

STATE OF NEW JERSEY

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ANNUAL REPORT

OF THE

State Board of Education

TO THE

Legislature of the State of New Jersey

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New Jersey State Library

March 27, 1939



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## STATE BOARD OF EDUCATION

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**STATE OF NEW JERSEY  
STATE BOARD OF EDUCATION  
TRENTON**

March 27, 1939

*To the Senate and General Assembly  
of the State of New Jersey:*

In compliance with the Revised Statutes, I have the honor to submit to the Legislature the annual report of the State Board of Education which reviews the work of the Board for the fiscal year 1937-38 with recommendations for the development of the system of public education.

Very respectfully,

**D. STEWART CRAVEN,**  
*President*





## **THE WORK OF THE ADVISORY COMMITTEE**

The Advisory Committee, in addition to the duties here listed, acts in the capacity of an executive committee in the interim between regular and special meetings of the State Board. Its principal functions embrace the approval or disapproval of appointments recommended by the Commissioner of Education, making recommendations to the Board relating to the authorizing of educational institutions to confer degrees as evidence of the completion of courses, recommending to the State Board of Education the establishment or discontinuance of secondary schools, and generally acting for the Board in matters not within the scope of the authority of other committees.

### **Approval of Nominations**

During the past year the Committee has made favorable recommendations to the Board for the approval of all nominations made by the Commissioner of Education. It desires to commend the Commissioner for the uniform high quality of his nominees for positions in the school system. Such county superintendents as were appointed during the past year had served for some time and, in every case, with creditable record and achievement.

### **Accrediting Colleges**

The Committee has been pleased to cooperate with the University of Newark in the matter of the adjustment of relationship between that institution and New York University. Newark University has progressed consistently and is believed to have faithfully endeavored to comply with the standards fixed by the Board as to endowment, and in its educational program it has met with the approval and even the commendation of the Department of Education.

Upon the recommendation of the Committee, made after a complete investigation into the matter, the right to confer the degree of B.A. for a period of four years was conferred upon Don Bosco College, which is located at Newton, New Jersey. This is an institution for educational training for the priesthood. The institution has a well-appointed modern building valued at \$350,000.00 and adequate equipment for the science program, a well-equipped library, a well-trained and sufficient faculty, and a curriculum that more than meets the requirements of the State Board of Education.

### **Proposed North Wildwood High School Not Approved**

Application for the establishment of a full four-year high school in the Borough of North Wildwood in Cape May County was denied after a hearing and full investigation by the Advisory Committee on behalf of the Board. It was felt that the high school would not have a sufficient number of pupils to justify the establishment of such an institution and the policy of the Board has been to discourage the establishment of small high schools.

### **Proposed Aviation Course at Teaneck High School Not Approved**

On the recommendation of the Committee, the application of the Borough of Teaneck for approval of a course in flight training in aviation was denied. A course of this nature did not seem to the Committee and to the Board to be germane to high school education and there was a considerable element of risk involved, the responsibility for which the Board declined to assume.

### **Revision of the Rules and Regulations of the State Board of Education**

The outstanding work of the Advisory Committee during the past year was the revision of the By-laws and Rules and Regulations of the State Board of Education. Together with the Commissioner of Education the Committee worked many afternoons and evenings during which tentative drafts of the various rules and administrative regulations were carefully considered and rewritten. As an outcome of the work of the Committee, the by-laws and the rules of the Board were completely revised and new sections added where necessary. The rules of the Board have been clarified and brought into conformity with recent legislation covering public schools. They now embrace all the subjects which come within the jurisdiction of the Board.

The Rules Governing Pupil Transportation have received the continuous attention of the Board since the first set of rules was adopted in 1932. Every year since that time important amendments or needed new regulations have been added. New Jersey has enjoyed an enviable record for safe transportation and the code for pupil transportation is among the best in the country. An unfortunate accident occurred which involved a bus load of pupils being transported from West Orange schools to their homes. Several children were injured. The Board has in preparation revisions of the rules for the purpose of improving the specifications covering air brake equipment and testing of such equipment. Continuous study of conditions which are met in transporting 96,921 pupils daily is made by the county superintendents and the information thus gained is incorporated in the revisions of the transportation rules which are made from time to time.

The Committee desires to express its appreciation for the cooperation which the Commissioner of Education has given in fullest measure during the last year in connection with the work of the Advisory Committee.

## **THE LAW COMMITTEE**

### **Appeals to the State Board**

Appeals to the Board during the year ending June 30, 1938, were comparatively few in number. This is believed to be a healthy condition. The absence of controversy and dispute within the school system of the State tends to the best interests of our educational system. It is interesting and encouraging that controversies under the School Laws have gradually diminished during the last twenty years, notwithstanding the increase in the number of teachers and pupils

and school officials during that period. This condition is largely due to the clarification of the School Laws by legislation and the decisions of the Commissioner, this Board, and the Courts, on matters which were found to be uncertain or obscure. The constant effort has been to eliminate causes of injustice where they may have appeared, and to leave as little room as possible for misunderstanding or dispute as to the meaning of the statutes.

### **Corrective Legislation**

The petitions to the Commissioner and appeals to this Board have been an important factor in this desirable improvement because, besides settling disputed points and providing guides for future action, they have frequently focussed attention on situations in which the causes of controversy could be eliminated by remedial or corrective legislation.

### **Harmonizing Differences**

In this satisfactory development, the work of the Law Division of the Commissioner's office has been very helpful. By conference and advice as well as by the hearing and determination of controversies, district boards of education, school officials, and others connected with the schools have been advised of the law and the desirable method of handling perplexing situations.

As an illustration of the gradual elimination of sources of controversy, it may be mentioned that where formerly a considerable number of disputes was brought to the department and to this Board over school elections, there have been very few such cases in recent years. Another example is that of the transportation of pupils in rural districts. A considerable number of such disputes between parents and district boards was formerly submitted and vigorously argued before the Commissioner and this Committee, but such cases have now almost entirely disappeared.

### **Appeals Involving Tenure**

At the present time, the chief source of controversy is the tenure of office statute. There were twelve appeals to this Board from decisions of the Commissioner during the last year. The Committee has reported on all of these cases but one, in which argument was postponed at the request of counsel for one of the parties and is to be heard early in December, 1938. Ten of these cases arose under the tenure of office statute. In six of these the Board affirmed the ruling of the Commissioner that the salaries of teachers and janitors could not be reduced in the absence of specific legislative authority, notwithstanding the financial emergency existing in the municipalities which claimed to be unable to restore the salaries formerly paid. The other tenure of office appeals involved circumstances peculiar to each individual appeal. One of the remaining cases brought up the action of the Board of Trustees of the Teachers' Pension and Annuity Fund in refusing payment of a considerable sum claimed by the executors of a deceased teacher's estate. Our decision, sustaining the action of the Trustees of the Fund, was affirmed by the Supreme Court.

## Concurrence in Courts

The gratifying record of concurrence in the Board's decisions by the Courts has continued. Its refusal to declare unconstitutional the acts of the Legislature authorizing a reduction of salaries of teachers and janitors during the depression was sustained by the United States Supreme Court, and as yet none of its decisions on the tenure of office act have been overruled.

The rules of the Law Committee were revised to still further simplify the practice on appeals from the Commissioner's decisions. It has always been the policy of the Committee to enable the parties to controversies under the School Laws to obtain a hearing and decision as inexpensively and promptly as is possible in view of the limited facilities of the Committee. Technicalities have been avoided and in all cases the effort has been and will continue to be to decide the questions involved solely on their merits in the light of the evidence in the record.

## THE MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR COLORED YOUTH

### Introduction

In the year which ended June 30, 1938, the Manual Training and Industrial School for Colored Youth at Bordentown continued to serve its purpose as the training center for colored youth of the State. Due to improved economic conditions, the demand for its facilities increased and the enrollment rose to 471, which was about the same as during the previous year, when the enrollment was 20 per cent higher than in 1936.

### Enrollment By Trades as of June 30, 1938

The following table of enrollment by trades shows the type of instruction being given as well as the distribution among the 11 branches of study:

Sewing .....	52
Home economics .....	80
Beauty culture .....	52
Agriculture .....	27
Printing .....	33
Auto mechanics .....	50
Carpentry .....	32
General mechanics .....	20
Vocational band music .....	60
Painting and decorating .....	17
Prevocational shop .....	48

### Cost to Students

Bordentown is not a free school. Its students pay \$136.50 per year toward their support and education and, in addition, furnish their own uniforms and clothing. This is a sizeable contribution when it is considered that the family income of their parents averages only \$700 per year.

Each student at Bordentown cost the State \$328 last year. Cash income from tuition and from the farm brought in \$70,073.45, which helped to keep the per capita cost down to this figure.

## Purpose of the School

The essential purpose of the school is to teach students how to work so that they may maintain themselves and their families and, by example, help to improve the standard of living of other members of the colored race. For this reason, each student has to contribute labor in addition to his tuition.

Student work covered a wide scope. It included not only tasks incidental to the maintenance of the buildings, grounds, and the refectory, but such additional services as carpentry, masonry repairs, upkeep of automotive equipment, laundry operations, farm chores including milking and dairy operations, and poultry raising. All laundry work for 500 persons was done by the students. Those in the printing department produced all printed matter required by the school as well as the school paper. The service rendered by the students had a market value of \$26,000, not to mention its instructional worth.

## Placement of Graduates

That the program at Bordentown does turn out graduates with a wholesome attitude toward work and with the ability to make their way in the world is indicated by a survey made by means of a questionnaire sent to graduates, 208 of whom replied. Over one-half of the graduates who replied were in the classes from 1930 to 1937 inclusive. Of the whole number replying, 92.3 per cent were employed or were engaged in further study. Of the 194 who were employed, 93.3 per cent said they had never received relief aid.

The Manual Training School has been a means of diversifying the occupations of its graduates. The graduates who replied were engaged in 26 separate and distinct lines of work, ranging from domestic service which was followed by 42, to farming, clerical work, beauty culture, auto mechanics, dressmaking, music, the ministry, and law.

The Class of 1938 numbered 58 of whom 35 were contacted recently regarding employment. Twenty-two of this number had full-time jobs; nine were in college. Only four, or 11.4 per cent, had not found steady employment.

Among the most encouraging things about the work at Bordentown are the reports that come back to the principal and faculty on the outstanding work being done by graduates and former students. Especially in music have the alumni found profitable endeavor. A Bordentown graduate is the leader of a well-known quartet that has traveled extensively in America and on the Continent. Many other examples of outstanding success in the field of music could be cited to show that this important phase of the instruction at the school has definite value.

In the professions, in agriculture, industry, business, and the trades, the graduates have continued to show the benefits from their education at Bordentown and to bring honor to the school and to the State of New Jersey.

## Public Recognition

The Manual Training School has received recognition in the past year in many departments. The students have been invited to participate in many inter-scholastic activities which have benefited the participants and their fellow students and brought favorable publicity to the school and to the State.

The student publication, "The Echo," won second place in the exhibit of the Columbia Scholastic Press Association and equal distinction in an exhibit conducted by the National Scholastic Press Association.

In athletics, the basketball and football teams won first place in the high school division of the Middle Atlantic Athletic Association and the track team won first place in the Colored Intercollegiate Athletic Association meet at Morgan College, Baltimore, Maryland.

Student work was exhibited in the Paterson Public Library in connection with Interracial Week. Other invitations to exhibit work came from the State Museum and from the New Jersey Conference of Social Work, which met at Asbury Park.

The glee club was enthusiastically received by many audiences, the outstanding honor coming when it was invited to give a full program at one of the open days of the Barnes Foundation, Merion, Pennsylvania.

In dramatics, the Senior Class's presentation of "The Bat" was so outstanding that performances were given in six New Jersey cities as well as in Wilmington, Delaware.

It was with regret that an invitation from the Cultural Olympics of the University of Pennsylvania for the entire student body to participate in a program featuring the singing of spirituals at Convention Hall, Philadelphia, May 5, had to be declined. Lack of funds for transportation made the trip impossible.

The Agricultural Department continued to bring its share of honors to the school.

The Holstein-Friesian Association of America's honor list for 1937 carries names of four cows in the school herd for butterfat production. The Bordentown School herd was the only Holstein breeder in the State to receive this citation.

Ten students in vocational agriculture participated in the Third National Convention of the New Farmers of America. In competition, the Bordentown dairy judging team finished fourth, with teams from 16 states competing.

## Farm Operation

The school's farm was operated with a comfortable margin of profit over production costs. A good deal of the production was consumed by the students but cash receipts from farm sales amounted to \$2,548.78.

The dairy herd produced an average of 100 gallons of milk daily; over 125 tons of hay were harvested from 38 acres.

Instruction in agriculture is designed to fit in with regular farming operations so that the students get practical training. In the year they performed 18,200 hours of work on the place. An increasing interest in agriculture is indicated by the fact that enrollment in the course in six years has grown from 14 students to 28.

## Some Current Needs

Growing enrollment at the school has involved many problems, not the least among which is the need for additional staff. There were 82 more students in 1938 than in 1936 and only one additional teacher.

There has been a 60 per cent increase in enrollment in 14 years without any increase in clerical staff. Depression times have vastly increased the office detail because many of the students must pay in small amounts. A registrar and a person to assist with business details are imperatively needed. The increase in income warrants this expense.

To comply with State rules governing pupil load, an additional teacher is needed and in order to operate the refectory efficiently, an extra cook is essential.

Growth has involved building problems. The capacity of the auditorium is 400, or 70 less than the enrollment. The dining room seats 320, requiring 150 to be served in the halls.

The gymnasium is overtaxed and an additional floor is needed in order to give students the minimum program required by State school laws.

Storage facilities for food are limited and those that exist are not dry or well ventilated. Savings in purchases could be effected by having more space.

Perhaps the outstanding need is for additional space and more equipment in the laundry. The present equipment serves 500 persons, although it was built for 200. This is an important instructional department and the lack of adequate equipment creates a severe handicap. The close quarters in which students of both sexes have to work, make discipline and proper instruction difficult.

A separate trades building for girls would be most desirable so that instruction now being given in rooms scattered in four different buildings might be concentrated under one roof. Placement of graduates in the girls' trade courses has been excellent and it is important that facilities be provided for better instruction. This also applies to facilities for the teaching of auto mechanics to boys.

There are twenty heating units in use at the school. It is hardly necessary to point out the loss of efficiency and the hazards involved. A central heating system would be more economical and safer.

The complete lack of an outdoor lighting system must also be mentioned. The campus is dark. Lights would afford the protection needed especially in a coeducational school.

Proper housing is lacking for instructors and it is difficult for them to rent suitable living quarters in Bordentown. It is recommended that funds be provided to remodel two of the tenements owned by the State and located on the property. Remodeling these houses would provide instruction in practical carpentry for the students.

The school has continued to serve as a center for the colored people of New Jersey. On Memorial Day, 10,000 attended the spring festival on the grounds. Other meetings and conferences included those of the State Federation of Colored Women's Clubs, the Y.M.C.A. Laymen's Conference, the Baptist Assembly, and other groups including the State Farmers' Conference for Negroes.

### **Citizenship Improvement**

The Manual Training School through the influence and activities of its field workers, faculty, and former students exerts an influence for better citizenship on a large percentage of the Negroes of the State. The influence of the school is a leavening force which contributes toward preventing and reducing delinquency. For that reason, it deserves generous public support.

### **Appreciation of Parents**

Letters from parents indicate that they sincerely appreciate the training their children receive. A parent whose daughter was graduated last June wrote the principal as follows:

"My appreciation goes out to Mrs. Hendon, Mrs. Davis, and yourself, as well as your entire staff and faculty, for the wonderful transformation you have made in the attitude of my daughter."

This "attitude" so evident in the deportment of students on the campus and in the classrooms at the school is reflected in better citizenship not only of the graduates themselves but among those with whom they mingle in later life. The Manual Training School at Bordentown has been called the "Tuskegee of the North." It is fully deserving of this high tribute.

At Bordentown, the State Board of Education operates a coeducational boarding school and a farm. The school offers both academic and vocational instruction. The farm depends upon the students for much needed labor. A school with a simple program has its problems in these days of reduced budgets and increased responsibilities. Bordentown with its complex program and multiple responsibilities constitutes one of the Board's most difficult problems and, at the same time, one of the Board's greatest opportunities.



## HEALTH, SAFETY, AND PHYSICAL EDUCATION

### Foreword

Health, safety, and physical education have during the past few years gained an increasing place of importance in the total educational program. The State's function is to establish policies, guide school district officials, and provide materials for teachers to use in carrying forward their teaching and health service activities.

The Committee on Health, Safety, and Physical Education commends the untiring efforts of the members of the staff of the Division of Health, Safety, and Physical Education. They have raised the standards of the health, safety, and physical education programs in the State, and have made teachers, school officers, and communities health and safety conscious.

During the past year the Committee of the State Board of Education has participated in a number of activities.

### Endorsements

1. New cards for reporting the health examinations of public school children have been revised by the Division of Health Education and endorsed by the State Board.

2. The rules and regulations for health education, health services, accident prevention, and physical education have been rewritten and approved during the current year.

3. The courses in home nursing prepared under the direction of the Commissioner of Education have been approved.

### Resolutions

Resolutions concerning health and physical education have resulted in the following:

1. Tuberculin testing at all State schools which are directed by the State Board of Education.

2. The elimination from State schools of all active tuberculin cases.

3. Health examinations prior to and during the employment of all workers in the State schools.

### Health Policies

1. During the year there has occurred a shift from emphasis of health as a school subject to emphasis of healthful living by the pupils.

2. Emotional and mental health have been given a place of equal importance with physical health.

3. Dental services have been introduced on a larger scale.

4. The school luncheon has been recognized as a phase of health service rather than a convenience.

5. Health education in the high schools has been given a place of greater importance.

6. School buildings have been reconstructed to provide for greater sanitation. New buildings have been planned to incorporate approved practices for health and sanitation. Conferences and institutes for school nurses have been inaugurated as a regular part of the professional in-service education of nurses.

7. Closer cooperation has been established among the Commission for Crippled Children, the State Organization for Public Health Nursing, the State School Nurses' Association, the New Jersey Congress of Parents and Teachers, and the State Board of Education.

### **Safety Achievements**

1. Automobile driving courses have been instituted in several schools.

2. Extension courses in safety have been organized and taught to teachers and other interested citizens.

3. A State course of study in safety education has been completed.

4. Safety instruction in elementary schools has been increased in both intensity and scope.

5. Cooperative relationships with the State Police Department and the State Motor Vehicle Department have been strengthened.

### **Special Achievements in Physical Education**

1. A special project based on homemade games has been inaugurated.

2. Archery as a sport and recreation has been introduced in several high schools.

3. Boards of education have increased their purchases of play equipment.

4. The high schools of the State have shown marked improvement in physical education facilities.

5. Higher standards of sportsmanship have been developed in cooperation with the State Athletic Association and the New Jersey Physical Education Association.

### **Recommendations**

1. That the Educational Bulletin be reestablished and that a portion of it be made available for dissemination of information on health, safety, and physical education.

2. That an expert in visual education be employed and assigned duties which will require part-time services for the development of a library of visual aids concerning health, safety, and physical education.

3. That a study be made of the need for helping teacher service in health instruction.

4. That the School Laws be revised to require vaccination and immunization for diphtheria for pupils entering school for the first time.

5. That legislation be enacted which will authorize the medical inspector to require pupils to remove their clothing above the waist if necessary to facilitate examination; provided, in any such case, the presence of one of the parents or guardian shall be requested and that in the absence of a parent there shall be present a nurse or teacher and in the examination of a female pupil the nurse or teacher present shall be of the female sex.

6. That the State Board of Education use its influence to prevent both official and nonofficial agencies from gaining control of those phases of health, safety, and physical education which are closely related to the State's educational program.

## VOCATIONAL EDUCATION

The social and economic changes which have been developing for the past ten years have affected a large number of people in every community. These situations have produced new educational problems, and every superintendent of schools and every school board member is seeking a way to deal with the conditions which these social changes have created in the schools of New Jersey. Some look upon vocational education as one solution, but it must be recognized that this type of education is not the only means for improving the situation. There are occupational fields for which the schools cannot give pre-employment training because the occupational environments in which the training must be given cannot be created under school conditions.

There are, however, many occupational fields for which training can be given. Under the 1913 Vocational School Act, training has been developed for the fields of agriculture, trades and industries, and home economics. During the past twenty-five years, considerable progress has been made in New Jersey in developing pre-employment and extension classes in these fields. During the past year, these vocational activities were extended to a new occupational field, namely, the sale and distribution of goods. It includes all of the retail and wholesale occupations in which people earn their living. The expansion of the program into distributive occupations provides pre-employment and extension training for many who are engaged in these occupations.

### The Development of Young Farmers

If the farmer of New Jersey is to meet the competition of the farmers in other parts of the country, he must be able to increase his production through more scientific farming and the use of farm machinery. The agricultural industry in New Jersey is an important one. It is a big business venture involving \$100,000,000.00 a year. The future of this business in New Jersey will depend upon a sufficient influx of young farmers to take the places of those who retire from the agricultural pursuits of the State. The vocational agriculture departments in the high schools are one source from which young people enter the farming occupations. In New Jersey, however, vocational agriculture does not end with high school training. Because farming is such a changing business, young men who manage their own farms enroll in part-time classes to obtain more detailed information regarding farm operations, farm production, crop control, and animal diseases.

In Sussex County, considerable attention has been given to this young farmer group. There were 155 young farmers enrolled in part-time and evening classes in this area last year. Similar groups were organized in the poultry area of which Vineland is the center and in the fruit areas in South Jersey.

The adult farmer does not let the youth of the agricultural areas get all of the up-to-the-minute information on farm practices and operations. During the past year, 900 adult farmers attended classes held at night during the fall and winter months. These farmers are concerned with managerial and business problems of the farm—they want to know about markets and farm legislation and such topics constitute the course of instruction.

### **Training for the Largest Industry in the State**

Homemaking is the largest industry in the State. More people are engaged in this industry than in any other single industry. It is an occupational field which more people enter without adequate training than any other industry. However, all homemakers in New Jersey are not untrained. At present, all but 19 school districts in the State offer training for homemaking in the secondary schools. Boys as well as girls participate in homemaking instruction.

### **A Home Economics Program Planned for a Modern Housing Development**

A short time ago, officials of the Federal Housing Administration directed attention to the difficulties involved in maintaining a better standard of living in the new housing developments throughout the country. This is not true in the Stanley Holmes Village—a model housing project for colored people in Atlantic City. To help the colored people obtain the most from their new environment, the Atlantic City Board of Education has established a home economics center in the village. There is a home economics consultant who lives in the village and meets with the housewives in the environment in which they live. The meetings are conducted in the living quarters of the consultant or in the homes of the members of the group. The topics given consideration involve intelligent consumer purchasing, social adjustments, and the development of recreational activities that will tend to keep the family at home.

### **Factory Workers Make Effective Use of Their Leisure Time**

If there is any question regarding the stability of the industrial workers in New Jersey, one has but to observe the number of mechanics who seek admission to the evening trade and industrial classes. The workers in industry are anxious to hold their jobs. To do so, they must develop new skills and new knowledge, and they look to the vocational schools for help. The demand for trade extension classes has been increasing and it is necessary to operate some of the programs on two shifts each night. Saturday morning classes are also necessary in several districts. These are attended by workers who are employed in industries which are operating on a five-day week.

Among those who attend the evening and Saturday morning classes are plumbers and steamfitters who wish to learn how to use the oxy-acetylene torch

which is a new tool in their trade, textile workers who wish to obtain knowledge of new synthetic materials and dyes, waiters and waitresses, and tool and die makers. Fishermen and coast guardsmen operating out of Atlantic City attend evening classes to study elementary navigation which is supplementary to their daily occupation.

### **The Revival of Apprenticeship**

Many persons believe that apprenticeship through which persons learned their trades in a past era has become obsolete. This is not true. During the past year, 1250 young men in industries in New Jersey were operating under apprentice agreements with their employers. These agreements, either verbal or written, provide for a training period of from two to five years. During this time, the apprentice receives progressive job experiences and graduated increases in wages. He attends school for four hours a week. The school period includes instruction in mathematics and science relating to the trade in which the apprentice is enrolled. The instruction also includes blueprint reading, shop sketching, industrial history, and industrial economics.

### **Training Public Employees**

The New Jersey Motor Vehicle Department has made the most extensive use of the facilities of the Vocational Division of the Department of Public Instruction. More than 550 employees of this State agency participated in training programs during the past year. These included the highway patrolmen, the examiners in the inspection stations, and the staff of the motor vehicle agencies throughout the State.

New policemen in Elizabeth went to school for ten weeks before being assigned to their duties throughout the city. The staff of the Vocational Division cooperated with the Elizabeth Police Department in conducting those phases of the program dealing with the policeman's responsibility for public relationships and for records and reports. Also, in Elizabeth, the fire captains were given training. The firehouse was the classroom, and the fire department equipment was used for training purposes.

The United States Marine Corps has a company of marines stationed at a very important place in New Jersey. They are assigned to guard the Naval Arsenal at Lake Denmark, near Dover. The arsenal must be protected against fire. The commandant in charge of the detachment asked for help in training this branch of the United States service in the use of special fire fighting equipment in this dangerous area.

### **The Value of Vocational Training**

Educational programs cannot be evaluated as readily as can business ventures which are measured in terms of dollars for dollars expended. Educational programs deal with human beings, and the returns are less tangible and often have delayed values. We do know, however, that 73 per cent of the boys trained in agriculture follow agricultural pursuits. We do know that 68 per cent of the graduates of the day trade preparatory schools enter the trades for which they were trained or a trade or occupation allied to the one for which

they were trained. We also know that the apprentice is paid while serving his apprenticeship. This procedure provides trade training at a minimum cost, and the apprentice is an economic factor in the community during his learning period. In many instances, the employer pays the apprentice for the time he spends at school.

There is ample evidence from employers and employees that the trade extension programs have contributed to the wage earning capacity of the community to an extent far beyond the cost of the training. Fire department training programs indicate their value to lower fire losses in the community where such training has been given. The apprentice program and other vocational programs have demonstrated economic gains to the communities in which the person receiving such training has been employed.

### Approval of Surveys and Courses

During the year the Committee on Vocational Educational recommended and secured the approval of the State Board of Education for survey reports covering the need for vocational education in Somerset and Morris counties, for vocational courses for Dover Township, which courses are offered at the Toms River High School, and for various technical courses to be offered in the vocational schools maintained in Essex County and Bayonne.

### NEW JERSEY SCHOOL FOR THE DEAF

The New Jersey School for the Deaf, located at West Trenton, provides general and vocational education for deaf children not over twenty-one years of age whose parents or guardian are legal residents of New Jersey. The school is organized on a coeducational boarding school plan. The following organization is in effect: (1) primary department, (2) advanced and intermediate department, (3) vocational department, and (4) the experimental department. These four departments are dependent for their efficiency upon the health, business, and home services operated in connection with the school.

### Enrollment By Departments

Department	Boys	Girls	Total
Primary .....	67	52	119
Intermediate and advanced .....	121	83	204
Vocational .....	23	18	41
Experimental .....	10	11	21
<b>TOTALS</b> .....	<b>221</b>	<b>164</b>	<b>385</b>

The forty-one vocational students devote all of their time to learning a trade. All of the students in the intermediate and advanced departments take some courses in the vocational department.

## Education Emphasis

In the primary department there was continued emphasis on speech and reading. A marked improvement was shown in both. The activity program for enrichment of experience, for increasing vocabulary, for vitalizing language, arithmetic, art, and construction has proved successful.

An achievement test survey was used as the basis for the reclassification of the students. This will make progressive graduation and a more nearly scientific curriculum possible. The extension of acoustic work has had an important educational result.

## Health Education

Health education, health supervision, and health instruction have been given emphasis. Inoculation, tuberculin testing, X-raying, and eye correction are regular services. Health supervision is an integral part of the procedures in the classrooms, dining halls, and sleeping quarters. Recreation is thoroughly organized and corrective instruction is well established especially for girls.

## Experimental Classes

Two experimental classes are being conducted. The pupils in the first class are supposedly totally deaf. The class is composed of those who entered school three years ago. They represent all grades of intelligence. The object of this class is to prove or disprove the following thesis: "Teaching reading far in advance of other activities is a means for developing a totally deaf child into a more nearly normal individual." A limited amount of acoustic work has been introduced into this class. The upper experimental class is composed of fifteen students who have some hearing ability. They are taught through various projects. The members of the class have developed much interest in the projects.

These experimental classes have created a greater interest in reading throughout the entire school. Several classes have been provided with hearing aids which has enabled the school to extend its acoustic program.

## Speech Clinics

Clinics for speech and hearing defects were conducted during the year in Newark, Trenton, and Atlantic City. No attempt was made to secure large enrollments in these clinics. Attention was given to improving the correctional procedures. The method of handling the majority of cases in groups was applied on a much larger scale. Results were very encouraging. Corrective lesson materials were formulated and given to parents and classroom teachers as a basis for drill between periods of attendance at the clinic. Clinics for speech and hearing defects are among the State's most urgent needs.

### Recommendations

The school is lacking in adequate provision for class instruction. Five classes are being conducted in basement rooms. Four teachers have no regular classrooms but occupy any one vacant for the period. The construction of a dormitory building would make possible the converting of the present girls' dormitory into classrooms which would relieve the situation. The appropriation of funds for the construction of a dormitory is urgently recommended.

## THE TRAINING OF TEACHERS

The extension of the curricula in all teachers colleges to four years was adopted as a policy by the State Board of Education in 1935. This policy has resulted in a definite improvement in preparation of the applicants for admission and has very much improved the academic preparation of all who now graduate from the teachers colleges. Certain adjustments in the curricula which are offered will undoubtedly be necessary, but these must be made slowly and after a study of the success of the graduates for a period of years subsequent to their completion of the course. Such information is now being obtained concerning the graduates of the Montclair State Teachers College and the Trenton State Teachers College, both of which have graduated students from four-year courses for some years.

### Admission of Students

Students are admitted to all of the teachers colleges upon a certificate carrying a transcript of the work completed in the high school and a certificate from the high school testifying to the student's character and his probable success in courses designed to train teachers. The student is required to supply other information required by the rules of this Board. The quality of the freshman class is attested by the fact that all of the colleges enroll their freshman classes from the upper half of the high school graduating classes. One college obtains the major percentage of its freshman from the upper ten per cent of high school graduates, and the other from the upper twenty per cent. The total number admitted to the six teachers colleges in the fall of 1937 was 807, distributed as follows: Glassboro, 115; Jersey City, 110; Montclair, 166; Newark, 133; Paterson, 78; Trenton, 205.

It is interesting to note the marked increase during the past ten years in the number of men admitted to the teachers colleges. Formerly ten per cent was considered a good proportion. During the past few years the number of men enrolled constituted twenty per cent of the student body. Many competent students of our educational problems hold that a larger proportion of men should be employed in the public schools. They could well be placed in the elementary schools and this result would follow if more adequate salary inducements could be offered.

### Scholarships

In accordance with the State law governing scholarships, 83 were awarded from a total of 281 applicants. The act of 1937 establishing State scholarships was the means of procuring for the State students of marked ability who other-



wise would have been denied the opportunity to become teachers. It is to be regretted that each year all the colleges lose some students who for financial reasons must withdraw but who, during the time they have been in college, have shown ability, scholarship, and the necessary personal qualifications which are attributes of the successful teacher. It is to be hoped that before long either more scholarships will be made available or that other financial assistance will be provided.

### **Part-Time and Extension Enrollment**

The State teachers colleges are rendering to the State a valuable service in making it possible for teachers already in active service to keep abreast of the latest educational methods and practices and to satisfy the requirements for teachers' certificates of other types.

There were enrolled 2760 students in part-time and extension courses in the six State colleges during 1937-1938. Of this number 2243 were part-time and 517 extension students. A large per cent of this number was employed.

### **Summer Schools**

Four teachers colleges, Montclair, Trenton, Newark, and Glassboro, conducted sessions during the summer of 1937. There were enrolled 1307 students and 221 different courses were offered. The students completed 96 per cent of the courses in which they had enrolled. It is to be regretted that the Legislature has not made any appropriation to supplement the student fees. Unfortunately, if this is not done, certain special courses will have to be eliminated because under the present plan adequate compensation cannot be paid to an instructor for courses in which the enrollment is small.

### **Trends Which Are Shown From an Analysis of the Enrollment**

An analysis of the enrollment in the several teachers colleges indicates that there are 1369 students preparing for teaching in the elementary grades. These constitute approximately 47 per cent of the total number enrolled. There are approximately twice as many students majoring in industrial arts as in fine arts, and about one-half as many students majoring in music as in physical education. This does not mean that the supply of elementary teachers is in excess of the demand. It does indicate that careful consideration should be given to the number admitted to be trained exclusively in any special field. There is a real need in the small school for teachers with a special skill in fine and industrial arts and music. Such a teacher could receive adequate training if electives in these subjects are made part of the general elementary curriculum. During the past year there were enrolled in the teachers colleges 1297 full-time students preparing for secondary school positions. This number includes those who will be certified in some special field for teaching in the high school. This constitutes approximately 44 per cent of the total enrollment.

Placement data indicate that about one-third of the new teachers employed each year are employed in the secondary schools which approximates the proportion of secondary teachers in the school system. This would indicate that

admissions to the teachers colleges and guidance in the selection of curricula may well reduce somewhat the proportion of students who now elect courses which prepare for teaching in the secondary schools.

It is interesting to note that the major fields most frequently selected by students preparing to teach in the secondary schools are English, foreign languages, and social studies. The continuous study of supply and demand has been made for some years. To correct the tendency just mentioned, the enrollments in English for 1938-39 at Montclair have been reduced by one section.

### **Placement of Graduates**

The study of the placement of graduates at the six teachers colleges for a ten-year period shows that within four months after graduation 65 per cent, or two out of three of the graduates had secured positions in the public schools of the State. Many graduates not placed within the first four months after graduation were placed subsequently. Ultimately 90 per cent of the graduates secured positions. The record of placement is somewhat higher than these figures reveal because there are carried as not placed the names of persons who have not replied to questionnaires. A careful check is being made of the records of all graduates and the results will be included in next year's report. This percentage of placement is higher than that found in many fields.

During the depression many local school boards have eliminated certain special services. These must be replaced eventually and others added if the children of the State are to receive adequate education.

At the present time there are no courses in the State teachers colleges which prepare for teaching handicapped children. Boards of education are cognizant of the fact that classes for the hard of hearing and other handicapped children must be supplied. Children with speech defects must receive special corrective training, and more and more communities are supplying educational services for crippled children. All of these services demand teachers with special training which the teachers colleges may well supply.

Although the number of teachers which will be needed in these special fields will never be large, such training opportunities will widen the possibilities for the placement of graduates.

At present the teachers colleges require a student to make selection of his course at the beginning of the freshman year. This is often a difficult decision to make. The State Board of Education has requested the Commissioner to make a study of all curricula for the purpose of determining the possibility of including in the freshman and sophomore years subjects common to the various curricula so that changes of election may be more easily accomplished.

### **Supervisors of Student Teaching**

Since 1932 the Legislature has made no appropriation for the supervision of practice teachers. This is resulting in a serious handicap to both student and supervisor. It is difficult to procure the services of expert teachers to devote their time and energy to the careful and adequate supervision necessary for a period of ten weeks without remuneration. It is to be hoped that the Legislature will make an appropriation for 1939-40.

The plan of having students serve as cadets or internes in a public school system as is done in some places is well worth investigating.

### **The College Faculties**

In spite of the limitations imposed by a greatly reduced budget and that all salary increments according to the schedule adopted by the State Board of Education have been denied, the faculties of the six colleges have maintained a high standard of unselfish service.

The colleges have been in a state of transition for the past few years due to the lengthening of the courses and the revision of the curricula to meet college standards. This has necessitated an appraisal of the academic training of all faculties in relation to these new requirements.

### **College Buildings**

During the past year no major building projects have been undertaken in any of the colleges. Certain repair and maintenance problems have been met with W.P.A. funds. Grounds have been improved and recreational facilities added from the same source.

It is to be regretted that no major building program has been inaugurated. The needs of Montclair, Newark, Glassboro, Jersey City, and Trenton were submitted in detail to the Legislature last year.

The situation at Montclair is especially acute and it is earnestly hoped that the Legislature will be able to provide funds this year to match Federal grants if such become available.

On February 9, a bid of \$25,000.00 was received from the Board of Education of the City of Trenton for the site and buildings of the old Trenton Normal School and on March 1, a bid of \$15,000.00 from the Alumni Association of Rider College for the tract of land on which was located the Trenton Normal School dormitories, power house, and tennis courts. The State Board of Education approved both of these bids and its action was ratified March 21, 1938, by the State House Commission.

### **Special Request**

Miss Sarah S. Rainear, a resident of Bordentown and a graduate of the Trenton Normal School, directed in her will that the income from her estate after the death of her brother be used toward a scholarship at the Trenton State Teachers College. The amount of the estate was estimated to be approximately \$300. Inasmuch as \$12.00 per year would not materially aid a scholarship, it was decided, after conference with the representatives of Miss Rainear's estate, that her wishes could best be carried out by devoting the legacy to the purchase of much-needed books which would bear the name of the donor. With the concurrence and helpful cooperation of her representatives the necessary steps were taken and it was so arranged.

## RURAL SCHOOLS

For many years this Board has been much interested in the development of the rural schools of New Jersey. The fact that agriculture is a substantial industry in fourteen of the twenty-one counties emphasizes the fact that rural education is an important component of the program of public education. This Board has followed the policy of supplying for the rural schools a form of supervisory and teacher-guidance service designed to improve the teaching and to guide communities in the development of opportunities for children which shall be among the best. To that end a group of rural supervisors known as helping teachers has been provided. The work of these teachers is guidance in the classroom, helping the beginning teacher in her everyday tasks, and the giving of aid in the search for better teaching materials and better methods of teaching. Because of the work of this group of helping teachers and the excellent teachers who have elected to make rural education their field, New Jersey occupies an important place in this country in rural education. It is worthy of note that more than three-fourths of the teachers in the rural schools of this State are normal school or college graduates.

For many years there has been steady progress toward the elimination of small remote rural schools. These have been replaced by modern buildings, which, in many instances, house the children who formerly attended a number of such schools, and provide the advantages of a graded school for the community. During the past year twenty-five one-room schools have been abandoned and the pupils now attend other schools or a consolidated school of the type described.

Excellent examples of a modern educational program are to be found in the districts under the supervision of helping teachers. The rural communities are keenly interested in every movement looking to the improvement of rural education. The exhibits of school work which are held annually in many of the counties are viewed by thousands of interested citizens.

## INSURANCE FOR THE STATE EDUCATIONAL INSTITUTIONS

The Board protects the interest of the State by carrying seven types of insurance. Officers charged with the responsibility for handling funds are bonded.

### Fire Insurance

The buildings and contents owned by the State are insured against fire damage in the following institutions:

1. The State Teachers Colleges at:
  - A. Glassboro
  - B. Jersey City
  - C. Montclair
  - D. Newark
  - E. Paterson \*
  - F. Trenton

2. The New Jersey School for the Deaf at West Trenton.

3. The New Jersey Manual Training and Industrial School for Colored Youth at Bordentown.

\* The State does not own the building at Paterson. At that institution insurance is carried on contents only.

## Workmen's Compensation

Workmen's Compensation insurance is carried for the employees in the six State teachers colleges, the State School for the Deaf, and the State Manual Training School for Colored Youth.

## Elevator Liability

Elevator liability insurance is carried to cover the elevator service in the library of the State Teachers College at Trenton.

## Automobile Insurance

Insurance to cover personal liability, property damage, fire, and theft is carried for the following number of automobiles:

1. Manual Training School .....	3
2. School for the Deaf .....	5
3. State teachers colleges at:	
Glassboro .....	3
Trenton .....	4
Montclair .....	3
<b>TOTAL</b> .....	<b>18</b>

## Mercantile Safe Insurance

Protection against safe robbery is provided through insurance at the six State teachers colleges, the State School for the Deaf, and the State Manual Training School for Colored Youth.

## Interior and Exterior Robbery Insurance

Money, securities, and merchandise in the care of an official custodian of the institution is protected against robbery in all of the State's educational institutions.

## Boiler Insurance

Insurance is carried in all institutions against any damage which may occur because of operating the boilers in connection with the heating plants.

## Bonds

Bonds in sufficient amounts to reimburse the State in case of default are required for all the business officers at the teachers colleges, the State School for the Deaf, and the Manual Training and Industrial School for Colored Youth.

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