the Prevention of Blindness.

The members of the Division are members of or have made contributions to 30 State committees and 16 national committees. The Director serves upon the editorial board of the American Physical Education Association and the American Association of School Physicians, and has performed important service in connection with the Joint Committee on Health Problems of the National Education Association and the American Medical Association.

## THE TRAINING OF TEACHERS

There are few problems in public education that are attracting as much attention today as that of properly educated teachers. Four years ago an important national survey of the training of teachers was made by Dr. E. S. Evenden of Columbia University under the auspices of the United States office of Education. Many of the important issues in the preparation of teachers were discussed by well known experts and a large amount of significant statistical data was gathered and published. Just before the close of the fiscal year President Roosevelt's Advisory Committee on Education expanded the scope of its inquiry and our understanding is that certain studies of the preparation of teachers will be made.

Some of the things accomplished in this State during the last ten years are significant. Some of the important questions which have been raised in that period for which we have sought answers are the following:

- (1) Whom shall we enroll and teach?
- (2) Who shall instruct in a teachers college?
- (3) How best equip the prospective teacher?
- (4) How relate the program of teacher preparation  
to the program of the State Department of Public  
Instruction and that of the public schools?

For many years there has been extended discussion relative to the personnel of the teaching profession. It is a singular thing that university authorities, idealists, laymen, members of the teachers college faculties, and the teaching profession itself, have agreed that everything should be done to recruit the very best equipped individuals for the teaching profession.

This has been attempted in a variety of ways. Some fifteen years ago New Jersey tried to secure better candidates for the normal schools by giving an examination. At that time, however, any record of high school graduation was accepted as the basis for entrance to the examination. This practice was followed with the requiring of a better examination each year until seven years ago. We then introduced an examination which included the best elements of the so-called new type examinations and

was so constructed and tested that its difficulty could be rather precisely predicted. In addition definite criteria for establishing an acceptable high school entrance record were adopted.

Although the entrance requirements will be improved as experience dictates, it is a satisfaction to report that the body of students enrolled in our teachers colleges is, generally speaking, a very well selected one. One of the best measures of this is the standing which our teachers college students have achieved in tests that have been given to various teachers colleges and liberal arts colleges.

The teachers colleges located at Jersey City, Newark, and Trenton are accredited by the American Association of Teachers Colleges. For several years Montclair, Newark, and Trenton have cooperated with this association in a program of testing freshmen. The scores made by the students in the three colleges have ranked these colleges in the upper fourth. Montclair and Trenton, the institutions in which we train secondary teachers, as measured by these tests, have during the past four years been among the upper five of the forty-five highest ranking teachers colleges in the United States.\*

We have secured unusual cooperation from the superintendents and principals of high schools. Not only must the candidate for entrance to a teachers college submit a certified record of his high school work but he must secure also from the principal a statement that in his judgment the student gives promise as a prospective teacher and will succeed in the work of the teachers college.

The recruiting of able faculties for teachers colleges is one of the most important tasks that confronts any school system. For many years the Association of Teachers Colleges, which became the American Association of Teachers Colleges in 1923, has discussed this question and in the development of their standards have recommended that all members of the faculty hold the Master's Degree. In accepting institutions for membership it is the general practice of the Association not to accept an institution whose faculty enrolls more than 10% who hold only the Bachelor's Degree. A measure of the improvement which has taken place in our faculties over a ten-year period is gleaned from a study of the

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\* The median scores made by students of Montclair and Trenton in the American Council tests have been from ten to twenty points above the median of the three hundred cooperating colleges.

academic status of the faculties in 1927 and 1937. In this period the percent of faculty members who hold the Doctor's Degree has risen from 2% to 15%; the number holding a Master's Degree from 31% to 67%; the percent holding only the Bachelor's Degree has declined from 31% to 11%, and the number holding "no degree" has declined from 36% to 5%.

We have collected the nearest comparable figures from a national survey of 3866 staff members of American Teachers Colleges which was made in 1932. This study indicates that 25% held the Doctor's Degree, 59% the Master's Degree, 12% the Bachelor's Degree and 3% no degree. This indicates that there has been significant progress in the selection of the faculties of the New Jersey Teachers Colleges. It also measures continued improvement of the teachers college faculties because many who are included in this compilation have obtained higher degrees within the ten-year period. Judged on the basis of academic training alone the teachers college faculties of New Jersey take high rank in this country. We recognize that the percent of master's degrees must be reduced and reflected in a corresponding increase in the percent of doctor's degrees. Compared with the teachers college faculties in the country as a whole, the percentages holding "bachelor's degrees" and "no degrees" are typical.

By no means should we attempt to judge faculties by these academic standards alone important as they are. In recruiting members of the Montclair staff it has been our definite policy to employ teachers, whenever possible, who have had a large amount of high school experience. College teaching experience is acceptable, and experience in a teachers college of high rank is very much desired. But one of the most important qualifications is a knowledge of boys and girls, sympathetic understanding of their difficulties, and ability to instruct them. The instruction in the college high school at Montclair is given almost entirely by the members of the College faculty.

The same criterion obtains in the selection of faculty members for the training of elementary teachers. Here a large background of experience in the elementary schools, either as teacher, supervisor, or rural supervisor, is indispensable. Aside from the demand for persons of strong personality, this acquaintance with childhood and its behavior is a sine qua non.

A quarter of a century ago it was generally assumed that in the training of elementary teachers the bulk of the time of the two-year normal school course should be taken up with a consideration of methods of instruction with hasty, sketchy reviews of the subject matter of the elementary school, and student teaching. At one time 25% of the total time was given to student teaching in the public schools and when well done was a very satisfactory type of apprenticeship.

The training of high school teachers was carried on largely by the colleges of liberal arts. Certification requirements of the various states set the pattern. It was usual to accept for a major teaching field as few as 12 hours of work in the subject and considerably less for a minor. Based upon certification requirements, students were required to complete a certain number of units in the theory and practice of secondary education. New Jersey conforms to the requirements of the more advanced states which require a minimum of 18 hours in education and in addition student teaching.

For ten years a very definite attack upon the problem of training teachers has been made by the State Board of Education and the Commissioner. It will be recalled that we began the training of teachers for high schools on a comprehensive basis at Montclair in 1927. That autumn the first freshman class was admitted and a sophomore class numbering 24 was admitted by transfer from various institutions. From time to time the Department has formulated various proposals which after due consideration and modification by the Board have been adopted as policies. At Montclair from the beginning the program has been built upon the idea that scholarship should be a prime consideration with no neglect of the formulation of a sound philosophy of secondary education and training in methods and techniques of teaching. As the program of studies has developed large reliance has been placed upon "professionalized subject matter courses". In the first year all students are required to take broad background courses in the development of civilization, in science, in English, and an introductory course in education. If the student is to specialize in foreign languages he takes a course in his major field. Others pursue an elective. Beginning in the second year the student pursues courses in his field on the professionalized subject matter basis. In American

History, for example, this means that the order of topics in the college course is what would be offered in the secondary school. The content is so arranged and revised, however, that the core of the course represents the high school course, and that other topics that may be taught are definitely related to this core. The reading and the project work for these various topics is widened and intensified beyond the requirements for the secondary school but always definitely related to it. Such a course is equal in content to any college course of like rating. All through the course there is included as much as possible of the method of teaching these topics in the secondary schools so that a separate methods course is not needed. As a matter of fact we do give one course in methods in history in which we attempt to gather together and systematize the large amount of research concerning method that has been taught as the course has proceeded.

It should be recalled that at Montclair we have a unique demonstration junior-senior high school. The children in this school receive practically all of their instruction from members of the college faculty. There is an extended program of demonstration teaching carried on continuously so that the student, while pursuing courses in his major field, on frequent occasions accompanies his professor to the demonstration school and observes the teaching of the subject. There is offered also a minimum number of courses in the theory and technique of teaching and courses on the organization and administration of the secondary school.

Although we have by no means exhausted the possibilities in the development of a program of this kind, our experience indicates that a superior high school teacher is educated under these conditions. The testimony of the many experts who have visited Montclair year after year and the success of the graduates in secondary school positions are two valid measures. This program provides an approach in the education of teachers which is scholarly, prepares teachers with an economy of effort, and equips the student to handle the subject matter and to bring to it a scholarship and educational equipment which enable him to locate and use illustrative material in a way which we believe cannot be accomplished so well by other types of courses. Experience has demonstrated that it is very difficult to get anything like this facility in handling the high

school subjects by trying to relate methods courses taught by one group of persons who know very little about the subject matter fields which the prospective teacher is pursuing in his program of majors and minors.

When one attempts to apply the principles of the so-called professionalized subject matter course to the training of elementary teachers certain difficulties arise. In the first place the amount of material which represents the content of the program of the elementary school yields a relatively small quantity of content material for courses of college grade. Any curriculum that ends with that attempt would be extremely attenuated. After extended consideration of this question with committees drawn from the faculties of the normal schools, the program has been organized so as to proceed from background courses which furnish a broad intensive cultural basis. We believe that the elementary teacher should be provided with the best possible opportunities for broad training in the fields of English, the social sciences, natural sciences, mathematics, and the fine arts. Such a program is designed to furnish the teacher with an equipment which results in a broad understanding of our cultural heritage and pertinent insight into present day living. If the materials for such courses are carefully assembled and if taught by able and experienced members of the faculty, there will be large outcomes not only in things learned but in the ability to appreciate significant relationships.

It is fair to say that in our teacher education institutions many of the so-called background courses differ not at all in title from their "cousins" in the usual liberal arts curriculum. The courses, however, are taught by college professors and instructors with the purpose of "conditioning" the student. These teachers although maintaining always an emphasis upon scholarship develop these courses with a perspective that looks forward to later integration with professionalized subject matter courses and to the organization of materials of instruction for the public schools. What is needed is the best possible type of fundamental college courses in biology, for example, with such emphasis and organization that they look forward to the professionalized subject matter courses in health and general science. To obtain this result and to give the perspective and trend to these subject matter courses which shall prove to be most valuable in a teacher training institution, demands that

they be taught by thoroughly trained teachers who are familiar not only with the whole program of educating teachers but with the needs of the elementary schools. We must not lose anything in scholarship in our background courses.

In the elementary field the professionalized subject matter courses include in some instances the presentation of the materials of the elementary school. In other instances students are required to meet any deficiency through additional assignments. The main content of these professionalized courses deals with the various difficulties which are met by children and presents the studies made in the several subject matter fields. The student is required to become acquainted with the literature of the subject and to work with approved methods of testing with some practice in remedial instruction. Such courses include also a comparative study of modern texts, learning difficulties, and the methods of presenting various topics. Such phases of these courses resemble the professionalized subject matter courses which we have described for preparing high school teachers.

For seven years the teacher college faculties have been at work on the problem of curriculum organization and revision. It will be recalled that the Commissioner recommended to the State Board of Education in December 1928 that all courses for the training of elementary teachers be made three years in length. This recommendation was adopted in February 1929 and all students who entered such courses in the fall of 1929 were required to enroll in the three year program. Work was begun upon the three-year curriculum in the spring of 1929. The course was first outlined by committees chosen from the faculties under the direction of the Supervisor of Teacher Training. Not only were courses carefully outlined but adequate descriptions of them were prepared and with little change were printed in the catalogs of all the teachers colleges.

In 1933 the Commissioner recommended that all courses for elementary teachers be made four years in length. This recommendation was not adopted until 1935 and made effective for the class of 1939. When this program was adopted in order to accommodate students who desired to remain for a fourth year and to aid graduates of the three-year program who desired to secure a degree, it was necessary to develop at once a fourth



year of work. Although this was not an ideal program a very satisfactory course was made available.

In 1935 the faculties attacked the problem of organizing a new four-year curriculum. Nineteen committees served during the year under review and have completed courses of study for the upper two years of the four year general elementary and kindergarten primary curriculum. The first two years of this course had been completed two years ago. The courses were mimeographed during the summer of 1937 and distributed to the various colleges for use beginning last September. There remain to be completed courses in visual education, music appreciation, principles and practices of modern elementary education, all of which are fourth year courses.

#### STATE SUMMER SCHOOLS

Summer schools are now maintained in four of the teacher training institutions, namely, Montclair, Newark, Trenton and Glassboro. These summer schools meet a definite need for teachers in service. Credits earned in the summer schools and in extension courses are counted as resident courses in the institution at which they are secured. Teachers are thus offered opportunity to complete the requirements for the Bachelor's degree and at the same time to pursue courses which are of particular value in their everyday class room work.

For many years summer school instruction for elementary teachers was conducted in special schools and controlled by the State Department of Public Instruction. As a rule these were organized in high school buildings, the exception being the transfer of the old Collingswood Summer School to the Glassboro Normal School upon its completion in 1923. Much excellent work was accomplished but it suffered because it was not closely integrated with the regular program of the teacher training institutions. These schools together with the one maintained at Rutgers offered the opportunity to obtain credits toward certificates. The present program of summer school work is integrated closely with the work of the regular school year in the State teachers colleges and with the program of extension courses which is maintained by these institutions.

The total enrollment in the summer sessions of the four teacher training institutions was 1205, an increase of 254 or 21% over the previous

year. This enrollment was reflected in 3149 course enrollments.

#### EXTENSION COURSES

Last year all the teachers colleges maintained extension courses. The largest enrollment was in Newark in which more than a thousand students represented 2188 course enrollments. The total course enrollment for the six teachers colleges was 5776.

#### ENROLLMENT

The total enrollment in the teacher training institutions for the year under review was 2910 students. Of this number, 944 represented persons admitted in the fall of 1936. In June 1937, 908 students were graduated.

Each year on November first we collect data covering the placement of graduates for all of the institutions. The data for November 1, 1936, showed 1563 graduates had been placed in the preceding twelve months' period. In that same period only 977 students had been graduated. This record shows that 586 more students were placed than had graduated during the year which indicates that graduates heretofore unemployed are being employed at a relatively rapid rate. With the adoption of the four-year curriculum effective for the class of 1939 there will be few students to finish the four-year course in 1938. In our judgment most of those persons who are graduates of our State teacher training institutions will be employed in New Jersey schools before the graduates of 1939 are available.

The Department continues to study annually the statistics of supply and demand. Our computations indicate that the number now admitted is fewer than the expected demand four years hence. As reported previously these studies have enabled us to forecast the expected demand at the time those who now enter our teachers colleges will be graduated. Although the depression introduced factors that made precise prediction impossible, nevertheless, our present experience indicates that no excess of teachers has been prepared in recent years.

## THE SCHOLARSHIP ACT

One of the most important statutes passed in recent years was that enacted by the Legislature of 1937 and known as the Normal School Scholarship Act. This act provides that a number of scholarships not to exceed ten percent of the entering class of the teachers colleges shall be awarded annually on the basis of a competitive examination under rules and regulations of the State Board of Education. The act further provides that a scholarship shall be equal in value to the combined amount of tuition, laboratory, and course fees and that it may be retained by the student throughout his four-year course provided he maintains a satisfactory record. The scholarship act further provides that scholarships shall be awarded only to those persons who demonstrate financial need and such information is gathered by means of an appropriate questionnaire.

In my judgment this act will prove to be a most helpful aid in the administration of our teacher training institutions. For some years many able students have been barred from admission because of inability to pay the small tuition fee required in addition to moderate charges for board and room. Such students will now be able to obtain their education with no expenditures except for living. The act provides that these students must be distributed by counties on a population basis. The act wisely restricts the total number to be selected each year to ten percent of the total number in the freshman class which means that not more than ten percent of the total student body will be scholarship students when the plan is in complete operation.

## LOAN FUNDS

A number of the teachers colleges have special loan funds from which students may secure a loan on a note made jointly with the parent. Under a statute passed five years ago and amended three years ago twenty percent of the tuition fees are set aside for a loan fund. Students may borrow from this fund on a joint and several note made by the student and his parent or guardian. These loans bear interest at 4%. It is our purpose to collect as much of these loans as possible before graduation but reasonable extension of time is given so that the student may complete the payment of his loan from his earnings as a teacher.

## VOCATIONAL EDUCATION

The improvement of conditions in the industries has restored a number of lines of work which were eliminated from the vocational schools during the depression period. Although unemployment has not entirely disappeared with improved industrial conditions, nevertheless employers are faced with a shortage of skilled workers in certain trades. The situation does not exist in all employment fields but is a condition present in the manufacturing industries. The employers are looking to the trade and industrial schools for help in this matter. They are beginning to realize that skilled artisans must be trained in the industries and in the schools of this country or we must be prepared to face an invasion of workers trained under foreign programs of production. This shortage of skilled workers will become more acute during the next five years and we must canvass carefully the possibilities that may arise in that period.

No one will deny that the industrial program of the State depends upon an adequate supply of competent workers. Importation of workers from outside the State to fill the jobs available in the industries of New Jersey denies to the State and its communities the opportunity to secure the largest economic return from our industrial activity.

To provide for the training of residents of our State for places in industry which are available is an economically sound procedure. The same condition, although not so acute, exists in the field of agriculture. Young farmers must be trained to replace those who are now operating the farms and who will in a few years retire from active work. The agricultural industry, which is a substantial one in fourteen counties of the State, will be seriously reduced or it will be necessary to bring in agricultural workers from outside the State.

## TRADE AND INDUSTRIAL EDUCATION

There was a definite increase in industrial activity throughout the State in 1935-1936. There has been a marked increase in this field during the year under review. The best evidence of the expansion in the trade and industrial fields has been the demand for graduates of the pre-employment classes conducted in the vocational schools well in advance of the completion of the courses. In all of the trade preparatory schools in which

training is given for the manufacturing trades every pupil was employed at the time of graduation. This demand for young people who are trained in industrial occupations is an indication of the growing shortage of skilled workers. The situation has become sufficiently acute to cause concern on the part of many employers in the industries concerning the future supply of skilled workers.

The increased industrial activity throughout the State is having two effects upon the trade and industrial programs in the schools. Applications for admission to the trade preparatory schools are made in such number that all schools have a waiting list of pupils who cannot be placed in the training programs of their choice at the time of application. Youth has been quick to recognize the opportunities that now exist in the various industrial fields. Another result of the revival of industry has been the demand by adult groups for trade extension training. During the past year, 12,000 adults were enrolled in the trade extension courses which is more than were enrolled in any one year during the period of unusual industrial prosperity from 1926 to 1929. The demand in these trade extension programs is for training in the use of new tools, materials, and processes which were developed during the period of economic depression. Many workers have returned to their trades after a period of enforced idleness and they have realized that there are new conditions governing employment and they recognize that the need to keep abreast of modern trade developments can best be met through trade extension classes. Workers who have applied for admission to the evening trade extension classes during the past year were as much concerned about securing technical knowledge as they were about developing trade skills. The demand for these courses has been so large in some of the school districts that it was necessary to operate classes on two shifts. In some schools one group received instruction between six and eight in the evening and a second group occupied the same shops between eight and ten. It has been necessary also to open several of the day preparatory schools on Saturday mornings to accommodate these workers.

The most significant development in the field of trade and industrial education during the past year was the apprentice training program. The success of this program is due to a large degree to the appointment of supervisors of apprentice training in Paterson, Elizabeth, Jersey City,

Bayonne, Essex County, and Middlesex County. More than 400 apprentices have been enrolled and are receiving trade training in the industries in which they were employed. The related technical instruction in mathematics, science, and drafting is provided by the trade and industrial schools in the area in which the program has been developed.

This apprentice training program is not limited to the larger industries. Eighty-seven firms employing apprentices are participating in the program. Many of them are small firms employing three or fewer apprentices. The program is planned for persons over sixteen years of age who have entered into a verbal or written agreement, with a responsible employer to learn a trade or occupation through progressive experiences in the industry.

Job training in the industry is not sufficient and these learners are required to participate in organized related and general technical courses in the schools. We define an apprentice training program as one that includes a minimum of 2,000 hours of job and technical training. In most industries, however, the minimum period devoted to apprentice training is 8,000 to 10,000 hours covering four or more years of work in the industry with related training.

The development of this program has meant more than recruiting apprentices and organizing related trade technical courses. It involves many conferences with industrial employers and supervisors for the purpose of developing plans for instruction on the job, arranging for supervision on the job, and arranging for the work program on a psychological rather than a logical production basis.

The program which I have described is not the only apprentice program in the State. Some of the large industrial corporations are conducting excellent programs of this type without any relationship to the public school program. This training is very effective and reaches approximately five hundred young workers.

In the development of the apprentice training program the apprentice supervisors have discovered another group of junior workers for which employers have requested training. These workers are assigned to highly specialized production operations for which some training is required.

This involves, however, less technical content than that required by those who expect to become highly skilled mechanics. One hundred and fifty young people are receiving trade extension training in this field. They are classified as "trainees" and follow a program of less than 2,000 hours a job of school instruction.

The trade industrial schools in the State have rendered services other than pre-employment and apprentice training. In previous reports I have described the supervisory training programs which have been conducted. These have been conducted during the year under review and included production conferences, training of instructors, training of conference leaders, and a series of conferences dealing with the human problems in industry.

#### AGRICULTURE

Vocational classes in agriculture were conducted in 62 centers of the State during the year under review. This included the vocational courses in the high schools and vocational schools, classes for adult farmers, and classes for young men between 16 and 25 years of age not enrolled in the regular schools. The total enrolled in all these classes was 2,571, or an increase of 400 over the preceding year. Of this enrollment, 1,900 were boys in high school departments of agriculture. Four hundred and fifty-six were mature farmers and two hundred and fifteen were young adults. Twenty-nine teachers were employed to offer the instruction in 27 high schools and one vocational school. In addition, 7 teachers carried on itinerant teacher service in the various counties. Increased facilities were provided for the agriculture courses in the Swedesboro High School and in the new buildings at Allentown and Mount Holly. New high school departments of agriculture were established in Pemberton and Jamesburg.

The need for a continuous supply of well trained agriculturists has been pointed out. To the question "Do the graduates of high school agriculture courses enter agricultural occupations?" a recent study furnishes a significant answer. A tabulation of the records of 15 high schools in which agriculture has been taught for 10 years or more revealed that 78% of the pupils who have studied in these schools are

engaged in agricultural occupations, for the most part in this State. It is worthy of note that at present 60 graduates of the agricultural departments of our high schools are enrolled in the State Agricultural College. The records show also that of the 1,894 persons in agricultural occupations, 101 own their own farms and 110 are renting farms. Nine hundred and sixty-three of the graduates are carrying on farm operations with their parents, generally as partners; 31 others are partners in a farm business but not on the home farm; 26 are farm managers; 297 are working on farms for wages, and 299 are engaged in occupations closely related to farming, such as agricultural teachers, county agent service, cow testing, and the like.

#### Special Projects in Agriculture

Each year the Agronomy Department of the State College of Agriculture conducts a corn project contest for high school pupils. This year 85 boys participated in an enlarged project. The aim of the contest is a high yield of grain and stover at a low cost per unit.

A pullet rearing contest was another activity. The aim of this contest is to improve poultry practices and to aid students in the selection and brooding of chicks that are free from disease and to introduce improved practices in the feeding, housing, and management of the pullet flock.

Pupils from Burlington, Cumberland, Hunterdon, Middlesex, Monmouth, Salem, Sussex, and Warren Counties participated in these contests during the year under review.

#### Agricultural Activities Not Limited To The Schools

The teachers of agriculture rendered a large community service to farmers during the year in addition to their regular work as teachers. Thirty-six agriculture teachers gave help in soils, crops, animal husbandry, farm engineering, farm management, and farm finance to 7,850 farmers. These teachers also organized, or helped to organize, 1,006 meetings of farmers with a total attendance of 143,733, and took part in 1,039 meetings of farmers organized by others with an attendance of 312,376.



## HOME ECONOMICS

During the year, much time was devoted to working on plans and details of equipment for home economics departments. The results of this service are seen as new buildings are completed and new departments placed in operation.

With the addition of the departments which have been opened this year, New Jersey now has home economics instruction in 148 of its 173 secondary schools. Only 25 districts do not provide instruction in the field. Some of these have buildings under construction which will correct the situation before the end of another year. Four districts in Bergen County have either improved the housing of their home economics departments or installed new equipment. Bergen County has the unusual record of organizing home economics instruction in four districts and installing excellent new equipment in three more in one year. With the completion of the new high school in Bayonne an excellent home economics unit will be in operation. The growth in home economics enrollments has made necessary the employment of additional teachers of the subject in Palmyra, Kearney, Linden, Passaic, Rahway, Teaneck, and Lyndhurst.

Home economics instruction has been very much broadened in recent years. The home economics program now includes child care, consumer education, planning, decoration, and management of the home, in addition to the instruction in food and clothing. These courses are an important part of the public education program and offer opportunities to many girls to obtain extremely practical instruction. The effects of this upon home making are evident in the districts in which this instruction is offered.

## TRADE AND INDUSTRIAL TRAINING FOR WOMEN

### AND GIRLS

No new trade schools for girls were opened this year. Those in operation expanded their facilities. The Girls Vocational School in Elizabeth will move into the new Vocational School of the City during the summer.

The Essex County Trade School for Girls has recognized the fact that possession of what might be called "supplementary skill" often assures an opening for a girl in the trade for which she has been trained. For this

reason the school teaches typing to many girls who are being trained for other than commercial positions. We have introduced commercial photography and mimeoscope work this year in the commercial art department.

The Essex County Trade School for Girls has expanded its beauty culture training by opening a department for colored girls. The new department has been opened in a convenient center and is well attended. Eleven girls will be graduated this year.

#### INDUSTRIAL ARTS

New industrial arts courses were introduced this year in Matawan, Hohokus, and Port Norris.

In Port Norris the high school is situated in a rural section and shop work has been organized for students enrolled in the general and scientific courses. The department is economically and efficiently equipped and has served as a model for nearby districts.

Three districts, Teaneck and Leonia in Bergen County and Mountain Lakes in Morris County, installed entirely new shops during the year. The industrial arts programs which had been discontinued in Egg Harbor, Wallington, and in the grammar grades in Lyndhurst during the depression were restored during the year. In Princeton, when it was found necessary to provide additional space, the first addition approved by a vote of the people was for new shops. These were completed during the summer of 1936. In Irvington shop facilities have been expanded and the pupils are now able to work in well lighted shops equipped with modern machinery and good tools. The general shop organization is followed. In Perth Amboy a course of study was developed which reduced the number of shop periods by requiring students to complete home assignments. This plan permits a greater number of boys to take shop work and receive the same amount of credit. This plan has made possible the granting of a full point of credit for shop subjects instead of the half credit formerly allowed. During the year a course in the theory and practice of photography was added.

PROFESSIONAL IMPROVEMENT  
FOR INDUSTRIAL ARTS TEACHERS

Last fall the Vocational Division arranged a series of weekly visits to various vocational plants. The purpose was to acquaint the industrial arts teachers with the methods and procedures carried on in these manufacturing plants. Groups for this purpose were formed in Bergen, Union, and Morris Counties. In Monmouth and Ocean Counties courses in boat building were conducted in the high school in Long Branch.

THE TRAINING OF TEACHERS

The pre-service training for teachers of home economics is carried on at the College for Women of Rutgers University. Through the cooperation of the Registrar and the Director of Admissions those entering students who made the highest ratings in the freshman tests were placed in a section to pursue a course in Foods in the first semester rather than a course in Clothing. The Foods course is the more difficult of the two. This plan has assisted in placing students in first semester sections which take ability into account.

A course on Problems in Family Living was introduced in the senior year.

A course of lectures on sex hygiene was given by a woman physician and provided on an elective plan. The course was closely related to the courses on Child Development and Problems of Family Living.

Improved plans for reporting the commercial work carried on in the summer were introduced.

The pre-service training for teachers of agriculture was offered at the State Agricultural College and the training for the trades and industries was conducted in various centers by the staff of the Department and teachers approved for this work by the Commissioner.

CONTINUATION SCHOOLS

Changed social conditions and the demands of industry which give major consideration to maturity and pre-employment training have eliminated most employment opportunities for those under sixteen years of age. During the school year 1936-1937, 841 boys and 1,534 girls were

enrolled in the continuation schools. From various sources we have gathered information which indicates that in the last eleven years there has been a decrease of more than 18,000 jobs for boys and girls under sixteen years of age. Many of these students are enrolled in the public schools. For the boys and girls under sixteen who find it possible to secure employment the continuation schools are doing excellent work in guidance and social adjustment. The decrease in juvenile delinquency in many districts can be traced to the influence of this school program upon youth who have left school and have secured some form of employment.

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

The supervisory activities and other functions of the Division of Business have continued to increase. Three years ago definite effort was made to improve our inspection of school accounts and this work has been so reorganized and developed that all districts receive inspections within the fiscal year.

A large amount of information concerning the activities of the schools, their financial needs, and requests for statistics must be supplied by this Division. Elsewhere in this section the mailing service and preparation of statistical reports are described.

The two acts approved on September 5, 1933, provided for a bond issue in the amount of seven million dollars. The bond act provided for loans to municipalities in the amount of State apportionments for 1931 and 1932 which remained unpaid on April 1, 1933, and for loans to pay teachers' salaries. Loans to cover the amount of State apportionments could not be made for any deficiency after April 1, 1933. An act passed by the Legislature providing for these payments, which act was made a part of the bond act, makes the interest on these loans a part of the fund. Loans aggregating \$8,087,940.27 have been made from this fund up to June 30, 1937. Repayments in the amount of \$4,909,146.88 have been made. There were loans outstanding on June 30 in the amount of \$3,178,793.39. The total assets of the fund are now \$7,814,205.64.

### STATE SCHOOL TAX

During the year 1936-37 there had been paid into the State Treasury \$17,732,592.83 in State school taxes. Of this amount, \$691,220.29 was in payment of the 1933 tax, \$256,801.71 was in payment of the 1934 tax, \$369,676.98 was in payment of the 1935 tax, and \$16,414,893.85 was in payment of the 1936 State school tax. In 1935-36 the amount of State school taxes paid was \$17,047,860.48. There remains unpaid, as of June 30, 1937, \$493,503.91 of which \$62,290.05 is for 1933, \$88,382.15 for 1934, \$134,089.11 for 1935, and \$208,742.60 for 1936. The State school taxes due as of June 30, 1937 are small compared to \$8,173,291.49 due June 30, 1933, \$9,075,560.23 due June 30, 1934, \$2,428,732.23 due June 30, 1935, and \$1,602,460.29 due June 30, 1936.

#### RAILROAD TAX

On June 30, 1937, a total of \$6,358,570.03 was due the districts from the 1932, 1933, 1934, and 1935 main stem railroad tax, of which \$2,150,954.35 is due from the 1932 tax, \$2,253,076.94 from the 1933 tax, \$1,377,809.50 from the 1934 tax, and \$576,729.24 from the 1935 tax. We are informed that the apportionment of these taxes, amounting to \$1,145,774.51 to be made to the counties in September, is withheld on writs of certiorari.

#### SCHOOL ATTENDANCE

The total number of days' attendance reported by the Department for the school year 1936-37 was 123,276,069. This was a decrease of 4,966,939 days from the preceding year. This decrease in number of days' attendance is due largely to a decrease in the number of pupils enrolled. The percentage of attendance this year was 92.8, which is two-tenths of a per cent higher than for 1935-36.

#### INSPECTION OF SCHOOL ACCOUNTS

The inspection of the minutes and financial records of boards of education constitute an important phase of the work of this Division. During the year under review, the records of 472 districts were inspected by our inspectors of accounts. This service is provided by law and enables us to furnish to the school districts inspections and audits with recommendations which are valuable to local boards of education in studying and correcting their financial procedures. These inspections furnish a check on all of the financial transactions of local boards of education.

This service has been very valuable in securing accurate information and diagnosing difficult financial situations.

## SCHOOL BUILDINGS

The inspection of school buildings, advice on school building construction, the examination of plans and specifications for new school buildings, and alterations to present school buildings together with recommendation for approval of such plans constitute an important phase of the work of this Division. Plans and specifications for seven new building projects were approved during the year. Of this number, two were consolidated schools. In one case, five one-room buildings were closed and one new building erected. In the other, eleven one-room buildings were replaced with a modern structure, including a large auditorium. Two of the seven new buildings were high schools.

Eighteen plans and specifications were approved for additions to present school buildings. Fifteen plans and specifications were approved for alterations to present structures. Ten plans and specifications were approved providing modern heating and ventilation of existing school buildings. Eight plans and specifications were approved providing for modern toilet installations.

In addition to the above, many conferences have been held with boards of education looking forward to the improvement of school facilities in their communities.

## UNIFORM RECORDS AND REPORTS

Under the law, the Commissioner is required to furnish various blanks and forms for the purpose of securing uniform reports from the several school districts. All of the statistics are accumulated in the office of the county superintendents and by them reported to the Commissioner. This has been of particular value since 1932 because it has enabled us to have accurate and comparable statistics upon which policies may be predicated.

## OTHER ACTIVITIES OF THE DIVISION OF BUSINESS

The rules of the State Board of Education require that drinking water from sources in the immediate vicinity of schools, such as wells, springs, and cisterns, shall be tested at least once during each school year. During the year, 204 school districts depended upon such sources for their water supply. Many of the sources of water supply are located upon school property, but a large number are owned by private individuals and the water

must be carried to the school. Samples are collected by the district clerk, medical inspector, or other agent of the local board of education, and sent to the Department of Health for analysis. All test records are then submitted to the Commissioner of Education. During the year, 514 samples of water from 188 school districts were tested. Municipal or private water companies supply a major proportion of the school districts. These supplies are under the direct supervision of the Department of Health, which regularly takes samples from such sources and tests them. The results of these tests are communicated to the county superintendent who in turn submits them to the local board of education.

The Division of Business is responsible for the mailing service of the Department and distributes all printed and stenciled matter which is issued. During the past year there were mimeographed 52,330 copies of 182 letters, 18,050 copies of 19 legislative bulletins, 25,775 copies of 44 report forms, 500 copies of five courses of study, 100 copies of a decision of the Commissioner, 675 copies of six annual reports, and 200 copies of the apportionment of school moneys.

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

The statute requires that all bonds in Article VII school districts when cancelled "shall be deposited with the Commissioner of Education." During the school year 1936-37, cancelled bonds were received from 279 school districts. These districts submitted 4,772 cancelled bonds for the most part in denominations of \$500 and \$1,000 aggregating in amount \$4,374,200. In addition to the above, 16 districts submitted 3,412 cancelled refunded bonds aggregating in amount \$3,145,000.00.



## ENROLLMENT IN THE DAY SCHOOLS

The total enrollment in the day schools for 1936-37 was 779,713, a decrease of 18,427 pupils or two and three-tenths per cent from the total enrollment of the previous year. The enrollment in the kindergartens showed a decrease of 961 pupils or two and four-tenths per cent; the enrollment in grades one to eight (with the exception of the enrollments in the seventh and eighth grades in approved junior high schools) showed a decrease of 17,485, or three and three-tenths per cent. Approved junior high schools showed an increase in enrollment of 911, or one and eight-tenths per cent; senior high schools (grades ten to twelve) showed a decrease of 1200 pupils, or three and three-tenths per cent. High schools organized on the four-year plan (grades nine to twelve) showed a decrease of 284 pupils, or two-tenths of one per cent.\*

The total enrollment in grades nine to twelve inclusive (ninth grade in approved junior high schools and all grades of the senior high schools and the four-year high schools) decreased 1,003 pupils, or five-tenths of one per cent.

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

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

## EMERGENCY EDUCATIONAL PROGRAM

During the past <sup>five</sup> ~~four~~ years, an emergency education program has been organized and administered in New Jersey with funds furnished by the Federal Government. During the past year, the agency responsible for this program has been the Works Progress Administration. Classes have been organized to give instruction in (1) general culture subjects, (2) parent's education, (3) vocations, (4) fundamentals for illiterates, (5) citizenship, (6) vocational rehabilitation, (7) nursery schools, and (8) junior colleges <sup>instruction</sup>. <sup>A member</sup> ~~Two members~~ of the Department of Public Instruction <sup>is</sup> ~~were~~ assigned on a part-time basis <sup>to cooperate in planning</sup> ~~as supervisors of~~ these courses. Classes <sup>are</sup> ~~were~~ organized by cooperation between the administrative officials of local school boards and the Works Progress Administration. This program extended <sup>approximately 25,000</sup> ~~educational~~ opportunities to ~~27,240~~ different individuals ~~who enrolled~~ during the year. Several of these students <sup>are</sup> ~~enrolled~~ for two or three different courses. ~~In more than a thousand~~ ~~all~~ ~~1,088~~ teachers were employed. ~~This represented an expenditure of nearly \$100,000.00 in those months when the enrollment reached the maximum.~~

Because of improved economic conditions, the Works Progress Administration has reduced its budget. The 1936-1937 program was approximately two thirds as extensive as the program for 1935-1936. It is probably safe to assume a gradual withdrawal by the Federal Government as economic conditions improve.

Four of the six Emergency Junior Colleges operated during 1935-1936 were discontinued. The organization of two colleges was continued, one in Newark, the other in Perth Amboy. These colleges were attended by 1,205 students. Many established colleges grant provisional credit with the assurance that students whose subsequent academic achievement was satisfactory would receive credit for courses completed in the Emergency Junior Colleges.

## OTHER PROGRAMS IN ADULT EDUCATION

Aside from the adult education which is offered under the extension program of the State Agricultural College and the adult education carried on in connection with the vocational schools, there are a number of community programs that are very worth while. The type of organization which has been established in the South Orange-Maplewood district makes extensive use of the school plant and suggests a program worthy of careful study. This organization, now in its fourth year of development, is planned to provide a school for adults who wish to continue their learning. The courses are organized to meet for one evening per week for a period of ten weeks. More than fifty different subjects are taught and many students register for two or three courses. The school administration has the assistance of an Advisory Committee of representative citizens of the community.

The adults registered in this school are enrolled in courses which emphasize games, physical activities, arts, crafts, literature, history, economics, science, philosophy, and biblical history. The four gymnasiums, the swimming pool, the shops, the domestic science, and art rooms are all occupied.

A forum conducted by authorities in public affairs is one of the features. Several college and university professors are teaching the different courses, and there is specialized instruction to meet local needs. Horticulture, navigation, art and music appreciation are all included in the instructional program. Groups are studying the piano, orchestration, and individual music instruments. Free hand drawing, art structure, sketching, photography, clay modeling, and wood carving are popular courses with the students.

For each ten evening courses (an hour and a half per evening) residents of the community now pay \$2.00. This income provides payment for teachers at the rate of \$5.00 to \$10.00 per night with a more liberal scale for college professors.

S T A T I S T I C A L   S U M M A R Y

EXPENDITURES FOR PUBLIC EDUCATION  
IN 1936-37

The summary of expenditures and receipts in the statistical tables appended to this report show that the total available funds for the year 1936-37 were \$3,943,026.07 more than the amount available for the preceding year, but \$13,822,649.85 less than the amount available for 1931-32. This includes funds derived from public revenues for all educational purposes.

The total expenditures for public education in the counties and school districts of the State amounted to \$103,425,026.16, which was \$5,564,902.58 more than the expenditures for 1935-36. However, these expenditures were \$15,126,990.48 less than those for 1931-32. All items listed in the following table, with the exception of debt service and the library account, continue to show large reductions from the expenditures in 1931-32. Debt service increased \$344,728.62 and the library account \$28,234.96.

The expenditures for public education in 1936-37 showed an increase of \$5,564,902.58 over those for 1935-36. Capital outlay was increased \$2,145,051.10. The expenditures for the day schools increased \$3,279,095.98, evening schools increased \$29,143.11, and debt service increased \$117,865.05. Summer school expenditures showed a decrease of \$6,252.66 from those of 1935-36.

During the past year, bonds and notes were redeemed from taxes and sinking funds in the amount of \$9,751,633.03, which was more than two and a half times the amount issued during the year.

COMPARISON OF EXPENDITURES IN THE COUNTIES AND DISTRICTS OF THE STATE IN 1935-36 AND 1936-37

	1935-1936		1936-1937	Increase
Day school expenditures (1).....		\$73,798,574.14		\$77,077,670.12 \$3,279,095.98
Regular Day Schools (1).....	\$72,391,047.06		\$75,555,732.58	3,164,685.52
Current Expense Account (1).....	\$66,798,860.19	\$69,454,046.14		2,655,185.95
County (Current Expense Acct.)(2)	240,549.23	239,878.41		670.82 D
Maintenance Account.....	2,800,900.73	3,020,770.61		219,869.88
Manual Training Account.....	2,330,658.43	2,597,307.55		266,649.12
Library Account.....	220,078.48	243,729.87		23,651.39
Vocational Day Schools (Vocational Account).....	1,316,859.69		1,423,524.32	106,664.63
Continuation Schools (Continuation Account).....	90,667.39		98,413.22	7,745.83
Summer School Expenditures (Current Expense Account).....		33,915.34		27,662.68 6,252.66 D
Evening School Expenditures.....		467,814.41		496,957.52 29,143.11
Regular Evening Schools (Current Expense Account).....	84,171.74		80,986.86	3,184.88 D
Accredited Evening High Schools (Current Expense Account).....	206,400.83		210,606.74	4,205.91
Vocational Evening (Vocational Account).....	154,840.63		190,286.30	35,445.67
Evening Schools for Foreign-born Residents (Foreign-born Account)...	22,401.21		15,077.62	7,323.59 D
Capital Outlay Expenditures.....		5,296,546.23		7,441,597.33 2,145,051.10
Land, Building & Equipment Account	5,272,140.30		7,386,050.90	2,113,910.60
Vocational Account.....	2,414.09		2,943.58	529.49
Manual Training Account.....	21,991.84		52,602.85	30,611.01
Debt Service Expenditures.....		18,263,273.46		18,381,138.51 117,865.05
Total Expenditures.....		\$97,860,123.58		\$103,425,026.16 \$5,564,902.58

(1) Does not include tuition transfers

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

D - Decrease

# S T A T I S T I C A L   S U R V E Y

The total enrollment of pupils in all of the various departments of the public schools, including evening schools but not including summer schools, was 823,512 for the school year 1936-37. This was a decrease in the day schools of 18,427 boys and girls and an increase of 864 in the other divisions of the public schools. To instruct these 823,512 pupils there were required 29,071 teachers. The children were housed in 2,202 school buildings, a decrease of 25 from the preceding year. All were furnished not only with teachers, but with books, supplies and the necessary apparatus free of cost.

There were transported to schools at public expense 84,473 children because no suitable school facilities were available near the homes of these children. Of this number there were transported to high schools outside of their respective school districts 28,669 pupils.

In the day schools there were enrolled 399,443 boys and 380,270 girls, making a total in the day schools of 779,713. In addition to these day school pupils, 13,902 were enrolled in other day schools. There were enrolled in evening schools, 29,897 making a total enrollment in all schools of 823,512.

There were 38,526 children enrolled in the kindergartens. In the first four grades, or what are commonly known as the primary grades, there was an enrollment of 270,384. The total number of pupils in grades five to eight inclusive was 267,763.

The total number enrolled in the high schools, grades IX to XII, was 192,757. This was a decrease of 1,003 from the enrollment in 1936. The high school enrollments for the past five years are given below by years:

<u>1933</u>	<u>1934</u>	<u>1935</u>	<u>1936</u>	<u>1937</u>
167,609	179,007	187,567	193,760	192,757

The total number of pupils enrolled in one-room rural schools was 5,735, a decrease of 811. The number in two-room rural schools was 8,310, an increase of 133. There was a decrease of 14 in the number of teachers in one and two-room rural schools.

The average daily attendance in day schools was 662,849, a decrease of 14,306. The average absence of pupils was 12 days.

There was an increase of men teachers in all the schools of the State of 240, and a decrease of women teachers of 2, making a total increase of 238 teachers.

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

1932-1933	\$77,029,110.81
1933-1934	68,245,800.02
1934-1935	70,568,766.91
1935-1936	71,475,821.17
1936-1937	74,253,286.28

#### Salaries of Teachers

The total amount of salaries paid day school teachers during the current year, including manual training, vocational, special summer school teachers, superintendents, assistant superintendents, and evening school teachers of all kinds was \$54,376,547.96.

The average salary per year paid to all day school teachers (28,256), not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$1,897.94, an increase over the preceding year of \$95.47.

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

<u>1933</u>	<u>1934</u>	<u>1935</u>	<u>1936</u>	<u>1937</u>
\$1,996.64	\$1,821.77	\$1,813.05	\$1,802.47	\$1,897.94

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



The average salaries paid to teachers in the various grades and types of schools during 1936-1937 were as follows:

	<u>Men</u>	<u>Decrease</u>	<u>Women</u>	<u>Decrease</u>
Kindergartens	-	-	\$1,886	\$6
Grades 1 to 6	\$1,705	\$16 *	1,830	80 *
Grades 1 to 8	1,633	33	1,677	28
Junior High Plan Grades VII-IX	1,941	3	2,087	2
Junior High Plan Grades X-XII	2,416	16 *	2,412	31 *
High School	2,362	49	2,271	10 *

\*Increase

Teachers College Graduates

For the Year Ending June 30, 1937

Trenton State Teachers College	174 a decrease of 27 from 1935-1936
Montclair State Teachers College	244 an increase of 25 over 1935-1936
Newark State Teachers College	193 a decrease of 52 from 1935-1936
Glassboro State Teachers College	124 an increase of 28 over 1935-1936
Paterson State Teachers College	100 a decrease of 9 from 1935-1936
Jersey City State Teachers College	<u>126</u> a decrease of 26 from 1935-1936
Total	961 a decrease of 61 from 1935-1936

Valuation of School Property

The total value of school property in New Jersey for 1936-1937 is \$341,111,987, an increase of \$5,330,688 over the preceding year.

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DO NOT REMOVE

*Robert H. Morrison*

STATE OF NEW JERSEY  
DEPARTMENT OF PUBLIC INSTRUCTION  
TRENTON

ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

STATISTICS OF PUBLIC EDUCATION

1936-1937

CHARLES H. ELLIOTT

Commissioner of Education

# RECAPITULATION OF RECEIPTS AND EXPENDITURES FOR PUBLIC SCHOOLS 1936-37

	Receipts Including Balances from Previous Year	Increase or Decrease	Expenditures	Increase or Decrease
A-State Administration.....	\$218,792.32	\$24,301.84 I	\$218,792.32	\$24,301.84 I
B-County Administration and Supervision.	352,473.77	2,566.86 I	344,878.41	670.82 D
C-State Institutions.....	2,560,586.85	148,265.86 D	2,560,586.85	148,265.86 D
D-Teachers' Pension and Annuity Fund....	2,838,026.84	3,305,395.23 D	2,838,026.84	3,305,395.23 D
E-State School Fund Expense.....	3,564.94	184.51 I	3,564.94	184.51 I
F-Current Expenses of Schools within the District*.....	72,141,021.51	6,117,237.74 I	69,773,302.42	2,734,032.80 I
G-Repairs and Replacements of Public School Buildings.....	3,348,514.66	223,579.48 I	3,020,770.61	260,117.24 I
I-School Libraries.....	304,519.80	35,679.94 I	243,729.87	23,651.39 I
J-Manual Training.....	3,107,605.63	55,918.60 I	2,649,910.40	172,934.29 I
K-Vocational Schools*.....	1,863,405.90	103,448.02 I	1,614,433.72	140,319.31 I
L-Continuation Schools.....	152,393.54	23,362.26 D	98,413.22	7,745.83 I
M-Evening Schools for Foreign-born Resi- dents.....	54,942.08	24,415.27 D	15,077.62	7,323.59 D
N-Teachers' Libraries.....	800.00	450.00 I	800.00	450.00 I
P-I-Redemption of and Interest on Bonds and payments to sinking funds.....*	16,382,259.26	716,919.04 I	17,462,691.43	149,052.66 I
Total for School Year 1936-37.....	\$103,328,907.10	\$3,778,847.41 I	\$100,844,978.65	\$ 51,134.37 I

\*Not including tuition transfers.

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# BALANCE STATEMENT

	Receipts Including Balances from Previous Year	Increase or Decrease	Expenditures	Increase or Decrease
Total for School Year 1936-37.....	\$103,328,907.10	\$3,778,847.41 I	\$100,844,978.65	\$51,134.37 I
P-2-For payment of notes incurred for previous year's expenses and interest thereon.....	900,729.07	36,991.28 D	918,447.08	31,187.61 D
H-Land, Building and Equipment Account...	9,443,644.36	6,152.17 D	7,388,371.38	2,116,231.08 I
Tuition Transfers.....	5,027,558.79	247,219.49 I	4,479,983.86	43,432.31 I
Reserve to pay outstanding bills of previous Year.....	4,973,165.67	39,897.38 D	3,490,013.38	566,125.25 I
Balance at close of year.....	-	-	6,552,210.64	1,197,290.67 I
Grand Total for the School Year 1936-37..	\$123,674,004.99	\$3,943,026.07 I	\$123,674,004.99	\$3,943,026.07 I

SUMMARY OF STATISTICS  
FOR THE SCHOOL YEAR BEGINNING JULY FIRST, 1936 AND ENDING JUNE 30th, 1937.

RECEIPTS

A-State Administration:

(1) State Board of Education, expenses.....	\$38,091.46	\$11,837.50 I
(2) State Board of Examiners, expenses.....	4,599.38	812.64 D
(3) Office of Commissioner of Education, salaries	131,326.28	1,527.87 D
(4) Office of Commissioner of Education, expenses	44,775.20	14,804.85 I
Total.....	<u>\$218,792.32</u>	24,301.84 I

B-County Administration and Supervision:

(1) County Superintendents, salaries.....	\$105,000.00	-
(2) County Superintendents, Clerk Hire & Expenses	65,492.11	432.19 I
(3) Helping Teachers and Other County Officers, salaries and expenses.....	181,981.66	2,134.67 I
Total.....	<u>\$352,473.77</u>	2,566.86 I

C-State Institutions:

(1) State Normal School at Glassboro:		
Appropriated by State for Current Expenses...	\$36,759.49	\$3,802.35 I
Appropriated by State for Capital Outlay.....	1,052.00	1,052.00 I
Received for tuition.....	26,723.10	580.10 D
(2) State Normal School at Newark:		
Appropriated by State for Current Expenses...	142,769.44	8,953.18 I
Appropriated by State for Capital Outlay.....	3,283.05	375.11 I
Received for tuition.....	39,221.51	4,536.50 D
(3) State Normal School at Trenton:		
Appropriated by State for Current Expenses...	233,701.90	109,875.32 D
Appropriated by State for Capital Outlay.....	19,695.50	72,765.03 D
Received for tuition.....	73,624.54	774.54 I
(4) Montclair State Teachers' College:		
Appropriated by State for Current Expenses...	179,142.16	2,850.39 I
Received for tuition.....	80,811.97	3,311.97 I
(5) State Normal School at Paterson:		
Appropriated by State for Current Expenses...	49,280.45	905.77 D
Appropriated by State for Capital Outlay.....	1,906.51	1,906.51 I
Received for tuition.....	24,544.91	3,510.06 I

C-State Institutions Con't.

(6) State Normal School at Jersey City:		
Appropriated by State for Capital Outlay...	\$ 1,897.50	\$49.75 D
Appropriated by State for Current Expenses.	113,892.26	3,144.59 I
Received for tuition.....	31,941.93	736.73 D
(7) New Jersey School for the Deaf:		
Appropriated by State for Current Expenses.	274,787.81	8,988.31 D
Appropriated by State for Capital Outlay...	12,108.75	12,108.75 I
Received for tuition.....	1,346.50	39.30 D
(8) Manual Training and Industrial School for Colored Youth:		
Appropriated by State for Current Expenses.	122,634.67	6,093.10 D
Appropriated by State for Capital Outlay...	6,043.50	2,230.00 I
Received for tuition.....	74,742.75	9,847.55 I
(9) Training of Vocational Teachers:		
Appropriated by State.....	24,862.22	2,400.03 I
Appropriated by Federal Government.....	23,768.98	1,522.06 I
(10) State University (State Board of Regents)		
Appropriated by State for Current Expenses.	900,043.45	1,485.04 D
Total.....	<u>\$2,560,586.85</u>	148,265.86 D

D-Teachers' Pension and Annuity Fund:

(1) Operating expenses (Treasurer's Office)....	\$5,324.51	347.34 D
(2) For office expenses, current pensions and previous years increase in reserve.....	<u>2,832,702.33</u>	3,305,047.89 D
Total.....	<u>\$2,838,026.84</u>	3,305,395.23 D

E-State School Fund Expenses.....

\$3,564.94 \$184.51 I

F-Current Expenses of Public Schools in Districts:

1. Apportioned from State School Tax.....	\$18,721,102.70	\$1,962,390.01 I
2. Apportioned from State School Fund.....	394,608.75	17,614.28 D
3. From District Taxes.....	52,022,526.30	4,705,071.62 I
4. From Surplus Revenue.....	19,377.04	2,600.02 I
5. From One Percent Emergency Fund.....	162,450.00	21,162.31 I
6. From Notes Authorized by Vote of the District or from Board of School Estimate.....	714,538.66	859,650.44 D
7. Special State Aid for Crippled Children.....	50,011.39	15,277.28 I
8. Apportioned for Pupils Residing in Charitable Institutions.....	219,330.00	19,620.00 I
9. Interest On Deposits within District.....	8,127.78	1,558.28 D
10. Sale of School Books and Other Sources.....	315,218.35	40,047.87 I
11. Reapportioned Balances.....	56.46	299.29 D
12. Tuition Receipts.....	4,976,441.94	246,475.03 I
13. Balance from Previous Year.....	486,325.92 *	230,190.92 I
Total.....	\$77,117,463.45	\$6,363,712.77 I

\*Deficit

G-Repairs and Replacement Account:

1. From District Taxes.....	\$ 2,790,982.37	\$ 295,960.75 I
2. Notes Authorized by Vote of the District and Additional Funds, by Board of School Estimate	77,000.00	42,499.82 I
3. From One Percent Emergency Fund.....	1,000.00	3,412.31 D
4. From Other Sources.....	69,754.85	23,891.26 I
5. Balance from Previous Year.....	409,777.44	135,360.04 D
Total.....	\$ 3,348,514.66	\$ 223,579.48 I

H-Land, Building and Equipment Account:

1. From District Taxes.....	\$ 510,468.79	\$ 8,128.83 I
2. From Sale of Bonds and Notes.....	3,390,757.98	2,774,463.89 D
3. From Other Sources.....	1,438,578.52	510,041.75 D
4. Balance from Previous Year.....	4,103,839.07	3,270,224.64 I
Total.....	9,443,644.36	6,152.17 D

I-School Library Account:

1. From State.....	\$ 1,760.00	\$ 85.00 I
2. From District Taxes.....	249,799.50	42,399.34 I
3. From Other Sources.....	4,268.41	1,844.61 I
4. Balance from Previous Year.....	48,691.89	8,649.01 D
Total.....	\$ 304,519.80	\$ 35,679.94 I

J-Manual Training Account:

1. From State.....	\$642,787.12	\$86,723.27 D
2. From District Taxes.....	1,872,316.52	90,978.88 I
3. From Other Sources.....	48,066.02	16,503.83 I
4. Balance from Previous Year.....	544,435.97	35,159.16 I
Total.....	3,107,605.63	55,918.60 I

K-Vocational Account:

1. From State.....	\$302,038.34	\$5,183.95 I
2. From Federal Government.....	224,426.76	46,909.57 I
3. From District Taxes.....	1,050,370.61	135,037.78 I
4. From Other Sources.....	86,111.43	7,969.57 D
5. Balance from Previous Year.....	238,215.86	88,329.00 D
Total.....	1,901,163.00	90,832.73 I

L-Continuation School Account:

1. From District Taxes.....	\$82,824.54	\$3,143.27 I
2. From State.....	1,029.18	1,029.18 I
3. From Other Sources.....	24.99	2.42 I
4. From Federal Government.....	18,327.78	5,614.92 D
5. Balance from Previous Year.....	50,187.05	21,922.21 D
Total.....	152,393.54	23,362.26 D

M-Evening Schools for Foreign-born

Residents Account:

1. From State.....	\$7,500.00	\$922.25 D
2. From District Taxes.....	14,325.23	2,150.96 I
3. From Other Sources.....	51.00	225.51 D
4. Balance from Previous Year.....	33,065.85	25,418.47 D
Total.....	54,942.08	24,415.27 D

N-Teachers' Libraries:

1. From State.....	\$400.00	\$225.00 I
2. From Subscription.....	400.00	225.00 I
Total.....	800.00	450.00 I

P-Debt Service Account:

1. From District Taxes.....	\$18,683,499.81	\$570,170.95 I
2. From Other Sources.....	187,419.44	38,889.93 I
3. Balance from Previous Year.....	1,574,571.17 *	84,226.63 I
Total.....	\$17,296,348.08	\$693,287.51 I

R-Reserve Account to Pay Outstanding Bills

of Previous Year.....	\$4,973,165.67	\$39,897.38 D
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Total Receipts during year including

Balance from Previous Year.....	\$123,674,004.99	\$3,943,026.07 I
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\*Deficit



# SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR BEGINNING JULY FIRST, 1936 AND ENDING JUNE 30th, 1937.

## EXPENDITURES

### A-State Administration:

1. State Board of Education.....	\$38,091.46	\$11,837.50 I
2. Office of Commissioner of Education:		
Salaries.....	\$88,955.26	1,248.30 D
Clerical Services.....	37,371.02	279.57 D
Books, stationery, printing.....	12,979.75	1,071.48 I
Incidental expenses, physical		
training expenses.....	31,346.22	13,779.20 I
Continuation Schools.....	5,449.23	45.83 D
Total.....	\$176,101.48	13,276.98 I
3. State Board of Examiners.....	\$4,599.38	812.64 D
Grand Total.....	\$218,792.32	\$24,301.84 I

### B-County Administration and Supervision:

1. County Superintendents:		
Salaries and expenses.....	\$170,048.34	\$25.34 I
2. Helping Teachers, salaries and		
expenses.....	167,204.71	807.63 D
3. County Attendance Officers, salaries		
and expenses.....	4,125.36	88.24 I
4. County Supervisor of Child Study:		
Salary and expenses.....	3,500.00	23.23 I
Total.....	\$344,878.41	670.82 D

C-State Institutions:

(1) State Normal School at Glassboro.....	\$124,534.59		\$ 4,274.25 I
(2) State Normal School at Newark.....	185,274.00		4,791.79 I
(3) State Normal School at Trenton.....	327,021.94		181,865.81 D
(4) Montclair State Teachers College.....	259,954.13		6,162.36 I
(5) State Normal School at Paterson.....	75,731.87		4,510.80 I
(6) State Normal School at Jersey City.....	147,731.69		2,358.11 I
(7) Industrial School for Colored Youth.....	203,420.92		5,984.45 I
(8) New Jersey School for the Deaf.....	288,243.06		3,081.14 I
(9) Training of Vocational Teachers.....	48,631.20 →		3,922.09 I
(10) State University (State Board of Regents).	<u>900,043.45</u>		1,485.04 D
Total.....		\$2,560,586.85	148,265.86 D

D-Teachers' Pension and Annuity Fund:

(1) Operating expenses (Treasurer's Office)...	\$5,324.51		\$ 347.34 D
(2) For office expenses, current pensions and increase in reserve.....	<u>2,832,702.33</u>		3,305,047.89 D
Total.....		\$2,838,026.84	3,305,395.23 D

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

	3,564.94	184.51 I
--	----------	----------

F-Current Expenses of Schools within the District:

1. Expended for administration, instruction, operation and auxiliary agencies in public day schools exclusive of costs of manual training and vocational training, school libraries and repairs and replacements.....	\$73,934,030.00	\$2,782,696.74 I
2. Expenditures for evening schools in districts.....	291,593.60	1,021.03 I
3. Expenditures for summer schools in districts.....	27,662.68	6,252.66 D
Total.....	\$74,253,286.28	2,777,465.11 I

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

G-Repair and Replacement Account Expenses within districts.....	\$3,020,770.61	\$260,117.24 I
H-Land, Building and Equipment Account Expenses within districts	7,388,371.38	2,116,231.08 I
I-School Library Account Expenses within districts.....	243,729.87	23,651.39 I
J-Manual Training Account Expenses within districts.....	2,649,910.40	172,934.29 I
K-Vocational School Account Expenses.....	1,614,433.72	140,319.31 I
L-Continuation School Account Expenses.....	98,413.22	7,745.83 I
M-Evening Schools for Foreign-born Residents Account.....	15,077.62	7,323.59 D
N-Teachers' Libraries.....	800.00	450.00 I
P-Debt Service Account for redemption of and interest on bonds and notes and payments to sinking fund.....	18,381,138.51	117,865.05 I
R-Reserve Account to pay outstanding bills of previous year....	3,490,013.38	566,125.25 I
Balance on hand at close of year.....	6,552,210.64	1,197,290.67 I
Payments and balances - Total.....	\$123,674,004.99	\$3,943,026.07 I

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

July 1, 1936 to June 30, 1937.

State Administration of the Schools.....	\$218,792.32	
		.2%
Current Expenses of the Schools.....	\$96,088,428.83	
		99.8%

ANALYSIS OF STATE ADMINISTRATION EXPENSES

State Board of Education, expenses.....	\$38,091.46
Salaries.....	134,488.69
Operation.....	13,462.32
Miscellaneous.....	32,749.85
	<hr/>
Total.....	\$218,792.32

\*Less Tuition Transfers

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

Administration.....	\$2,296,424.37
Instruction:	
Supervision.....	5,647,327.99
Instruction Proper.....	52,676,736.10
Operation.....	8,535,399.91
Maintenance.....	3,146,095.31
Co-Ordinate Activities.....	1,806,690.75
Auxiliary Agencies.....	2,992,739.65
Fixed Charges*.....	605,876.24
Debt Service.....	<u>18,381,138.51</u>
Total.....	\$96,088,428.83

# COST OF EDUCATION

(Based on expense of maintaining the public day schools)

			Increase or Decrease
Administration expenses.....	\$2,133,954.09		\$92,802.23 I
Instruction:			
Supervision.....	\$5,460,469.24		200,149.64 I
Instruction Proper.....	51,218,932.66		2,095,012.40 I
	56,679,401.90		2,295,162.04 I
Operation of School Plant.....	8,318,999.65		306,778.34 I
Maintenance of School Plant.....	3,069,829.85		268,929.12 I
Co-Ordinate Activities:			
Attendance.....	\$479,771.52		40,805.94 I
Health.....	1,312,457.97		68,211.97 I
	1,792,229.49		109,017.91 I
Auxiliary Agencies:			
Library.....	\$243,729.87		23,651.39 I
Transportation.....	2,218,674.80		40,700.70 I
Other auxiliary agencies.....	504,191.08		58,885.89 I
	2,966,595.75		123,237.98 I
Fixed Charges:			
Leasing school rooms.....	\$32,936.08		4,542.39 D
Pensions.....	31,827.46		3,757.58 D
Insurance and workmen's compensation	473,957.16		34,126.83 D
Other fixed charges.....	56,001.15		11,184.70 I
	594,721.85		31,242.10 D
Total.....		\$75,555,732.58	\$3,164,685.52 I
Average yearly cost per pupil based on average enrollment in day schools.....		105.77	6.82 I
Average yearly cost per pupil based on average daily attendance in day schools.....		113.99	7.09 I

Sources of Income  
Moneys for the Support of Public Schools  
Were Derived from the Following Sources  
for 1936-1937

1. Income from State School Fund.....		\$503,615.20
(a) Distributed to districts.....	\$500,050.26	
(b) State School Fund Expenses.....	3,564.94	
2. Appropriated by Legislature from State General Fund.....		1,687,765.48
(a) For Library State Aid.....	1,760.00	
(b) For Deficiency Appropriation.....	1,686,005.48	
3. Appropriated by Legislature from Railroad Tax.....		6,348,416.67
(a) State Administration.....	218,792.32	
(b) County Superintendents' Salaries.....	105,000.00	
(c) State Institutions.....	2,183,860.66	
(d) Teachers' Pension and Annuity Fund.....	2,838,026.84	
(e) Vocational Schools.....	302,038.34	
(f) Manual Training.....	642,787.12	
(g) Evening Schools for Foreign-born Residents..	7,500.00	
(h) Crippled Children Special Aid.....	50,011.39	
(i) Teachers' Libraries.....	400.00	
4. Appropriated by Federal Government.....		266,523.52
(a) Vocational Schools.....	224,426.76	
(b) Continuation Schools.....	18,327.78	
(c) Training of Vocational Teachers.....	23,768.98	
5. State School Taxes.....		17,405,898.68
6. Penalty State School Tax.....		79,968.00
7. Surplus Revenue.....		23,916.15
8. District Taxes.....		76,257,605.92
9. County Taxes or Appropriations.....		1,084,999.86
10. Sale of Bonds for Capital Outlay.....		3,390,757.98
11. Other Sources.....		8,278,958.60
(a) Tuition.....	5,027,558.79	
(b) Authorized Loans.....	98,429.01	
1. Current Expense.....	\$73,557.75	
2. Maintenance of Plant.....	20,000.00	
3. Debt Service.....	4,871.26	
(c) Additional Appropriations by Boards of School Estimate and Advances by Municipality.....	754,468.26	
1. Current Expense.....	\$640,980.91	
2. Maintenance of Plant.....	57,000.00	
3. Land, building and equipment..	20,000.00	
4. Debt Service.....	36,487.35	
(d) Other Sources (Local).....	2,045,545.33	
1. Interest.....	\$8,127.78	
2. Sale of Materials & Property..	85,855.13	
3. Federal Grants for building..	1,416,993.09	
4. Other.....	534,569.33	
(e) Other Sources including tuition (State Institutions).....	352,957.21	
12. Balance on hand beginning of year.....		8,344,063.85
13. Reapportioned Balances.....		1,515.08
14. Grand Total Receipts for Year.....		\$123,674,004.99

# COMPARISON OF SOME EXPENDITURES FOR THE LAST FIVE YEARS

	1 9 3 2	1 9 3 3	1 9 3 4	1 9 3 5	1 9 3 6	Increase or Decrease from 1935-36
	-	-	-	-	-	
	1 9 3 3	1 9 3 4	1 9 3 5	1 9 3 6	1 9 3 7	
Teachers' Salaries*.....	\$57,498,126.96	\$51,469,554.82	\$51,449,520.92	\$52,064,750.13	\$54,376,547.96	\$2,311,797.83 I
Textbooks.....	968,091.55	923,975.13	994,832.88	1,099,007.79	1,068,334.03	30,673.76 D
Supplies (Educational).....	1,586,979.91	1,467,647.50	1,715,222.40	1,790,465.81	1,853,864.85	63,399.04 I
Janitors' Salaries.....	5,615,890.65	5,190,363.05	5,228,171.24	5,234,457.94	5,453,503.35	219,045.41 I
Fuel.....	1,356,369.95	1,508,851.49	1,534,476.51	1,414,791.21	1,422,189.75	7,398.54 I
Transportation of Pupils.....	2,302,871.50	2,119,742.32	2,147,122.63	2,177,974.10	2,219,111.46	41,137.36 I
Health Service.....	1,378,031.37	1,212,490.18	1,220,309.09	1,244,246.00	1,326,919.23	82,673.23 I
Attendance Service.....	464,603.09	423,003.10	411,607.59	438,965.58	479,771.52	40,805.94 I
Insurance.....	500,737.43	518,886.16	520,871.86	516,346.14	481,293.23	35,052.91 D
Maintenance of School Plant.....	2,226,126.02	2,138,359.91	2,503,738.61	2,864,611.91	3,146,095.31	281,483.40 I
Capital Outlay.....	3,616,609.83	1,924,322.14	1,944,602.47	5,296,546.23	7,441,597.33	2,145,051.10 I
Debt Service.....	18,252,676.45	17,313,490.11	19,760,239.84	18,263,273.46	18,381,138.51	117,865.05 I

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

INDEBTEDNESS STATEMENT

	June 30, 1937	Increase or Decrease
Outstanding July 1, 1936.....	\$197,442,503.37	\$6,617,046.86 D
Bonds and Notes Issued During Year.....	3,473,940.25	3,022,334.11 D
Redeemed during year from District Taxes (Actual cash payments).....	8,458,468.03	455,216.00 I
Redeemed during year from Sinking Fund.....	1,293,165.00	87,950.19 D
Outstanding June 30, 1937.....	191,164,810.59	10,006,646.78 D
Bonds and Notes in Default June 30, 1936....	1,029,915.95	1,264,580.29 D
Interest in Default.....	854,616.61	825,554.55 D
Amount in Sinking Fund June 30, 1936.....	15,810,044.41	856,303.03 D
District Taxes for Sinking Fund Requirements	397,790.50	1,704.54 I
Receipts from Interest and Other Sources.....	568,900.47	30,072.61 D
Total Sinking Fund Receipts, including amount in Fund June 30, 1937.....	16,776,735.38	884,671.10 D
Bonds Redeemed during the year from Sinking Fund.....	1,293,165.00	39,285.00 D
Paid for premiums on investments etc.....	46,811.10	6,118.29 I
Amount in Sinking Fund June 30, 1937.....	15,436,759.28	834,659.11 D
Temporary Advances from Municipality.....	1,438,044.50	449,001.02 D
Temporary Advances returned to Municipality.	726,690.36	9,312.08 I



SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING JUNE 30, 1937.

Enrollment in Day Schools for 1936-37

		Increase or Decrease
Boys Enrolled.....	399,443	10,242 D
Girls Enrolled.....	380,270	8,185 D
Total Enrollment.....	779,713	18,427 D
Number of Pupils Enrolled in		
Rural Schools - One Room.....	5,735	811 D
Rural Schools - Two Room.....	8,310	133 I
Total Rural Schools.....	14,045	678 D
Number of Pupils Enrolled in:		
Kindergarten.....	38,526	961 D
Grade I.....	78,452	2,656 D
Grade II.....	63,563	798 D
Grade III.....	63,030	2,831 D
Grade IV.....	65,339	3,299 D
Grade V.....	68,352	1,806 D
Grade VI.....	67,943	3,021 D
Grade VII.....	69,193	132 D
Grade VIII.....	62,275	1,512 D
Grade IX.....	63,446 ✓	2,682 D
Grade X.....	53,924 ✓	71 D
Grade XI.....	41,494 ✓	1,542 I
Grade XII.....	33,893 ✓	208 I
Subnormal Classes.....	5,499	124 D
Anaemic Classes.....	411	11 I
Backward and Incurable Classes.....	897	140 D
Crippled Classes.....	951	52 I
Classes for the Blind.....	233	13 I
Classes for the Deaf.....	223	14 D
Other Special Classes.....	1,177	4 D
Post Graduates.....	892	202 D
Total Day School Enrollment.....	779,713	18,427 D
Grouping of Day School Enrollment		
Kindergarten.....	38,526	961 D
Grades 1-8 inclusive, except the enrollment in 7th and 8th grades in approved Junior		
High School.....	507,243	17,485 D
Approved J.H.S. (Grades 7-9).....	50,317	911 I
Senior H.S. (Grades 10-12).....	35,653	1,200 D
Four-year High School (Grades 9-12).....	137,691	716 I
Special Classes.....	10,283	408 D
Total.....	779,713	18,427 D

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

		Increase or Decrease
Day Schools.....	779,713	18,427 D
Day Vocational Schools.....	10,792	146 D
Continuation Schools.....	2,456	386 I
Bedside Pupils.....	654	74 I
Total Day Schools.....	793,615	18,113 D
Regular Evening Schools.....	7,013	1,031 D
Accredited Evening High Schools.....	6,654	373 I
Vocational Evening Schools.....	14,400	1,482 I
Evening Schools for Foreign-born Residents.....	1,830	274 D
Total Evening Schools.....	29,897	550 I
Grand Total Enrollment in Public Schools.	823,512	17,563 D
Total in Summer Schools*.....	4,142	2,467 D
Total Including Summer Schools.....	827,654	20,030 D

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

ATTENDANCE IN DAY SCHOOLS

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

	9 months 4 days	3 days	D
Possible Number of Days Attendance.....	131,756,271	4,881,156	D
Total Number of Days Present.....	122,228,463	4,239,012 $\frac{1}{2}$	D
Total Number of Days Absent.....	9,527,808	642,143 $\frac{1}{2}$	D
Average Enrollment.....	714,355	17,213	D
Average Daily Attendance.....	662,849	14,306	D
Average Attendance of Each Pupil.....	157	1	D
Average Absence of Each Pupil.....	12	1	D
Percent of Attendance.....	92.77	.21	I
Total Number of Times Tardy.....	566,546 $\frac{1}{2}$	27,698 $\frac{1}{2}$	D
Number of Pupils Neither Absent nor Tardy.....	49,050	5,989	I
Number of Sessions Truant.....	39,210	1,974	D
Cases of Suspension or Expulsion.....	2,400	57	D
Pupils Enrolled Who Have Attended Public Schools in Other Districts in State.....	21,969	640	I
Total attendance including allowance for 1936-37 to be used for Apportionment purposes.....	123,276,069	4,966,939	D

# VOCATIONAL SCHOOLS

(Includes County Vocational Schools)

Increase  
or  
Decrease

## VOCATIONAL DAY SCHOOLS

Number of days schools kept open.....	187	4	D
Possible number of days attendance.....	1,402,125 <sup>1</sup> / <sub>2</sub>	11,016	I
Number of days present.....	1,251,791	17,996 <sup>1</sup> / <sub>2</sub>	I
Number of pupils enrolled.....	10,792	146	D
Average attendance.....	6,689	187	I

## EVENING VOCATIONAL SCHOOLS

Number of evenings kept open.....	106	9	I
Number of pupils enrolled.....	14,400	1,482	I

## CONTINUATION SCHOOLS

(Includes County Continuation Schools)

Number of hours schools kept open.....	1,048	48	D
Possible number of hours attendance.....	503,876 <sup>1</sup> / <sub>2</sub>	29,256 <sup>1</sup> / <sub>2</sub>	I
Number of hours present.....	421,261	17,910 <sup>1</sup> / <sub>2</sub>	I
Number of pupils enrolled.....	2,456	386	I

## SUMMER SCHOOLS

Number of Teachers - Men.....	84	23	D
Women.....	52	44	D
Total.....	136	67	D
Actual number of days schools kept open.....	26	2	D
Number of pupils enrolled in			
Elementary Grades.....	1,041	1,072	D
High School Grades.....	3,101	1,395	D
Total.....	4,142	2,467	D
Average daily attendance.....	3,790	1,964	D
Total days attendance.....	102,394	46,602	D

## MANUAL TRAINING CLASSES IN DAY SCHOOLS

Number of Elementary School Pupils.....	139,859	9,706	D
Number of High School Pupils.....	62,913	2,123	D
Total.....	202,772	11,829	D

## COLORED PUPILS IN DAY SCHOOLS

Number of school buildings used exclusively for colored pupils.....	64	1	D
Number of colored teachers employed:			
Men.....	56	4	I
Women.....	387	3	I
Total.....	443	7	I
Average salary			
Men.....	\$1,694.86	\$89.76	D
Women.....	1,532.28	42.51	D
Number of colored pupils enrolled in colored schools.....	13,044	279	I
Number of colored pupils enrolled in all other schools.....	40,723	94	I

# EVENING SCHOOL DATA

Increase  
or  
Decrease

## R EVENING SCHOOLS

Number of evenings schools were maintained including legal holidays and institute days	82	9 I
Number of weeks schools were maintained...	27	5 I
Male pupils enrolled.....	3,053	712 D
Female pupils enrolled.....	3,960	319 D
Total pupils enrolled.....	7,013	1,031 D
Total attendance (1 night equals $\frac{1}{2}$ day)...	167,945	78,724 D
(This total does not include allowances)		
Average evenings attendance.....	2,240	1,321 D

## ACCREDITED EVENING HIGH SCHOOLS

Number of evenings schools were maintained	183	3 D
Number of weeks schools were maintained...	37	1 D
Male pupils enrolled.....	4,041	302 I
Female pupils enrolled.....	2,613	71 I
Total pupils enrolled.....	6,654	373 I
Total evenings attendance.....	454,941	31,351 D
Average evenings attendance.....	2,983	106 D

## EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS

Number of evenings schools kept open.....	67	3 D
Number of pupils enrolled.....	1,830	274 D

## VOCATIONAL EVENING SCHOOLS

Number of evenings kept open.....	106	9 I
Number of pupils enrolled.....	14,400	1,482 I

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

	Boys	Girls	Total
Fourteen years.....	3	5	8
Fifteen years.....	125	172	297
Sixteen years.....	1793	2731	4524
Seventeen years.....	5594	7111	12705
Eighteen years.....	7185	5589	12774
or over			
Total.....	14700	15608	30308

# TRANSPORTATION

Total number of days transported.....	12,672,207	519,864 I
Pupils transported from without the district for whom cost of transportation is paid.....	31,486	156 I
Pupils transported from within the district for whom cost of transportation is paid.....	52,987	443 I
Total number of pupils receiving transportation.....	84,473	599 I
Cost of transporting pupils to schools in other districts..	\$1,015,859.58	\$9,727.95 I
Cost of transporting pupils to schools within the districts	1,202,815.22	30,972.75 I
Total.....	2,218,674.80	40,700.70 I

# TUITION

Number of tuition pupils sent to other districts:		
High School.....	36,723	368 I
Elementary.....	3,684	638 D
Summer, Evening or Vocational.....	1,537	106 I
Number of tuition pupils received including those for whom tuition is paid by parents or others:		
High School.....	35,919	121 I
Elementary.....	5,068	95 D
Amount of tuition money received for 1936-37 and prior years	\$5,027,558.79	\$247,219.49 I
Amount of tuition money paid on account of 1936-37.....	\$4,479,983.86	\$43,432.31 I

SCHOOL BUILDINGS

Increase  
or  
Decrease

Total Value of School Buildings, Land and equipment.....	\$341,111,987.00	\$5,330,688 I
Average Value of New Jersey School buildings.....	157,122.00	3,657 I
School Districts in the State.....	550	1 I
School Districts not maintaining schools	24	1 D
School Buildings Owned.....	2,171	17 D
Buildings Rented.....	31	8 D
Total School Buildings.....	2,202	25 D
Buildings completed during the year...	13	-
Buildings enlarged during the year....	12	1 I
Number of new classrooms added during the year.....	227	108 I
Buildings remodelled during year.....	19	9 I
Buildings abandoned during the year...	34	7 I
Number of rooms in buildings abandoned	95	35 I

Size of School Buildings Owned

One-room buildings.....	283	17 D
Two-room buildings.....	245	3 D
Three-room buildings.....	54	2 D
Four-room buildings.....	228	6 D
Five or more room buildings.....	1,361	11 I
Total School Buildings Owned.....	2,171	17 D

Portable and Rented Buildings

Number of portable buildings.....	62	1 I
Number of rooms used in portable buildings	90	-
Number of rented buildings.....	31	8 D
Number of rooms used in rented buildings	90	15 D

Number of Rooms

Number of regular classrooms used.....	22,193	176 I
Number of manual training and domestic science rooms used.....	1,519	33 I
Number of laboratories and other special rooms.....	1,870	61 I
Total number of rooms used.....	25,582	270 I
Total number of rooms not used.....	1,072	13 I
Total number of rooms available.....	26,654	283 I
Number of basement rooms used for classroom purposes.....	355	22 D
Total number of seatings provided.....	862,254	5,739 I

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.....	617	51 D
Elementary Schools.....	1,769	37 I
Four-year High School or less.....	154	6 D
Approved Junior High School Plan		
Junior High Schools...	80	2 I
Senior High Schools...	47	7 I
Special.....	216	3 I
Vocational.....	36	-
Total.....	2,919	8 D

NUMBER OF TEACHERS  
DAY AND EVENING

	1 9 3 6 and 1 9 3 7			Increase or Decrease		
	Men	Women	Total	Men	Women	Total
Total number of teachers						
day and evening.....	5,977	23,094	29,071	240 I	2 D	238 I
Superintendents.....	43	-	43	-	1 D	.1 D
Assistant Superintendents	10	2	12	4 D	-	4 D
• Director Co. Voca. Sch.	3	-	3	-	-	-
Asst. Dir. Co. Voca. Sch....	2	1	3	1 D	1 I	-
Approved Supervising Prin.	140	6	146	7 I	2 D	5 I
Unapproved " "	41	4	45	3 D	-	3 D
Non-teaching Principals...	474	303	777	10 I	6 D	4 I
Supervisors.....	8	63	71	1 I	6 D	5 D
Special Supervisors.....	78	214	292	1 D	3 I	2 I
Teachers:						
Rural Schools-One Room.	17	182	199	1 I	25 D	24 D
Rural Schools-Two Room.	27	254	281	4 D	14 I	10 I
Kindergarten.....	-	765	765	-	8 I	8 I
Grades I-VIII.....	508	11,529	12,037	13 I	500 D	487 D
Grades I-VI.....	36	2,655	2,691	3 I	333 I	336 I
Grades VII-IX-Jr. High.	376	1,097	1,473	32 I	6 D	26 I
Grades X-XII-Sr. High..	523	741	1,264	40 I	50 I	90 I
Grades IX-XII.....	1,864	2,693	4,557	50 I	22 I	72 I
Short Term.....	20	64	84	5 D	17 D	22 D
Substitute.....	17	81	98	12 I	16 I	28 I
Ungraded, Backward and						
Incorrigible Classes...	12	56	68	2 I	2 D	-
Crippled Classes.....	1	47	48	-	1 I	1 I
Subnormal Classes.....	36	286	322	3 I	7 I	10 I
Deaf Classes.....	1	28	29	1 I	1 D	-
Blind Classes.....	-	20	20	-	3 I	3 I
Bedside or Home Instruction						
Full Time.....	1	39	40	4 D	29 D	33 D
Part Time.....	10	95	105	10 I	95 I	105 I
Unclassified.....	395	982	1,377	24 I	52 I	76 I
Manual Training-Day....	565	458	1,023	23 I	19 I	42 I
Vocational-Day.....	238	112	350	6 I	8 I	14 I
Vocational-Evening.....	291	48	339	41 I	1 D	40 I
Regular Evening School.	111	115	226	14 D	19 D	33 D
Accredited Evening High	101	47	148	8 D	1 D	9 D
Foreign-born Residents						
Evening School.....	19	22	41	2 I	18 D	16 D
Continuation Schools:						
Full Time.....	6	25	31	3 I	1 D	2 I
Part Time.....	3	7	10	-	1 I	1 I
Helping Teachers.....	-	53	53	-	-	-
College Graduates men-women	-	-	11,448	-	-	695 I
Normal School Graduates men-women	-	-	14,333	-	-	539 D
Graduates of all other schools men-women	-	-	2,421	-	-	8 D
Number of teachers who attended extension						
classes in 1936-37.....			5,395	-	-	688 I
Number of teachers who attended summer						
school for six weeks or more in summer						
of 1936.....			1,972	-	-	227 I



SPECIAL SUPERVISORS

			Increase or Decrease	
	Men	Women	Men	Women
Physical Training.....	38	43	-	1 I
Music.....	21	70	3 D	4 I
Drawing.....	1	59	-	2 D
Penmanship.....	-	11	-	1 I
Others.....	18	31	2 I	1 D
Total.....	78	214	1 D	3 I

SPECIAL TEACHERS

UNCLASSIFIED DAY SCHOOLS

			Increase or Decrease	
	Men	Women	Men	Women
Physical Training.....	261	268	14 I	9 I
Music.....	75	172	6 I	-
Drawing.....	18	185	1 D	1 I
Penmanship.....	-	8	-	1 D
Others.....	41	349	5 I	43 I
Total.....	395	982	24 I	52 I

TEACHERS

NEW TEACHERS

1936-1937

Increase  
or  
Decrease

Number of new teachers in districts in 1936-37:

Number who did not teach in 1935-36 from

New Jersey.....

Other States.....

Number who taught in other schools in 1935-36

in New Jersey.....

Other States.....

Total number of new teachers in 1936-37.....

Number of new positions created for the

school year 1936-37.....

1,191

107

1,298

427

199

1,924

423

3 D

3 D

91 I

17 I

102 I

60 D

NUMBER OF TEACHING POSITIONS

Kindergarten, women.....

765

8 I

Elementary Schools:

Men.....

1,014

25 I

Women.....

15,427

239 D

Approved Junior High Schools:

Men.....

571

38 I

Women.....

1,346

10 I

Approved Senior High Schools:

Men.....

668

76 I

Women.....

901

85 I

Regular High Schools of Four Years or Less:

Men.....

2,069

60 I

Women.....

2,888

31 I

Vocational Schools of Secondary Grade:

Men.....

228

15 D

Women.....

99

1 I

Other Local Schools for Deaf, Blind, Delinquent etc.

Men.....

56

10 I

Women.....

544

55 I

Total:

Men.....

4,606

194 I

Women.....

21,970

49 D

Grand Total.....

26,576

145 I

2937

904  
286  
1190 new teachers  
certified  
1298 new teachers  
626 transfer teachers

1917

1569

4957

8443 H.S.

17206 H.S.

25,649

726 (1938)

1190 Total

599 H.S.

591 H.S.

28

230

80

31078 T.C.

SALARIES OF TEACHERS

Increase of Decrease

Average salary per year paid to all day school teachers (28,256) not including superintendents, assistant superintendents or evening school teachers of any kind.....					\$1,897.94	\$95.47 I
Average salary per month paid to all day school teachers.....					201.91	14.15 I
	Men	Women	Men	Women		
Average salary per year paid to:						
Superintendents.....	\$6,767	-	\$283 D	-		
Assistant Superintendents.....	7,062	\$6,300	553 I	\$2,000 D		
Director County Voca. School.....	7,058	-	-	-		
Asst. Director County Voca. Sch...	4,530	3,486	444 I	none reported last year		
Approved Supervising Principals:						
Men and Women as a whole unit...	4,359	-	31 I	-		
Unapproved Supervising Principals:						
Men and Women as a whole unit...	3,092	-	104 D	-		
None-teaching Principals.....	3,985	3,095	29 D	45 D		
Supervisors.....	3,665	3,207	67 D	7 I		
Special Supervisors.....	3,578	2,618	113 I	39 D		
Rural School Teachers-One Room....	1,043	1,029	110 D	32 I		
Rural School Teachers-Two Room....	1,208	1,117	102 I	24 I		
Kindergarten Teachers.....	-	1,886	-	6 D		
Elementary Teachers:						
Grades I-VIII.....	1,633	1,677	33 D	28 D		
Grades I-VI.....	1,705	1,830	16 I	80 I		
Junior High School Teachers:						
Grades VII-IX.....	1,941	2,087	3 D	2 D		
Grades X-XII.....	2,416	2,412	16 I	31 I		
High School Teachers:						
Grades IX-XII.....	2,362	2,271	49 D	10 I		
Short Term Teachers.....	1,488	905	464 I	105 I		
Substitute Teachers.....	421	388	61 D	507 D		
Special Teachers-Ungraded, Backward and Incurable Classes.....	1,996	2,128	118 D	41 D		
Special Teachers-Crippled Classes.	2,700	2,839	738 D	19 D		
Special Teachers-Subnormal Classes	1,879	2,268	14 D	41 D		
Special Teachers-Deaf Classes.....	2,400	2,628	not reported	8 D		
Special Teachers-Blind Classes....	-	2,436	-	268 D		
Special Teachers-Bedside or Home Instruction-Full Time.....					940	1,633
Part Time.....	156	287	156 I	287 I		
Special Teachers-Unclassified.....	2,103	2,032	1 I	1 D		
Manual Training Teachers.....	2,272	2,016	26 I	10 I		
Vocational School Teachers.....	2,713	2,418	776 I	179 I		
Continuation School Teachers:						
Full Time.....	1,940	2,353	583 D	137 D		
(Per hour Basis) Part Time.....	2.33	1.45	1.62 D	-		
Helping Teachers.....	-	2,697	-	9 I		
Average salary per night to:						
Vocational Teachers.....	4.76	5.01	.29 I	.25 I		
Regular Evening School.....	4.49	4.18	.28 I	.26 I		
Accredited Evening High School..	7.27	7.67	.53 I	.98 I		
Evening Schools for Foreign-born Residents-Teachers.....	4.44	4.18	.28 D	.23 I		

NUMBER OF EMPLOYEES OTHER THAN  
THOSE REPORTED AS TEACHERS

	FULL TIME	Increase or Decrease	PART TIME	Increase or Decrease
Secretary and District Clerk Offices.....	203	9 I	490	6 D
Business Managers' Office....	55	1 D	3	-
Superintendents' and Super- vising Principals' Office	240	5 I	20	7 D
Supervisors' Office.....	26	-	1	6 D
Principals' Office.....	507	32 I	21	5 I
Janitors.....	3,151	576 I	771	122 I
Attendance Officers.....	196	3 D	438	13 I
Medical Inspectors.....	63	42 D	649	58 I
Nurses.....	340	5 I	327	25 I
Other Employees.....	742	563 D	355	73 D
Total.....	5,523	18 I	3,075	131 I

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

	1 9 3 3	1 9 3 4	1 9 3 5	1 9 3 6	1 9 3 7	Increase or Decrease
Total enrollment of pupils in all schools day and evening.....	873,248	858,540	853,468	841,075	823,512	17,563 D
This enrollment divided:						
Day Schools.....	842,553	831,105	822,594	811,728	793,615	18,113 D
Evening Schools.....	30,695	27,435	30,874	29,347	29,897	550 I
Boys in day schools.....	435,319	429,063	424,014	418,462	408,587	9,875 D
Girls in day schools.....	407,234	402,042	398,580	393,266	385,028	8,238 D
Boys in evening schools.....	17,739	15,315	17,214	17,224	18,161	937 I
Girls in evening schools.....	12,956	12,120	13,660	12,123	11,736	387 D
Average daily attendance in day schools..	697,067	693,782	686,878	677,155	662,849	14,306 D
Average absence of each pupil in days....	12	12	13	13	12	1 D
Enrollment:						
Kindergarten.....	44,329	40,904	40,546	39,487	38,526	961 D
*Primary schools.....	319,531	303,933	290,467	279,968	270,384	9,584 D
*Grammar schools.....	285,139	284,188	280,264	274,234	267,763	6,471 D
*High schools.....	167,609	179,007	187,567	193,760	192,757	1,003 D
One-room rural schools.....	7,871	7,203	7,132	6,546	5,735	811 D
Two-room rural schools.....	10,222	9,285	8,810	8,177	8,310	133 I
Teachers - total number.....	28,804	28,170	28,307	28,833	29,071	238 I
Men.....	5,088	5,082	5,374	5,737	5,977	240 I
Women.....	23,716	23,088	22,933	23,096	23,094	2 D
One-room rural schools, total.....	234	225	233	223	199	24 D
Men.....	15	15	15	16	17	1 I
Women.....	219	210	218	207	182	25 D
Two-room rural schools, total.....	298	289	283	271	281	10 I
Men.....	27	28	31	31	27	4 D
Women.....	271	261	252	240	254	14 I
Kindergarten.....	841	757	750	757	765	8 I

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

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

	1 9 3 3	1 9 3 4	1 9 3 5	1 9 3 6	1 9 3 7	Increase or Decrease
Teachers:						
Grades I-VIII, Total.....	13,175	13,169	12,569	12,524	12,037	487 D
Men.....	419	445	461	495	508	13 I
Women.....	12,756	12,724	12,108	12,028	11,529	499 D
Grades I-VI, Total.....	2,417	2,058	2,397	2,355	2,691	336 I
Men.....	20	21	39	33	36	3 I
Women.....	2,397	2,037	2,358	2,322	2,655	333 I
Junior High Schools, Total.....	1,316	1,318	1,416	1,447	1,473	26 I
Men.....	303	308	323	344	376	32 I
Women.....	1,013	1,010	1,093	1,103	1,097	6 D
Senior High Schools, Total.....	898	961	1,093	1,174	1,264	90 I
Men.....	341	379	435	483	523	40 I
Women.....	557	582	658	691	741	50 I
Four-Year High Schools, Total.....	3,874	4,061	4,254	4,485	4,557	72 I
Men.....	1,485	1,568	1,688	1,814	1,884	50 I
Women.....	2,389	2,493	2,566	2,671	2,693	22 I
Manual Training, Total.....	960	943	944	981	1,023	42 I
Men.....	514	513	520	542	565	23 I
Women.....	446	430	424	439	458	19 I
Average salary per year paid to all day school teachers.....	\$1,997	\$1,821	\$1,813	\$1,802	\$1,898	\$96 I
One-Room Rural Schools:						
Men.....	1,365	1,053	1,307	1,153	1,043	110 D
Women.....	1,098	997	975	997	1,029	32 I
Kindergarten.....	2,012	1,968	1,934	1,892	1,886	6 D
Grades I-VIII:						
Men.....	1,839	1,804	1,708	1,666	1,633	33 D
Women.....	1,869	1,870	1,858	1,705	1,677	28 D
Grades I-VI:						
Men.....	2,118	1,912	1,844	1,689	1,705	16 I
Women.....	1,912	1,751	1,746	1,750	1,830	80 I
Junior High Schools:						
Men.....	2,231	2,021	1,938	1,944	1,941	3 D
Women.....	2,359	2,232	2,138	2,089	2,087	2 D

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

	1 9 3 3	1 9 3 4	1 9 3 5	1 9 3 6	1 9 3 7	Increase or Decrease
Average salary per year paid to:						
Senior High School Teachers:						
Men.....	\$2,801	\$2,561	\$2,370	\$2,400	\$2,416	16 I
Women.....	2,541	2,383	2,338	2,381	2,412	31 I
Four Year High Schools:						
Men.....	2,743	2,558	2,394	2,411	2,362	49 D
Women.....	2,521	2,394	2,281	2,261	2,271	10 I
Schools in session, days.....	187	187	186	187	184	3 D
School districts, number.....	547	548	548	549	550	1 I
School buildings.....	2,291	2,277	2,255	2,227	2,202	25 D
Valuation of school property.....	\$326,063,530.84	\$328,217,874.39	\$329,335,325.37	\$335,781,298.99	\$341,111,986.94	\$5,330,687.95 I
Buildings completed during year.....	18	7	9	13	13	-
One-room buildings.....	341	336	320	300	283	17 D
Graduates of State Normal Schools:						
Trenton.....	223	230	226	201	174	27 D
Montclair.....	200	166	177	219	244	25 I
Newark.....	221	208	234	245	193	52 D
Glassboro.....	129	148	164	96	124	28 I
Paterson.....	97	116	111	109	100	9 D
Jersey City.....	113	109	175	152	126	26 D
Total.....	983	977	1087	1022	961	61 D

*graduates of State Teachers College at  
Trenton.*

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

	1 9 3 5			1 9 3 6			1 9 3 7		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than \$700.....	10	28	38	13	36	49	7	26	33
\$700 to \$799.....	9	105	114	23	125	148	12	81	93
800 to 899.....	17	211	228	17	193	210	7	127	134
900 to 999.....	33	523	556	26	491	517	19	359	378
1000 to 1099.....	44	987	1031	50	985	1035	55	1109	1164
1100 to 1199.....	74	991	1065	130	1050	1180	119	1005	1124
1200 to 1299.....	141	1634	1775	203	1751	1954	201	1752	1953
1300 to 1399.....	125	1466	1591	166	1494	1660	225	1497	1722
1400 to 1499.....	202	1371	1573	251	1411	1662	242	1529	1771
1500 to 1599.....	249	1367	1616	300	1387	1687	300	1481	1781
1600 to 1699.....	245	1174	1419	265	1160	1425	254	1174	1428
1700 to 1799.....	178	1061	1239	194	1081	1275	196	1047	1243
1800 to 1899.....	244	1471	1715	261	1361	1622	309	1240	1549
1900 to 1999.....	178	911	1089	165	937	1102	179	933	1112
2000 to 2499.....	836	4139	4975	894	4160	5054	932	4211	5143
2500 to 2999.....	559	2626	3185	543	2617	3160	592	2671	3263
3000 to 3499.....	478	1413	1891	512	1346	1858	530	1321	1851
3500 to 3999.....	367	582	949	296	569	865	311	548	859
4000 to 4499.....	205	220	425	202	206	408	199	203	402
4500 to 4999.....	201	134	335	199	142	341	216	128	344
5000 to 5499.....	86	18	104	94	16	110	91	14	105
5500 to 5999.....	48	14	62	45	14	59	47	12	59
6000 to 6999.....	59	7	66	58	7	65	53	6	59
7000 and over.....	51	1	52	50	1	51	53	1	54