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ANNUAL REPORT

OF THE

State Board of Education

AND THE

Commissioner of Education

TO THE

Legislature of the State of New Jersey

(Pursuant to R. S. 18:2-10 and R. S. 18:3-11)

1953

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EDITOR'S NOTE: *Since June 30, 1953, the following appointments have been made to fill vacancies on the State Board of Education: Mrs. Margaret Armstrong, Stewartsville; Lewis F. Gayner, Salem; and Philip R. Gebhardt, Clinton.*

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* Deceased June 13, 1953; succeeded by John P. Milligan.

EDITOR'S NOTE: *Since June 30, 1953, the following changes have been made in staff personnel: Joseph E. Clayton, Assistant Commissioner of Education, Division of Controversies and Disputes, succeeding Chester Robbins, retired, December 7, 1953; Frank B. Stover, Executive Assistant to the Commissioner of Education, to succeed Charles W. Hamilton, retired, March 1, 1953.*

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Introduction

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

THE YEAR 1952-1953, like its predecessor was one of much achievement but also one of difficulties for the public schools of New Jersey. Enrollments in most elementary and in some junior high schools continued to rise. Tax rates also continued the upward trend as boards of education tried to cope with the problem of additional pupils who required additional building space and more teachers.

The average salary of all certificated personnel increased from $3,774.00 in 1951-52 to $3,971.00 in 1952-53. But many communities were still unable to attract able well-trained teachers.

The number of teachers who did not hold regular certificates increased over the previous year by 396 to a total of 3,320 which is about 11 percent of the number of teachers in New Jersey. The number of emergency certificates is growing! Although many of these teachers with sub-standard certificates were acceptable teachers, an analysis of their qualifications indicates that a large number could be acceptable only on an extreme emergency basis. High turnover of teachers in many districts seriously interfered with a satisfactory continuity of personnel which would result in advancement in the educational program.

The impact of television upon the learning processes created a major problem during the year which required careful consideration. Under the leadership of our Department an experimental research project was established on the campus of Rutgers University, the State University of New Jersey. Much has been learned which will be helpful in making a determination of the most effective and desirable uses in education of television, both commercial and non-commercial.

A significant attempt to point up the teaching of democratic ideals and attitudes of conduct is the preparation of a guide to the teaching of character and citizenship. This was prepared by a committee representative of all levels and interests in education, assisted by lay persons from many areas of child development.

During the year attention has been sharply focused on the problem of the education of the mentally and physically handicapped. A comprehensive State-wide survey was initiated which will result in reliable data concerning this phase of education and training.

Thousands of young people in our State receive their secondary education through a sending-receiving arrangement between elementary and high school districts. Many receiving districts having outgrown their own facilities now find it impossible to accommodate those pupils from out of town and during the year, 27 such districts gave termination dates to 48 sending districts beyond which they will be unable to accept any tuition pupils. Regional high schools have been encouraged. Ten have been formed, with six now operating high schools and four in the process of building. Many other districts are contemplating the problem.

Plans for the development of the New Jersey State Teachers Colleges, recommended by the State Board of Education and authorized by the Leg-

islature, have made excellent progress. The coordinator of construction reported that the program has reached the stage of preparation of final drawings, and ground-breaking is anticipated for the early fall. (As of June 30, 1953)

In spite of the increasing demands on the public schools, the school people of the State were faithful to their tasks and made an excellent effort to meet the challenges which they faced. Appreciation is here expressed for the splendid cooperation received by the State Department of Education from educators and lay persons throughout the State.

Respectfully submitted,

F. M. RAUBINGER,
Commissioner of Education

Division of Controversies and Disputes

It is a pleasure to report that it was necessary to write only three formal decisions during the past year. A number of controversies were settled in their incipient stages before formal appeals were taken. Still other cases which had reached the stage of formal appeal were settled by agreement at the conference of counsel for the parties, which conference is held before a formal hearing. Testimony was necessary in only one case. Six recounts of school elections were held.

The Division furnishes considerable information on the legal aspects of school problems to persons interested in the schools through personal conferences, question and answer periods, telephone calls, circulars, and letters. There is reason to believe that many controversies are prevented by giving such information.

During the past year a badly needed revision of the school laws and the rules and regulations of the State Board of Education was started. The Division is fortunate to have the professional services of Gordon D. Griffin, Esq., who has served on the staff of the Law Revision and Bill Drafting Commission. We are also fortunate in having the advice and guidance in this work of Charles deF. Besore, Chief Counsel and Executive Director of the Commission.

This Division has been given the assignment of reading legislative bills pertaining to education and conferring on proposed school legislation. This work has consumed an unusual amount of time this year.

Division of Administration

Routine Administrative Procedures

The representatives of the Division cover a wide range of educational activities. These include general supervision of the New Jersey School for the Deaf, the Manual Training and Industrial School at Bordentown, the Division of the State Library, Archives and History, and the Division of the State Museum with special reference to the budgetary, financial and personnel procedures of these units. The work of these institutions and divisions is discussed in the annual reports of their respective superintendents and directors and will not be duplicated here.

Other areas which are of concern to the professional members of the Division involve printing and publishing which includes directing the preparation of articles for the New Jersey Educational Review as well as supervision of the Department bulletins and guides. Much time is spent on personnel work which involves attendance at State personnel meetings of committees and sub-committees and participation in the Civil Service Performance Rating Plan, Suggestion

Award Program, and Supervisor's Training Program. The personnel work also includes consideration of the salaries of Department employees and the Helping Teachers.

Other activities involve such things as State-wide civil defense in so far as it affects the schools, public relations especially with respect to foreign visitors, studies, surveys, and many other problems.

Education of Veterans

Although the education of veterans under earlier Federal bills has been decreasing for the past several years, there continue to be problems incident to Public Law 550 which went into effect in August, 1952. The personnel of this Division will continue to work closely with the Veterans Administration and in the coordination of the entire program with those divisions in our Department which are concerned with the education of veterans.

Audio-Visual Education

The Coordinator of Audio-Visual Education is the staff member in immediate charge of this specialized educational service which, with the addition of educational television, has become expanded to the extent that an assistant coordinator is greatly needed. Negotiations are under way to supply this position which has been included in the current budget as well as for the next fiscal year.

A-V Aid Centers Increase

The number of county audio-visual aid centers authorized under Chapter 228, P. L. 1950, increased from ten last year to thirteen for 1952-53, with the prospect of four more opening in the Fall. Matching funds under this program have been apportioned to the various counties as follows:

Fiscal Year	Number of Counties	Funds Allotted
1950-51	8	$15,753.95
1951-52	10	20,602.31
1952-53	13	28,856.54

Tape Recording Project

The tape recording project is a new activity which seems to hold great educational possibilities. A library of over 100 master tapes is available for those schools which have facilities for using tape recordings. A reel of tape forwarded to the audio-visual office* will be returned promptly with the program selected duplicated on the school's tape. Programs are available for a large variety of subject matter areas on all grade levels. The publication *A-V Tips* continues to fill a popular demand.

Demonstration Center

In response to a number of requests, a demonstration center has been established where school administrators, teacher committees, or committees from boards of education may come to inspect equipment that they are considering for purchase. The opportunity is thus afforded for comparing different makes of equipment and actually to try them out.

Educational Television

The educational television project has been a major problem during the past year requiring the greater portion of the time of the A-V Coordinator and also much attention from

* (EDITOR'S NOTE: *Now located in the Switlik Building on the corner of Lalor and Jersey Streets, Trenton, New Jersey.*)

the Director as well as other members of the Division.

A television studio has been established in several buildings on the campus of Rutgers University, the State University of New Jersey. Four field representatives, a chief television technician, three secretaries and many college student assistants have been working under the immediate direction of the Television Supervisor to produce nearly 300 television programs during the fiscal year 1952-53. In the field of adult education, 28 organizations have participated. The faculty and student body of Rutgers University, the State University of New Jersey, have through splendid cooperation, provided approximately 50 per cent of all adult programming during the year. The University officials have been most helpful during this trying first year of experimentation and research.

On January 26, 1953, in cooperation with the New Brunswick and Highland Park public school systems, programs were transmitted directly into the classrooms of four schools. New Brunswick High School, the Highland Park High School, and an elementary school in each of these two communities received these programs over closed-circuit facilities rented from the telephone company and the teachers used these programs as a part of their regular school teaching. Programs were presented to the primary grades, the middle grades, and the high school in various subject matter areas. Thanks to the wonderful cooperation received from the superintendents and the faculty of both of these school systems, the personnel of the television project learned many things which will be extremely valuable in future television work.

It is planned to add to the television staff a studio manager, two more field representatives and two engineers even though sufficient funds have not been budgeted to operate a full-scale research closed-circuit program for the entire fiscal year 1953-54. In continuation of the closed-circuit experimental project, this Fall a single city, probably Plainfield, will be invited to cooperate. Since funds totaling $170,000 for station construction purposes are in sight, it is expected that our station (WTLV—Channel 19) will be on-the-air before the end of the next fiscal year.

New Jersey Commission On Educational Television Appointed

In October, 1952, while the application for New Jersey's educational television station at New Brunswick was pending before the Federal Communications Commission, the New Jersey Commission on Educational Television was appointed by Commissioner of Education Frederick M. Raubinger at the direction of Governor Alfred E. Driscoll. The Commission was asked by Governor Driscoll and Commissioner Raubinger to study:

(1) The work done in the field of educational television to date as a part of the projects established in the State of New Jersey.

(2) The work done by others in the field of educational television.

(3) Appropriate methods of applying television for educational purposes in the State of New Jersey.

(4) The means for handling and implementing such a program of educational television.

And further to recommend:

(1) A program of educational television.

(2) The means for implementing this program.

The members of the Television Commission have been indefatigable in their efforts to fulfill the charge given to them. The culmination of their work last year was the release of a printed report, *A Program for Educational Television in New Jersey* (First Report—March 12, 1953), which made several recommendations which have served as the principal activities of the personnel of the project since the issuance of this report.

Contracts and Budgets of Newark College of Engineering and Newark Technical School, and the State University

One of the principal responsibilities assigned to the Division is the supervision of contracts and budgets for the Newark College of Engineering and the Newark Technical School, and Rutgers University, the State University of New Jersey. The Director of Special Administrative Services carries out this activity.

Increase in State Support for Rutgers, the State University of New Jersey, and for the Newark College of Engineering

Under the reorganization act of 1945 (Chapter 51, P. L. 1945) the State Board of Education was charged with certain responsibilities for budget studies and recommendations, and for the execution of contracts, in accordance with legislative appropriations, with Rutgers University, the State University of New Jersey, and with the Newark College of Engineering and the Newark Technical School.

A comparison of the State's appropriations to these institutions for the fiscal year beginning July 1, 1953 with the appropriations for 1949-1950 follows:

State Appropriations to Rutgers University, the State University of New Jersey, In 1949-50 and in 1953-54

Items	Appropriations 1949-50	Appropriations 1953-54
1. Appropriated for Current Operation, Scholarships and Salary Adjustments (Includes Land Grant Interest, $5,800)	$4,413,102.76	$ 8,490,206.00
2. Appropriated for Capital Expenditures	190,000.00	2,169,000.00
Total Appropriations	$4,603,102.76	$10,659,206.00

* * * * *

State Appropriations to Newark College of Engineering and Newark Technical School in 1949-50 and in 1953-54

Items	Appropriations 1949-50	Appropriations 1953-54
1. Appropriated for Current Operation and Salary Adjustments	$233,556.82	$622,985.00
2. Appropriated pursuant to R. S. 18:15-24 (to schools established for industrial education)	30,000.00	30,000.00
Total Appropriations	$263,556.82	$652,985.00

Division of Elementary Education

THE CHIEF function of the Elementary Division is to improve elementary education in New Jersey public schools by locating, developing, and guiding competent leadership throughout the state and promoting better communication among local school districts and between the State Department of Education and the schools.

In carrying out their responsibilities this year, the members of the staff have worked with other state departments and state organizations, within the State Department of Education, and directly with the public schools. Some accomplishments are described briefly in the following report.

Work with Other Departments and Organizations

The Elementary Division has contributed to the preparation of the report of the Commission on Character and Citizenship Education, "Their Future Is in Our Hands," in cooperation with the New Jersey Congress of Parents and Teachers and religious and civic groups as well as professional educational organizations. Members of the staff have interpreted the report at school board workshops, meetings of professional groups, and local staff meetings, and in cooperation with the P.T.A. and the Agricultural Extension Service, they are planning effective ways to use this valuable report following publication.

There has been increased emphasis on meeting the needs of mentally and physically handicapped children. A member of the staff has served in an advisory capacity on the Governor's Commission on Mental Deficiency and on an inter-departmental committee of the State Departments of Education and Institutions and Agencies to formulate standards and recommendations. We have continued to work with the New Jersey Conference on the Handicapped, which includes representatives of the three State departments which have been concerned with this problem since the Conference was organized by the Elementary Division in 1945. The need for leadership at the State level is becoming crucial; trained staff to help in the development and improvement of local programs is sorely needed.

Another member of the staff, who has the responsibility of licensing the three hundred private child care centers in the State, has worked with the New Jersey Association for Nursery School Education in formulating and implementing the new standards for child care centers, "The Child from Two to Five." She has also cooperated with the State Department of Health in conjunction with local boards of health, in locating child care centers in order to safeguard the children placed in them.

The Elementary Division has again had the responsibility of operating a demonstration summer school for children of migrant farm workers. This project has been authorized by the Migrant Commission under the State Department of Labor, with the cooperation of several other State departments and agencies. It has proved so successful that the Legislature has provided funds for enlarging it next year.

Activities Within the Department

Many of the activities of the Elementary Division involve cooperation with other parts of the State Department of Education including other divisions of the central staff, the county staffs of county superintendents and helping teachers, and the state teachers colleges.

The fourteen county helping teachers of music, as part of their continuing program to help teachers in the rural schools become teachers of music, have worked with the Division staff for three years to produce a curriculum guide for classroom teachers. As the material took form, the instructors of music in the state teachers colleges met with the helping teachers to aid in evaluating and revising it. This year the material was published as Elementary School Bulletin No. 19, "Music for the Classroom Teacher." Five thousand copies will be distributed to classroom teachers, to teachers and supervisors of music in local districts, and to the teachers colleges. The bulletin will then be placed on sale at cost to teachers and others who want personal copies.

The Division worked with a committee of county superintendents and helping teachers in the preparation of a new bulletin, School Bulletin No. 20, "The County Staffs of the State Department of Education." This bulletin has already proved its value in orienting new county staff members and in helping local districts to understand and make maximum use of the services of the county staffs of the State Department. The bulletin reflects the democratic, cooperative, and efficient approach to service which the county staffs commonly make.

An unusually large number of districts have applied for and received approval of newly organized kindergartens. Most of these new kindergartens replace "pre-first grade" or "subprimary" programs which were meager and unsuited to the developmental needs of young children just entering school.

Through consulting with board members, administrators, teachers, and parents, and through our Elementary School Bulletin No. 8, "The First Year in School," we feel that the Division has had real influence in the provision of more adequate space, suitable equipment and materials, and a sound curriculum for school beginners in a considerable number of districts.

Further help has been made available this year in the form of a series of Kodachrome slides prepared by a committee of helping teachers and distributed by the Division of the State Museum and by several of the county visual aids libraries. These slides, showing kindergarten classrooms in action in many parts of New Jersey, picture curriculum equipment and materials, room arrangement, and (in a set of particular interest to parents and other citizens) what children learn in kindergarten.

A perplexing problem is created by the great variety of regulations among local districts regarding age of entrance to school. Standardization, either by legislation or by consensus, is seriously needed.

Growing interest is expressed among teachers of the primary grades for help in ways to introduce work in the "three R's" meaningfully and in keeping with individual rates of development, at the same time building on the broad program of exploring, experimenting, and

creating which the good kindergarten provides. The Division hopes to take leadership in providing this help.

The responsibility for licensing nursery schools carries with it the responsibility for helping centers to meet the requirements. This involves working with the state teachers colleges and Rutgers University, the State University of New Jersey, in making extension courses available to nursery school teachers. Substantial progress was made this year through working with the State University to make available within the B.S. degree in Education thirty hours of work at the nursery school level.

Extension courses for nursery school teachers were made available in six centers strategically located throughout the State, and summer courses and workshops were offered at the University last summer.

Help has been given to the New Jersey Nursery School Association on the preparation of its professional meetings and workshop and its publications for teachers and parents.

Services to the Elementary Schools in the State

By far the greatest part of the work of the Division staff is in the field. Although we visit many schools and work with teacher groups and citizens, the greatest emphasis in our field service must be in locating and developing leadership and in helping districts to communicate with one another. Our small staff can have only limited effect in direct school improvement; it can spread its influence widely through helping people to help themselves and one another.

Our third annual workshop for leaders in elementary education brought together county superintendents, helping teachers, elementary supervisors, curriculum coordinators, teachers college staff members, and personnel of several divisions of the State Department and consultants from the United States Office of Education and other sources.

This 1953 workshop produced the raw material for a curriculum guide for middle grade teachers. Over one hundred workshop participants received help from a large number of teachers and others in their districts in the development of these materials. This has produced readiness for the use of the guide.

The middle grades are generally considered to be the "no man's land" in curriculum development and teachers of these children need help badly. We believe that if we are successful in organizing and editing the materials which the workshop produced, New Jersey will have something unique to offer in this area.

While the production of curriculum materials was the immediate goal of the 1953 Elementary Education Workshop, perhaps the finest outcomes were the stimulation, the sharing, the growth in leadership, the "together feeling" which developed among this group of people who work from one end of New Jersey to the other.

Already, plans are well under way for the 1954 workshop, which will center around cooperative action research as a basic method of effecting school improvement. Participants will include representatives of two additional groups; non-teaching principals and superintendents of small districts.

At their request, supervisors and directors of elementary education, and

curriculum coordinators who work at both elementary and secondary levels, meet periodically with the staff of the Elementary Division. These groups have accepted the invitation of the New Jersey Cooperative Project on Educational Administration to study the function and activities of supervision. Under the leadership of the Division, these groups have begun to work with teachers, principals, school board members, and others, to formulate the broad outlines of an effective supervisory program based on the findings of research and the most effective current practices. Using the findings, the State Department will publish a guide for the use of districts in developing and evaluating supervisory programs.

The publication of curriculum guides results in a great deal of local study and planning. Our staff has spent a considerable amount of time in consultant service to counties and local districts who are seeking to implement the guides in arithmetic and language arts distributed last year. The following examples illustrate the effectiveness of this service.

(1) We helped one county plan and carry on a work conference on the language arts in which teachers of the upper grades of the elementary school worked with teachers of high school English. As a result, an extension course will be given in which teachers officially representing the high schools and the various sending districts in the county will work out policies regarding grammar and other points of conflict between the levels of the school.

(2) Interest created by the new arithmetic guide has led to the cooperative development by the Division and people in the field of a new arithmetic test designed to fit modern grade placement and to diagnose pupils' difficulties. Many elementary and junior high schools helped to standardize the test which will be available free to local districts who request it.

A major portion of our time is given to consultant service in response to calls from local districts. We visit schools to study problems, work on teachers' meetings and workshops, and plan with administrators, board members, and county staffs. We are unable to offer adequate consultant service, however, especially to the small districts where the superintendent is expected to act both as supervisor and administrator.

An in-service teacher education project of particular significance is the program of child study under the leadership of a staff member of the Department, Julia Weber. Teachers and other staff members participate voluntarily in a carefully planned and guided three year study of the science of child development and related curriculum and guidance implications.

In the two years that the program has been carried on, about six hundred and fifty people have participated, including a small group of parents. There is already evidence to show that the child study program significantly improves the quality of teaching.

Twelve districts are on the waiting list, wanting to start child study as soon as help is available. Undoubtedly, a number of others would ask for help if they had hope of getting it. There is obvious demand for more consultants on the State Department staff to provide this service.

Parent groups ask for more help from the Division than we are presently able to provide. With our limited staff, we are obliged to limit our participation in meetings of parent teacher associations to the county and regional level. However, we work in various ways to encourage school-community cooperation. Through our recent Elementary School Bulletin No. 15, "Reporting Child Progress Through Parent Teacher Conferences," and through consulting with school staffs, the Division has helped to promote the parent-teacher conference. This face-to-face method of reporting to parents (and parents reporting to teachers) is spreading rapidly and meeting with almost universal success. It is a basic technique in child guidance and in good school-community relations.

A series of tape recordings of parent-teacher conferences made by a 1953 Elementary Education Workshop Committee, will be made available through the State Department, and will help parents, teachers, and board members understand the values and learn conference techniques.

Nursery Schools Increase

In 1952-53, there were two hundred and fifty-six nursery schools and other child care centers which have been licensed by the State Department. There is a large and steady increase in the number of applications for opening new centers. The staff member who visits these centers cannot limit her work to a single visit of inspection. Re-checking may require several visits to the same center. In addition, since most centers are willing and anxious to meet the standards for approval, much help is requested. In one year, this staff member made one hundred and seventy-one trips, a total of thirteen thousand, six hundred and thirty-six miles. At present, the law requires re-licensing only every three years. In some cases, this is not often enough, for situations sometimes deteriorate rapidly. An additional staff member is urgently needed to lighten the too heavy load of our one worker, and to provide for more frequent visits to centers.

The foregoing account has listed some activities of the Division of Elementary Education which seem to the staff to have, directly or indirectly, a beneficial effect on our New Jersey children. But, "the very best things have never been seen," and it is impossible to report what has been, we believe, our greatest achievement, that is, growth in the people who work for children. We have grown as we have worked with the fine people whom we have helped and who have helped us. We believe they have grown through working with us and, through us, with one another.

Division of Secondary Education

New High School Districts Form

THE Secondary Division has devoted major attention to problems evolving from the increased elementary school enrollments which are about to enter high school. Chief of these is the threat to the long-standing sending-receiving relations which have made possible high schools of sufficient size to operate a broad and comprehensive educational program with relative economy. Due to increasing enrollments, these mutual arrangements are being subjected to severe strain and, in many areas, are breaking down. Within the last year 27 high school districts have given termination dates to 48 sending districts beyond which they will be unable to accept any additional tuition pupils.

Our efforts to secure an uninterrupted high school education for districts thus affected are centered around two possibilities: (1) in those areas where the enrollment figures and financial means indicate the district can support its own high school we are counseling with local leaders regarding the types of educational programs to be offered; (2) for smaller districts with limited financial resources we have had the generous cooperation of other divisions in the department in assisting the local county superintendent of schools in preparing studies which lead to regional high schools. To date (January 1, 1954) 10 regional high school districts have been formed. Six are operating high schools, and four districts have their building plans in various stages of development. To these groups should be added three areas where regional studies have been approved by the Commissioner of Education to be submitted to the voters. During the coming year we can expect many additional studies to be forthcoming.

Whether a district decides to build its own high school or to form a regional or consolidated school with its neighbors, the decision will be reached only after the most careful study at the local level. It is hoped that in all cases these decisions will be based upon those factors which will permit the operation of the best program possible for the boys and girls of the State. To the extent which our limited staff makes possible, we have provided assistance wherever and whenever we have been asked.

Curriculum Developments

The interest continues in courses in Driver Education. We now have 82% of our public high schools which offer a classroom course in safe driving. Behind-the-wheel training is given in 47% of the high schools. In recognition of the progress we are making in this field, New Jersey was given the Award of Merit for the second consecutive year by the Association of Casualty and Surety Companies.

In an effort to articulate more closely the high school and college work in the study of English we have participated in five conferences with the English Department of the State University and the chairmen of English Departments in 25 New Jersey high schools. The conclusions reached at each of these meetings have been made available to all high school prin-

cipals and should prove helpful in the continuing program of curriculum revision which is an important part of our high school program. The Language Arts Bulletin and these conferences have helped to stimulate two county workshops on English in High School and also several local programs for professional improvement of the staff.

The number of high schools which are testing the competency of all pupils in Arithmetic Fundamentals is increasing. Where a school discovers a need, pupils are usually assigned to classes in their senior year where refresher work in arithmetic skills is provided. This work is frequently given in connection with meaningful life experiences which involve arithmetic computation.

We are hopeful that the entire area of Economic Education will receive more attention as our high schools seek to adjust their curricula to the needs of today and tomorrow. All pupils have need for a knowledge and understanding of our economic system, of the proper relations between labor and management, of our systems of taxation, of the structure of business and of the system of American agriculture. It is likely that this area of study will prove most effective in our high schools when its practical aspects are integrated with other subjects.

New Publications

The Division has prepared or assisted in the preparation of the following bulletins which are of immediate concern to secondary education:

Planning a Junior High School in New Jersey
Conditions for Effective Class Instruction in Health in the Secondary School
Guiding Statement on Enrollment Prediction for High Schools
Questions and Answers About Regional High Schools
Short Method for Computing Building Capacities in Secondary Schools
A Guide for the Teaching of Spanish in Secondary Schools
High School Organization in New Jersey
The Life Adjustment Education Project in New Jersey (in preparation)
A Guide for the Teaching of a Classroom Course in Driver Education (in preparation)

Division of Health, Safety, and Physical Education

THE WORK of this Division is in school health and school safety. This program may be divided into physical environment, health instruction, physical education, safety, nutrition and health services. These are not isolated but are closely related and integrated with every other part of school health. Each factor also is closely associated with all the areas of the regular school program.

Examples of these relationships are lighting, sanitation, and safety. These and many other parts of the health and safety program are important considerations in the classroom, the gymnasium, the lunchroom, the auditorium, the health office and all places in school where the pupils work and play.

Physical Environment

In the past school year the health factors of the physical environment have received consideration. These are sufficient space, good lighting, proper heating and ventilation, sanitation, safe and plentiful water supply, sanitary plumbing and sewerage, sufficient handwashing facilities, toilets and showers adequate in type and number, gymnasium and lunchrooms suitable to the number of pupils. Outside the school building, the playgrounds and athletic fields have been considered in relation to safety and utility, size, location, and equipment.

To assist schools to have a healthful and safe physical environment the Division inspects the present facilities and also consults with the Bureau of Building Services in the Department of Education.

Standards for all the factors of the physical environment have been established. Lighting should be adequate for each activity. A minimum of 25 foot candles is recommended for the kitchen area. For the dining room an average level of 15 foot candles is desirable. Measurement is by foot candles and also by Lambert units. Lambert unit measurement is the actual amount of light reaching the retina of the eye.

Variations in light in different parts of the room and glare are important.

There should be enough space for the number of pupils. Standards have been recommended in the gymnasium, lunchroom, and health offices.

Heating and ventilation have been considered in relation to place and activity; 68° to 70° F for classroom and lower temperature for the gymnasium, especially where there is strenuous activity. Very few schools consider air conditioning practicable, consequently heating, ventilation and humidity are provided by other means.

Sanitation is another factor in the physical environment. This involves all parts of the school buildings and grounds. This is an administrative problem and is partly dependent on pupil behavior and custodian efficiency.

The water supply, plumbing, toilets and sewerage should meet standards set up by the Guide for Schoolhouse

Planning and Construction.

Handwashing facilities have been inadequate in many schools. The Division has set up recommendations adjusted to the number of pupils and their activities.

Equipment of the gymnasium and the lunchroom are evaluated and recommendations made. Recommendations and standards are followed that have been formulated by authorities.

Some of the needs in the school physical environment are larger gymnasiums, more locker rooms and showers, and increased storage areas for physical education. There is another need that is increasingly important, the provision of remedial and corrective physical education facilities and equipment.

Health Instruction

According to the physical training law, health instruction continues to be a part of the physical education program. Usually one period a week is devoted to this phase. The physical education teacher is most often the health teacher. Occasionally it is the teacher nurse or the classroom teacher.

There was evidence in the last year of an increased interest in health instruction in the secondary schools. Eleven high schools greatly increased their programs. There were two health conferences for nurses teaching health. A two-week Workshop was held at Trenton State Teachers College. This was financed by the New Jersey Tuberculosis League and sponsored by the New Jersey Department of Health and the New Jersey Department of Education.

The Division, in conjunction with the Division of Secondary Education, is preparing "A Health Guide for the Secondary School." One of the problems in preparation of the Guide is to allow proper time and provide suitable material for each health subject. High school pupils should be aware of the problems concerning cancer, tuberculosis, infantile paralysis, and many other diseases. But the high school's function must be carefully adjusted to the time allotted and the teaching material. Healthful daily living at school and outside is the aim of the program of health instruction.

Physical Education

The past school year has revealed many problems in physical education. School visitation and conferences have given assistance in some instances.

Facilities are inadequate in many schools, too much emphasis on interscholastic athletics and not enough on intramurals, not enough trained coaches, too little in-service training for elementary school physical education teachers, and too little emphasis on outdoor education.

The program continues to be affected by the fact that high school graduates must be ready for military service. This necessitates emphasis on activities directed toward strength and endurance.

Recently also leisure time activities and sports have become more prominent. Community and commercial facilities have been developed for tennis, golf, bowling, swimming, roller skatink, ice skating, riflery and archery. As these activities become accessible to pupils, there is an increase in the necessity for them to be taught these specific skills.

Physical education teachers have been encouraged to work more closely

with school physicians, nurses, dentists, teachers, and school administrators. Better physical examinations have been recommended, especially examinations of athletes. It has also been recommended that physical education teachers participate in health programs on a local, state, and national level. Special interest has been given to adjustment of handicapped pupils to suitable physical education activities.

Emphasis has been placed upon time allotments, scheduling, class size, space, credit, teaching aids, and trained personnel. Cooperation with the nutrition of pupils has been promoted. Certification of coaches has been recommended.

Outdoor education is increasing in importance. Programs include school and neighborhood activities, field trips community projects, day camping, overnight camping, and long period camping.

Study has been made of elementary school athletics. There is a trend to place too much emphasis on football, baseball, and basketball programs for immature pupils. The best interests of all children are served when school and community give priority to a broad program of physical education based upon individual and group needs for all boys and girls.

Safety

Safety is considered in all inspections and conferences where members of this Division are concerned. It is a vital factor in all the health areas and in the regular school program.

Fire safety is necessary in all schools. There must be fire protection, fire prevention, proper fire equipment, and fire safety education and activities. The losses in life and property by school fires is still greater than the attainable minimum.

Automobile or traffic safety is a rapidly increasing school program. This program is promoted by classroom instruction and by behind-the-wheel instruction. Over sixty high schools have programs of behind-the-wheel education.

Most high schools devote time to classroom safety teaching. The time and content of this instruction should be increased.

Home safety, industrial safety, and safety in games and sports is stressed also.

Division membership in the National Safety Council gives access to safety instruction materials.

Safety patrols, fire drills and school safety committees assist the program.

School Lunch and Nutrition

Good nutrition is essential to good health. The food that the school provides should be a demonstration of good nutrition. The school should also teach the facts relating to a healthful diet. This can be done by specific courses in nutrition and in the teaching of other subjects. Nutrition can be logically a part of many classroom subjects as history, geography, science, languages, and mathematics.

The lunchroom can be a laboratory of learning for correlating the teaching of health, food habits, motor coordination, citizenship, and many other factors that go into the overall education of the child. Its influences carry into the home bringing about changes in food and health habits.

Visitation of schools has been in the past year a means of improving nutrition programs. Two hundred and

thirty-seven lunch programs were studied and evaluated. Evaluations were discussed with the school administrator.

There has been steady growth in the National School Lunch Program. In 1944, 814 schools participated; in 1947, 918 schools; and in 1952, 1131. The number of pupils served daily was 110,000 in 1944, 132,000 in 1947, and 200,000 in 1952. The local expenditure for food by schools benefitting from the National School Lunch Program was $1.65 million in 1944, $2.7 million in 1947, and $5.1 million in 1952. The federal financial assistance in 1944 was $667 thousand; in 1947, $1.0 million; and in 1952, $1.36 million.

Other means of assistance to school lunch and nutrition were by local school lunch committees, county committees, state workshops, and conferences. Five hundred interested persons attended the State School Lunch and Nutrition Conference at Rutgers University; one hundred school lunch cooks and managers received certificates for satisfactorily completing the short course for cooks and managers. Three one-week workshops were conducted. Twenty-one county school lunch conferences were held with an attendance of 869 persons. Teaching material has also been helpful such as Newsletters and Bulletins. Membership in the New Jersey School Food Service Association, a professional organization for all persons interested in school lunch and nutrition, is now 210.

Recommendations

School lunches would be beneficial to the health and education of many children for whom school lunch programs are not at present available. We believe school lunches should be provided as soon as feasible for these additional children.

We believe more general participation in existing school lunch programs should be encouraged and only those foods that contribute both to the nutritional needs of the child and to the development of desirable food habits should be sold in schools.

We support the belief of the state school lunch supervisors throughout the nation that adequate professional state supervision should be provided to supervise all school programs under its jurisdiction, in order to safeguard child health, exercise full local and state educational and legal responsibilitites, and insure prudent expenditure of funds. (One full-time professional supervisor supported by appropriate clerical assistance for the supervision of each 100 local lunch programs in accordance with certain variations.)

Health Services

This part of the school health program is the work of the school physician, school nurse, and school dentist. The assistance that can be given to local school districts by the New Jersey Department of Education is largely to study the responsibility and obligation of the school to the pupil, the functions of the three classes of health service personnel and to make recommendations to the schools.

The duty and responsibility of the school are defined generally in State Laws in Rules of the State Board of Education. Sometimes schools will not provide enough health services for pupils. Occasionally the school will endeavor to do more than its requirement.

The work of the Division is directed toward giving aid in setting up proper standards and making recommendations to the school.

In formulating standards, the professional groups that specialize in particular fields are consulted.

The New Jersey Medical Society, the New Jersey Dental Association, the New Jersey League for Nursing and others have been helpful.

In the past year, problems have arisen concerning the care of accidents and emergencies, the eye examination of pupils, the use of fluorine topically and in the water supply to prevent dental caries, and the stripped to the waist examination. In addition to these, there have been difficulties with the tuberculosis school program, and with religious groups that object to medical examinations.

Before aid can be given the local school district to make the proper decision, advice and consultation have to be obtained from one or more professional groups. Then the State Laws and the Rules of the State Board of Education have to be studied.

In the past year the school health program has improved in many schools. This is partly because of the realization by the community, the local boards of education, the school administrator, and by school health personnel that the school health and safety program is a necessary part of the regular school program, and that it contributes to the physical and mental health of pupils.

Division of Higher Education

THE DIVISION of Higher Education operating under the direction of the Commissioner of Education is the agency through which the State Board functions in carrying out its responsibilities as they relate to post-high school education in New Jersey. The work of the Division is distributed among the following major assignments:

1. Appraisal and accreditation of private and professional colleges except those which granted degrees prior to 1891.
2. Appraisal and approval of professional schools.
3. Research concerning attainment and needs in higher education.
4. Curricular planning and approval for professional certification of teachers.
5. Curricular planning and approval for meeting the requirements for pre-professional certification.
6. Planning, appraising, and approving professional on-the-job training programs for veterans and professional schools for veterans.
7. Appraising and licensing correspondence schools located in New Jersey, and licensing New Jersey agents of such schools.

Post-High School Enrollments

The following tabulation shows, by institutional groups, the number of students enrolled in the 71 post-high school institutions with which the Division of Higher Education worked cooperatively during the year ending June 30, 1953.

Institutional Group	Number of Institutions	Enrollment 1952-53		
		Full-time	Part-time	Total
Institute for Advanced Study	1	100		100
Universities	4	11,960	8,642	20,602
Liberal Arts Colleges	9	4,755	1,613	6,368
State Teachers Colleges	6	3,799	2,589	6,388
Professional and Technological Colleges	8	3,949	3,842	7,791
Junior Colleges	10	1,220	1,226	2,446
Total: Colleges and Universities	38	25,783	17,912	43,695

Institutional Group	Number of Institutions	Enrollment 1952-53		
		Full-time	Part-time	Total
Art Schools	4	234	470	704
Bible Institutes	3	62		62
Business Schools	20	535	1,182	1,717
Language Schools	1		53	53
Music Schools	5		458	458
Total: All Professional Schools	33	831	2,163	2,994
GRAND TOTAL	71	26,614	20,075*	46,689*

* In addition, some 1,150 students are enrolled in the three correspondence schools appraised by the Division of Higher Education and licensed by the State of New Jersey.

Full-time enrollments in all institutions totaled 26,614 in 1952-53. This represented a decrease of 2,195, or 8 percent, from the 1951-52 enrollments of 28,809; and a decrease of 16,025, or 38 percent, from the post-war peak of 42,639 reached during the 1947-48 academic year.

To a considerable extent the full-time enrollment decreases since 1947-48 have been due to the fact that many veterans, who entered college in such large numbers immediately after World War II, have completed their educations. During the year ending March 1, 1953, a total of 1,655 such students was lost. At present only about 10 percent of all full-time students enrolled in the institutions included in this report are veterans, and most of them are nearing the completion of their undergraduate courses or are already enrolled for graduate study. Unless veterans of the Korean war enroll in larger numbers than they have to date, it is probable that veteran college enrollments will continue to decline.

A second reason for decreasing full-time enrollments lies in the fact that fewer high school graduates are presently available for recruitment than were available five years ago. The 1947-48 freshman college classes were recruited from the 37,000 high school seniors who graduated in June 1947. Students who first entered college in 1952-53 were drawn from the 31,000 high school seniors who graduated in June 1952. This 16 percent drop in the number of high school seniors was due directly to the low birth rates of the depression years. Since some 6,000 fewer students were graduated, competition for their services by industry and competition for their re-

cruitment by colleges became increasingly keener. In general the result has been to decrease further the size of freshman college classes. It is anticipated that the number of high school graduates will continue to decrease until about 1957 and then begin to increase. By the end of this decade it is probable that about as many seniors will again be graduated as in 1947-48. Thereafter the size of high school graduating classes and entering college classes will probably continue to increase rapidly.

Despite the drop from the 1947-48 peak, enrollments in New Jersey institutions of higher learning are still far above those for which many of the colleges were planned. To accommodate their students better, many colleges have recently undertaken extensive construction programs. A survey shows that 24 New Jersey colleges have completed some construction projects during the past five years; that 8 are currently engaged in such projects; and that 22 plan to add to existing plants during the next five years. When these projects are completed, it is probable that class size may become smaller, that many of the temporary buildings in use since the end of World War II may be discarded, and that the general quality of instruction may improve as emergency measures are abandoned.

Limitations of Present Report

The 1951-52 report from the Division of Higher Education provided detailed information concerning the colleges of the State, various specialized institutions, professional on-the-job training programs, and correspondence schools approved by the State. This report is limited to brief discussions of the following: research and publications, conference programs, and the development of a Master Plan for the State Teachers College.

Research and Publications

Each year the Division of Higher Education conducts research studies concerning attainments and needs in higher education in New Jersey. Many studies originate within the division; others are undertaken to provide answers to questions raised by outside agencies. The following major studies are made annually:

1. *The Demand and Supply of Teachers*
2. *National Teacher Supply and Demand* (data for New Jersey)
3. *Enrollments in New Jersey Colleges and Universities*
4. *Enrollments in New Jersey Professional Schools*
5. *Report of "New" Teachers*
6. *College Summer Session Enrollments*

In addition to the studies listed above, the following major studies were prepared and published during the year ending June 30, 1953.

1. *A Plan for the Development of the New Jersey State Teachers Colleges.*
   The master plan approved by the State Board of Education and the Legislature for the improvement and expansion of the six New Jersey State Teachers Colleges.
2. *Teacher Load and Related Problems in Colleges and Universities Supported by the State of New Jersey.*
   A detailed analysis of teaching loads and hours of work assigned to 932 full-time faculty members in the six State teachers colleges, Newark College of Engineering, and the State University.
3. *The Qualifications of Emergency Certificated Teachers.*
   A study of the age, years of teaching experience, and level of educational attainment of 872 teachers who were granted emergency teaching certificates between July 1 and December 31, 1952.
4. *Comparative Achievement of Seniors in New Jersey State Teachers Colleges, 1953.*
   An analysis of the scores made by New Jer-

sey State Teachers College seniors on the *1953 National Teacher Examinations*. Scores of New Jersey seniors are compared with national norms, and comparisons are made of achievement among colleges.

Approximately twenty other research studies were prepared during the year for use within the Department. None of them were published for distribution outside the Department.

During the current year, three bulletins were edited and distributed by the Division of Higher Education.

1. *Teaching as a Career.*
   A bulletin intended to attract both high school graduates and graduates of liberal arts colleges to the teaching profession.
2. *College Graduates Can Qualify as Elementary Teachers.*
   A publication outlining the plan whereby graduates of liberal arts colleges can qualify for provisional certification to teach, and thereafter complete requirements for full standard certification in summer session and extension classes.
3. *Dear Mr. School Superintendent.*
   A bulletin providing information to help local school superintendents in recruiting young people as teachers.

Conference Programs

The Division of Higher Education cooperates closely with New Jersey colleges by sponsoring a series of annual conferences. In these conferences, each devoted to a specific phase of education, college teachers exchange ideas and concentrate on the solution of common problems. Such exchanges enable the conferees to measure progress in their fields, develop a sense of group unity, stimulate individual thinking, and speed up the evaluation and dissemination of superior teaching techniques.

The following conferences were held during the 1952-53 school year:

Faculty Institute (25th Annual Conference)

Each year the faculties of the six State teachers colleges convene in a two-day session. The program of the Institute is highlighted by an inspirational address by a speaker of outstanding ability. After a general session, conferees separate into small groups each interested in a special phase of teacher college instruction. In these meetings, and the even more specialized sectional meetings that follow, common problems are discussed in detail and faculty members pool their resources in seeking the most workable solutions.

Conference on Teacher Education and Certification (13th Annual Conference)

This conference assembles representatives of the State Department of Education, college teachers of education, and administrators of colleges which train teachers. At the meetings, they discuss current problems in teacher certification, the available supply of teachers, new techniques in the recruitment and training of teachers, and administrative procedures involved in the preparation of an adequate supply of teachers for the schools of the State.

Conference for College Teachers of Government and Related Subjects (5th Annual Conference)

This conference brings together college teachers of government from both the public and private colleges of the State. Each meeting is planned around carefully chosen topics submitted in advance by the conferees. Guest speakers and discussion leaders are the type that will stimulate individual thinking, invite group discussion, and skillfully summarize the opinions expressed. Widespread satisfaction on the part of participants in this conference has led to the establishment of an informal organization of teachers of government.

Junior College Conference (15th Annual Conference)

This is a one-day conference for members of junior college faculties. After a general session devoted to matters of common interest, the faculty members assemble in small groups for a series of panel discussions built around more specialized topics. Reactions of the participants indicate that they welcome the opportunity to meet each year in order to share experiences with faculty members from other junior colleges.

Closely related to the conference program is the annual *Government Institute for Teachers* held for the first time during July 1951. The In-

stitute, sponsored jointly by the Division of Higher Education and the Bureau of Government Research of Rutgers University—the State University of New Jersey, meets at the State House for sessions lasting two weeks. There, teachers of social studies meet with representatives of all branches of the State government. They join in discussions and study questions concerning all phases of governmental operation. First hand contacts with State officials and numerous field trips to the agencies and institutions discussed, make the work of the conference realistic and vital. Reaction to the Institute is enthusiastic.

Teachers College Building Program

Special attention is directed to the excellent progress of the State teachers college building program. At the November, 1951 election, the voters of New Jersey approved a bond issue of $15,000,000 for rebuilding and expanding the State teachers colleges. During the year covered by this report, a master plan for the expansion program was recommended by the State Board of Education and authorized by the Legislature. On June 30, 1953, the coordinator of the construction program reported that final drawings would probably be under way on all projects by August, 1953; that construction on several buildings would probably be started by the end of 1953; and that some buildings might well be ready for use during the 1954-55 school year.

The program will provide the following:

Glassboro State Teachers College—A library, two dormitories, a demonstration school, and a food service building.

Jersey City State Teachers College—A new gymnasium, an addition to the present library, and conversion of the old gymnasium to classrooms.

Montclair State Teachers College—29 new classrooms and laboratories, remodeling the present administration building into 10 classrooms and a library, a food service building, a gymnasium, an auditorium, dormitories to house 200 additional students, and expansion of the heating plant.

Newark State Teachers College—Funds have been set aside for the future development of this college on a new site to be selected. Studies dealing with size, curricular offerings, and desirable sites for relocation are still being made.

Paterson State Teachers College—A new library, a gymnasium, remodeling the present library into classrooms, and completion of the food service building.

Trenton State Teachers College—A new food service building, dormitories for 200 additional students, and enlargement of the present heating plant.

Division of Vocational Education

Expansion of Programs

THE OPENING of the Bergen County Vocational and Technical High School at Hackensack provides opportunities for youth and adults in the Bergen County area to receive trade preparatory and trade extension training. The school is modern in every respect. It is well-equipped and there are provisions for expansion if and when the need develops. The law under which this program is operated in Bergen County is not a popular one with parents and adults. It is unlike the provisions of the statutes under which the programs operate in Camden, Essex

and Middlesex Counties where the total cost of operation of the programs is included in the county budget and raised by taxation on ratables in the counties. The Bergen County program requires local boards of education to pay the tuition of pupils attending the county vocational school and, in some instances, local boards of education have refused to send boys and girls to the county vocational school because of the necessity of paying tuition. The parents feel that they should not be burdened with this additional expense as long as they are paying local taxes to support the public schools in the community.

Practical Nurse Training

The program for the training of practical nurses is making a healthy expansion throughout the State. Two years ago there were two programs in this field, but since that time the expansion has included a program in Atlantic City, one in Camden and one under organization at Paterson. Additional districts are giving consideration to the needs for the training of these semi-professional persons. The State Advisory Committee for Practical Nursing has been in operation for four years, and the doctors, nurses, and hospital superintendents, who are members of this Committee, have done much to promote the activities in this field and to render valuable advice regarding needs and methods of organization.

Fields of Greatest Activity

The apprentice programs continue to be popular. They present an opportunity for young adults to learn on the job and to earn while they are doing so. This was one of the most popular programs for veterans under P.L. 346 and approximately 9500 veterans were enrolled. The possibilities under P.L. 550 have been limited, but apprenticeship still is more popular with veterans and non-veterans than any other activity in the trade and industrial field.

Labor organizations in several areas of the State have recognized the opportunities provided in the trade and industrial schools for the upgrading of workers to enable them to exercise their seniority rights and receive promotions to jobs of a higher classification. A program is in operation in Elizabeth in conjunction with one of the large manufacturing concerns; the bargaining agency in the plant, and the local vocational staff are making it possible for management and labor to upgrade workers. The program is popular with the working group and the results will be evident as workers progress from one classification to another.

Other activities have been carried out in the day and evening school, but there has been considerable interest in some areas to enable workers who have been displaced from employment to develop new skills for jobs that are available. These programs have economic value because they enable workers to develop new skills and to resume their places in production. Among the programs offered for this group are candy dippers, specialized fields of food service, cake decoration, power sewing machine operation, and instrumentation repair.

The staff of the Vocational Division has been cooperating with the Department of Institutions and Agencies in offering elementary teacher training program for those who have been re-

sponsible for the on-the-job training of the inmates of the state institutions. The inmates have been trained to do certain maintenance jobs and to do some occupational therapy.

Several requests have come from volunteer fire departments in the State for training of the job instructor type. Personnel who are acquainted with elementary teaching methods meet with the selected group from the volunteer fire departments, who know fire fighting practices, and then acquaint these firemen with the methods to be used in teaching other firemen in the local community. Also there is a very definite move among the firemen throughout the State to have a Fire Department Training Program included in the State Department of Education.

Legislation

The representatives of the building trades in the State have conferred with the Legislature and have succeeded in having legislation made effective for the appointment of an Apprenticeship Council. This Council will supervise the registration, indenture and training of apprentices. The legislation became effective June 15, 1953, but to date the members of the Council have not been selected.

Federal Funds

There has been a serious movement in Congress to reduce the amount of Federal funds for Vocational Education. New Jersey received approximately $500,000 per year from the Federal Government for the operation of the programs under Smith-Hughes and George-Barden Acts. This amount has been reduced because of population changes, but the reduction comes at a time when salaries are reaching their maximum and, therefore, it has been necessary to reduce the amount of money paid to the local school districts. Federal funds are payable on the basis of salaries of the teachers. The present federal appropriation of approximately $500,000 will continue for the next ten years or until the 1960 census figures are available.

Does Vocational Education Pay?

It is not often possible to evaluate in dollars and cents the returns on an educational venture. However, it has been possible to do this in some fields of vocational education in the State. In the field of Agriculture, for example, where students are required to carry on supervised farm projects for a minimum of six months of the year, the boys working on these projects earn $491,603.00 or almost one-half million dollars. The total federal, state and local funds spent to provide this instruction amount to $287,355.00.

A similar situation is to be found in the field of Distributive Occupations. In these programs youth must spend as much time on the job as they do in school. The earnings of the Distributive Education group for the year 1952-53 amounted to $148,000.00. The highest total wage received by one of these young people was $1,640.00. The total amount of money spent from federal, state and local funds for this training program was $81,032.00. The financial return to these young people is important, but what is more important is the opportunity they have to participate in activities which closely approximate those in which they will be engaged as full-time wage earners in the near future.

Training Within Industry

Industrial leaders recognize the importance of instruction on the job and many requests have been made for aid in training supervisory personnel to train new workers or to retrain older workers on new processes. These requests have come from industries involved in the production of plastic table wear, electronic controls, tool- and dye-making and from some of the federal agencies located within the state involved in services for the armed forces. Many expressions of appreciation have been received for the services rendered and usually there is a statement indicating the results in increased production and better labor relations.

Youth Programs in Vocational Education

The Future Farmers of America is an organization of youth involved in vocational agricultural education. This organization is accomplishing much for rural youth, and the farm boys of New Jersey, who are a part of the 350,000 youth enrolled in the Future Farmers of America, have received national recognition for their accomplishments in the field of community service, safety, thrift, and farm practices.

The Future Homemakers of America is an organization of girls enrolled in Home Economics and here too, the members in New Jersey have made valuable contributions and received recognition for their activities in the field of home and community living.

Division of Adult Education

Areas of Service

THE MEMBERS of the Division work with community, public school and lay leaders in the establishment and maintenance of the following services for our New Jersey out-of-school youth and adults.

Naturalization and Citizenship Classes

During the year ending June 30, 1953, 6,585 persons were enrolled in these classes maintained in 50 communities in 16 counties in New Jersey. During the past eight years 35,544 persons have attended such citizenship classes. Although a limited number of citizenship groups are maintained in our State by private lay organizations and groups, the public school naturalization and citizenship classes are the primary source of help to most of our foreign-born adults who seek to obtain citizenship and a foundational knowledge of our language and ways of living.

Enrollments in New Jersey Community Adult Programs for 1952-53, including both citizenship classes and general adult education courses, totaled 46,728.

During the year, thirty-three, or nearly half of the seventy communities in New Jersey with a population of 10,000 or more according to the 1950 census, have conducted naturalization and citizenship classes for the foreign born. Even though only thirty-three communities out of the seventy operate citizenship classes, the num-

ber of aliens is sufficient in each one of them to merit the establishment of such work.

Citizenship Status of New Jersey Adults

Approximately one-fifth of New Jersey's population twenty-one years of age and over are foreign born. The total adult population, according to the 1950 census, was 3,354,160. The number of foreign-born persons was 620,939.

Four-fifths (483,909) of our foreign born have become naturalized citizens of the United States. Approximately one-fifth (100,099) are aliens, and 36,931 do not have their citizenship reported in the census. In all probability the great majority of the latter number have not acquired their citizenship. About one adult in thirty in New Jersey is an alien.

The number of aliens in our counties ranges from 280 in Cape May County to 20,790 in Essex. The distribution by counties is given in the U. S. Census, 1950, and indicates that more than two-thirds of the aliens in New Jersey live in the five most populous counties in the New York metropolitan area. If the number of aliens in Middlesex County (6,453) is added to the other five counties, the total is 74,086, or nearly three-fourths of the total number in our State. Nine other counties have between 1,000 and 5,000 aliens.

Educational Status of New Jersey Adults

Many of our foreign born have acquired United States Citizenship, but do not as yet have a foundation of education adequate for functional citizenship. The military forces consider a minimum of a fourth grade education necessary for basic training. We may, therefore, assume that at least this level is necessary for intelligent participation as a citizen in a democracy.

According to the 1950 census, the number of years of schooling completed by the adult population of New Jersey indicates that nearly three persons in one hundred, or 78,965, had no formal schooling whatsoever. A total of 281,190, or one person in eleven, twenty-five years of age or over, had completed less than a fifth grade education. The median years of education completed by people twenty-five years of age or over in New Jersey was 9.3. The number of people with less than a fifth grade education (281,190) was greater than the number who had completed college (205,715).

Country of Birth of Foreign-Born Population of New Jersey

Approximately one-fourth of the total, 150,680, were born in Italy. The second greatest number, 75,823, or about one-sixth, were born in Germany. The third in numerical order, 69,404, or about one-ninth, were born in Poland, and the fourth in number, 50,620, were born in Russia.

The number of foreign born who came from countries now behind the Iron Curtain totaled 182,872; and about one-sixth, or 110,918, were from English-speaking nations.

Expected Immigration to the U. S. and New Jersey for the Next Two Years

The immigration normally allowed to the United States from foreign countries, in accordance with the quota restrictions of the new Walters-McCarran Act of 1952, is 154,000. In addition to this number, according to information recently obtained from the United States Department of Jus-

tice, Immigration and Naturalization Service, approximately 60,000 non-quota immigrants, largely relatives of quota immigrants, may be expected annually. The new Refugee Act of 1953 provides for a total of 214,000 displaced persons to be admitted during the next two-year period, bringing the annual total of expected immigrants to 321,000.

New Jersey, according to experience in recent years, may be expected to receive approximately six per cent of the total number admitted to the United States annually. The annual number of expected foreign-born immigrants who will settle in New Jersey during each of the next two years is approximately 19,000.

New Jersey ranks among the first six states in number of foreign born among its total population and in the expected number of immigrants. This is due primarily to the urban industrialized composition of the State's economic character.

Recruitment of Naturalization and Citizenship Classes

Until recently the alien slips (containing the name, nationality, and address of the alien) were distributed by the regional office of the United States Department of Justice, Immigration and Naturalization Service. The regional office for Northern Jersey is in Newark, and for Southern New Jersey in Philadelphia.

These slips were distributed to the school districts where classes for the foreign born were in operation. Neither the local districts nor the Division of Adult Education was aware of the communities that had a concentration of aliens, because where there were no schools organized, slips were kept in the files of the regional office.

At the beginning of the year the regional offices changed their methods of distribution, sending directly to the Division of Adult Education all alien slips received by them (except the Southern New Jersey area which continues to mail the slips to the districts where schools are in operation), and the backlog of slips that had accumulated in their files. This enabled the Division of Adult Education to discover the communities where there is a concentration of aliens and to help that district organize classes for the foreign born. During this past year, 9,835 of these alien slips have been distributed to communities throughout the State.

One of the greatest handicaps to this recruitment program is the fact that the entire cost must be borne by the local district.

"HELPS" for Teachers of the Foreign Born

The Adult Education Association of the U.S.A. established a committee to promote the work that is being done in the field of education for the foreign born. They gave this committee the authority to publish a magazine entitled, "HELPS" for Teachers of the Foreign Born. This publication is issued four times a year for a yearly subscription of one dollar. Its purpose is to pull together some of the best methods and procedures and make them available to everyone working in this field, as well as to exchange ideas and information concerning the latest material available.

Need for Education of the Foreign Born

Our responsibility does not end with the admission of aliens to our shores. We have a further obligation to

help them take their proper place among us with an ability and understanding of our ways and customs. This is particularly a responsibility of the community and state in which they settle.

Failure on our part to develop an adequate program of education for the alien in facilitating his assimilation may cause difficulty in many forms, such as labor-management relations, family and home adjustments, and civic and social disturbances. A little money effectively spent at the right and crucial time on the education and assimilation of our aliens may be good insurance for their future roles as good citizens.

Aid Given to Community Leaders in Naturalization and Citizenship Programs

During the past year a high priority has been given to the education and assimilation of our foreign born by members of the Division of Adult Education. Efforts have been made in two particular directions: first, to extend the opportunities of education and assimilation to greater numbers of our foreign born in keeping with their needs; and, second, to improve the quality of instruction and organization of the program in our communities throughout the State.

A clear picture of the organizational and instructional needs for the work has been established by careful and extensive study of alien registration data, the 1950 census figures, consultation with school administrators, directors of adult education, and civic leaders; and through visitation to citizenship classes and conferences with the foreign-born students. The members of the national and regional offices of the United States Department of Justice, Immigration and Naturalization Service have been most cooperative in supplying information relating to New Jersey's foreign-born population.

Many conferences have been held with local superintendents of schools, boards of education, and directors of adult education, dealing with the organization of classes and services, supply of adequate and appropriate instructional materials, membership recruitment, and other pertinent matters.

Teachers have been helped through training classes dealing primarily with methods and materials of instruction and class organization. Exhibits of newer books on methods of teaching, as well as classroom instructional books and materials, were provided. A guide for teachers, entitled, *Standards for Issuance of Citizenship Course Certificates,* was published by the Division of Adult Education in cooperation with a State committee of workers in this field, and has been given wide distribution in this and other states.

Growth in Community Programs of Adult Education (Excluding Citizenship Classes)

During the year ending June 30, 1953, 40,143 out-of-school youth and adults in New Jersey attended courses in the community adult education programs in 82 communities in the State. This represents an increase of 2,756 over the preceding year. The number of adult programs and enrollments has more than tripled since 1945-46, when the number of communities conducting programs was only 26, and enrollments only 11,731.

Programs in Communities with Population 10,000 or Over (Including Citizenship Classes)

Forty-nine out of the 70 communities with a population of 10,000, or approximately four-fifths, now provide community programs of adult education. The widespread interest and desire on the part of adults to continue their education and to have adequate opportunities for doing so is evidenced by the growth of our community programs. Centers are now located in every county in the State,

Thirty-three of these 70 communities provide naturalization and citizenship classes. Forty-two provide general adult schools or classes, and eight provide academic programs in evening schools on the secondary level leading toward preparation of the State high school equivalency certificate.

Over 2,000 Adult Education Teachers Serve Their Communities

Included in this number are teachers of public and private high school and elementary school classes, college and university instructors and professors, business and government leaders on the State and local levels, and many civic-minded lay people who are interested in sharing their interests and knowledge with their fellow citizens. Also included are a number of retired school teachers and civic leaders who continue their service and usefulness, supplementing their retirement incomes through teaching in community adult educational programs.

Approximately 1,000 Adult Education Community Council Members Help Organize New Jersey Programs

Fifty-two New Jersey communities have lay councils for adult education varying in membership from a few persons (five or six) to more than fifty. It is estimated that nearly one thousand adults work in organizing and carrying on community adult education programs.

The service which is given by these lay leaders has been a vital part of the continued extension of New Jersey's community adult education program. The members of councils are usually selected as representatives of a great number of public-spirited community organizations.

In-Service Training

A well-organized in-service training program is essential, due to the fact that there is a continuous change in the directors of the community programs, and also the fact that new programs are constantly being initiated in the State.

The purpose of this program is to give guidance and assistance to the new directors, as well as to those directors who have been working in the area for a number of years.

Regularly scheduled workshops are held in northern and southern New Jersey, at which time the directors discuss their programs and exchange ideas. At a number of these meetings special phases of the work in adult education are discussed with the help of experts in special fields.

In cooperation with the New Jersey Association for Adult Education, a one-day inspirational type of conference is held each spring for the directors and lay leaders in adult education; and each fall a three-day workshop is held at which time various phases of the adult work are explored rather thoroughly. National and State

authorities are called in to work with our directors and lay leaders at this conference. An extensive exhibit is prepared, including books and pamphlets, as well as brochures of community programs.

Information from Annual Reports on Community Adult Education Programs

The annual statistical reports on community adult education programs submitted by local school administrators and directors of adult education have been compiled by the members of the Division of Adult Education of the State Department of Education. The compilation has produced information that will answer many questions for those now operating community programs, as well as in communities where programs are being initiated. Facts of interest from these reports follow herewith:—

1. *General organization and finance*
   a. Ninety-five schools reported programs.
   b. Eighty-seven communities indicated free use of the school buildings.
   c. Twenty-five districts reported boards of education supplied funds in the amount of $54,743.77. (This amount is in addition to the use of the buildings.)
   d. Fifty-three districts reported their programs are operated in cooperation with the services of community lay committees.
2. *Directors' salaries*

   Fifty-two districts reporting salaries of directors indicated a total of $33,950.68. The average director's salary for these districts was $662.95. The median salary was $475.00. In a number of the districts the director of the adult program discharges his duties in conjunction with his regular program without additional compensation.
3. *Teachers' salaries and tuition fees*
   a. Eighty districts reported instructors' salaries totaling $242,050.71.
   b. Sixty-five districts recorded their lowest teachers' salaries which averaged $4.00 per hour.
   c. Fifty-eight districts reported their median salary which averaged $4.78 per hour.
   d. Seventy-five districts reported their high est teachers' salaries which averaged $9.17.
   e. Fifty-eight districts reported their lowest registration fee per class which averaged $4.15.
   f. Fifty-one districts reported their median registration fee per class which averaged $7.34.
   g. Sixty districts reported their highest registration fee per class which averaged $11.77.
4. *Naturalization and citizenship classes*
   a. Six thousand five hundred eighty-five people attended the Americanization classes, 3,014 of whom were preparing for citizenship.
   b. Three hundred seventy of these people met the citizenship requirements during the school year.
   c. Five hundred nineteen citizenship course certificates were issued through the Americanization classes this year.
5. *Weeks, nights, and hours adult schools were in session*
   a. Forty-five percent of the schools reported that they operated one night a week; 29% reported operating two nights a week; the remaining 26% were fairly evenly divided in their reports—3, 4, and 5 nights a week.
   b. Sixty-two percent of the schools reported that their school was open two hours per night; 15% reported that their school was open three hours per night; the remaining 23% reported varying numbers of hours ranging from 1 to 5.
   c. Forty percent of the schools reported a ten-week session; 21% reported a twenty-week session; the remaining 39% reported various numbers of weeks ranging from 8 to 40.

State Prison Program

The Division of Adult Education, together with the Bureau of Academic Credentials, helped formulate a program at the Trenton State Prison which will enable the inmates to further their education during their terms of confinement. The necessary ar-

rangements have been made for these people to take the high school equivalency examinations and thereby secure their equivalency certificates.

Civil Defense

A member of the Division of Adult Education is serving as Educational Consultant to the Department of Civil Defense.

Plans have been made to bring some of the staff members of the Civil Defense College in Olney, Maryland, to New Jersey to assist in the educational program as it relates to operations in both target and support areas. The scenario for New Jersey participation in the regional C.P.X. conducted in November was prepared by the staff members from this Division. This exercise entitled "Operation Northeaster" helped our State staff to determine and correct some of the problems that may arise in an actual time of emergency.

Statistical Data

The following tables present statistics regarding the work of the Division.

TABLE I

Naturalization and Citizenship Classes in New Jersey Community Adult Schools 1945 - 1953

School Year	Number of Communities Providing Instruction	Enrollments
1945-46	17	1,592
1946-47	22	1,996
1947-48	25	3,624
1948-49	24	4,034
1949-50	36	6,152
1950-51	39	5,706
1951-52	41	5,855
1952-53	50	6,585
		35,544

TABLE II

Enrollments in New Jersey Community Adult Programs 1945 - 1953

School Year	Number of Schools	Enrollment
1945-46	26	11,731
1946-47	48	23,354
1947-48	58	32,092
1948-49	71	33,991
1949-50	83	36,796
1950-51	74	32,941
1951-52	70	37,387
1952-53	82	40,143

TABLE III

Enrollments by Subjects in New Jersey Community Adult Programs, 1952-53

Subjects	1951-52	1952-53 Classes	1952-53 Enrollments	Increase or Decrease
Business & Technical	9,755	478	10,235	480
Avocational	8,121	330	9,294	1,173
Naturalization & Citizenship	5,855	196	6,585	730
Homemaking & Parent Education	3,798	201	4,477	679
Arts and Crafts	3,558	255	4,422	864
English & Literature	2,975	108	2,356	(619)
Group Relations & Leadership Training	1,566	58	1,621	55
Music & Drama	1,419	74	1,560	141
Health, Safety & Physical Education	1,321	109	1,533	212
Academic Education	1,462	95	1,480	18
Foreign Language	1,535	91	1,454	(81)
Civic & Public Affairs	1,877	46	1,377	(500)
Public Forums	....	4	334	334
TOTALS	43,242	2,045	46,728	3,486

Note: Parentheses in column 4 indicate decrease.

Division of the State Library, Archives, and History

The fiscal year 1952-1953 marked a period of change and adjustment for the State Library Division. It was a period of long range planning carried on against a background of adjustment to the severe dislocations brought about by the physical separation of one bureau from the remaining units of the division. During this period the staff strove valiantly and with good humor to meet increased demands for services in all areas of activity.

Archives and History

The program of records management in the State of New Jersey has as its main objective the development of standard retention and disposal schedules for all State departments through an agency by agency survey. In addition, the technical staff of the Bureau of Archives and History provides State agencies with assistance on micro-photography, forms design, filing systems and the selection of office equipment. During its first year, the new program of the bureau made possible substantial savings to various State and local agencies in space, equipment and personnel costs. A major development from the standpoint of county records was the enactment of a law which provides for the systematic destruction of records filed by county clerks and registers.

The bureau made use of the committee method of review in appraising records which affect several levels of government in New Jersey. With the cooperation of officials of the Department of Education, the survey of that department's records was extended to include the records in county superintendents' and district clerks' offices. A records retention and disposal schedule applicable to the records of all these three levels will eliminate unnecessary duplication and establish uniform procedures for records control.

Other important developments during the year will give added effectiveness to the State program. A new law (P. L. 1953, C. 410) provides for a State Records Committee consisting of the State Auditor, the State Treasurer, the Attorney General, the Director of the Division of Local Government and the Director of the State Library, to approve retention schedules. Other measures outline the procedures to be employed in handling county and municipal records and the use of microphotography. Another important development was the provision for additional space for centralized microfilming and records storage. The space provided will enable the bureau to organize a pilot installation for demonstrating the advantages of centralized records control.

Microfilm

Approximately 10,000,000 images were microfilmed, representing an increase of approximately 30% over the preceding year.

Improvements in Public and School Library Services

A most encouraging forward step in librarianship is seen in the granting of

$50,000 to Rutgers University – the State University of New Jersey, for the establishment of a Graduate Library School at New Brunswick. The establishment of this school followed the recommendations of a committee appointed by the Commissioner of Education to study the training of librarians in New Jersey.* It is anticipated that the school, which will begin operations in September, 1954, will help to relieve the serious shortage of librarians in this and neighboring states.

Early in January, 1953, the department was offered and accepted the use of a modern factory building as a temporary home for the bureau pending the completion of the permanent building at Hillwood Lakes. Because book stacks had to be taken down and re-built and new ones constructed, lending services were suspended from April 13th, when the movement began, to May 18th, when operations were resumed.

New Library Building Planned

During the year, plans and specifications were developed for a new building for the bureau to be located on the campus of the Trenton State Teachers College. After months of study, the specifications were drawn and preliminary plans were submitted by the architect. The building planned is outstanding both for its beauty and for its functional simplicity. It is hoped that the remaining legal hurdles will soon be disposed of and construction begun.

Service to State Institutions

For several years there has been an apparent need for better library service in the State's penal, correctional and mental institutions. On February 13, 1953, a one-day workshop was held at the Bordentown Reformatory for the educational directors of the institutions and for those staff members who have been assigned to library duties. The workshop provided a valuable opportunity for the participants to discuss such problems as book selection, cataloging, and other similar matters.

Regional Planning

The development of an overall plan for state-wide library development continues to occupy the attention of librarians and trustees of public libraries. To assist the Library Development Committee in its planning, two members of the New York State Department of Education staff have been engaged as consultants. An intensive survey of local library service is being made by eight regional teams of librarians.

Bureau of Law and Legislative Reference

The year 1952-1953 was a year of expanding activities and increased services in the Bureau of Law and Legislative Reference. Its staff was augmented by two new members who gave sorely-needed aid in the performance of its functions, particularly in the bureau's work for the Legislature. The new legislative research analyst displayed marked ability and it was possible to shift a substantial part of the year's research load to him, thus freeing the Bureau Head for improvements in the Law Library's services. The research assignments of the past year were heavier and came from

* "The Professional Education and Training of Library Personnel in New Jersey," a Report to the Commissioner of Education, March 16, 1951.

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individual legislators rather than from legislative committees.

Accession Lists

The first issue of the Law Library's *Quarterly Accessions List* appeared last June. This ambitious publication, listing materials by subject arrangement, received an enthusiastic response and requests were made that the list be issued more frequently. This was not practical and, instead, a selective bi-weekly accessions list is being issued to furnish patrons with up-to-date information on new purchases.

Personal Contacts with Legislators

This year the Joint Legislative Committee on the State Library held two meetings in the Director's office. The interest displayed by the members in the library's current activities and long-range program was very encouraging. It is hoped that the Committee will continue to serve as an important liaison group between the Legislature and library.

The proposed cumulative index to special study committees of the Legislature became a reality this year. The compilation of this index is an extensive undertaking but it is proving as valuable a tool as anticipated, in that it shows at a glance what subjects have been studied by legislative committees in past years.

General Reference Library

Among the important services added by the Reference Library are the Library of Congress catalogs of subject and author cards, the Andriot Index Service to United States Government documents, and an extra copy of the New York Times for the clipping file. A start has also been made on an extensive collection of current New Jersey city directories and phone directories. As these arrive they are being analytically indexed so that the reference staff will be able to tell quickly whether the library has a directory for any given community. To make accessible material which is available only on microfilm (such as doctorial dissertations), the Reference Library has begun to add and to catalog microfilmed monographs, books, and dissertations.

At present three daily newspapers (Newark News, New York Times and Trenton Times) are being clipped for New Jersey information. This file has grown in a year from a cumbersome group of fourteen miscellaneous categories to an easily-used subject file containing 250 headings. These headings reflect not only basic general problems such as "water supply" and "juvenile delinquency," but current problems peculiar to New Jersey, such as "beach erosion," "Law Enforcement Council," "pine barrens" and "tobacco taxation." Although the staff's principal efforts have been directed toward the New Jersey file, a nucleus of a general information file has also been formed. When this file is developed, it is planned to include material from other states relating to similar problems in New Jersey.

Division of the State Museum

Review of Progress

SIXTY-THREE years of service by the State Museum were completed in 1953. During the first half of the Museum's existence, collecting, exhibiting and publication of New Jersey's natural history were of major importance. During the second half, exhibition was improved and expanded, state-wide archeological excavations and research were conducted, and the school lending service was developed. Today the Museum is devoting its efforts to meet the demands for more educational services and for cultural and scientific projects. Plans drawn up for the future development of the State Museum provide for experiments in new fields and the expansion of the permanent collections and exhibits to include New Jersey's achievements in government, technology, industry and the arts.

Use of Services

In this report on the Museum's program for the year ended June 30, 1953, it is, of course, not possible to estimate the educational value or enjoyment derived by the thousands of people who made use of the Museum's services. However, the few statistics given here indicate the extent of interest taken in them. During the year, 90,443 people came to the Museum to attend the exhibits and special programs or to study the collections; and 73,733 requests for educational films, slides and circulating exhibits were filled and these materials were sent to all parts of the State. Guided tours of the exhibits and talks on specialized subjects were given to 374 groups of children and adults. Hundreds of inquiries by telephone, mail and personal calls dealing chiefly with natural history, archeology, or facts about New Jersey were either handled by the Museum or referred to other sources. A brief review of the year's program follows.

Special Exhibitions

It is gratifying to report that the purchase of Island Beach by the State of New Jersey was consummated in the late spring and that the final ceremony of the transfer of title took place July 1 in the main hall of the Museum where the Museum's exhibition on the topography and unique vegetation and wildlife of this strip of land had been reinstalled.

Eight changing exhibitions were presented during the year, with the aid of state-wide committees and other state departments. The major exhibitions were: CIVIL DEFENSE IN NEW JERSEY used as a springboard for the year's intensified defense program; SCULPTURE, DRAWINGS AND PRINTS BY LIVING NEW JERSEY ARTISTS in connection with which a series of experimental art programs for students and teachers were given; and EARLY NEW JERSEY ARTS—FURNITURE, PEWTER AND SAMPLERS, 1695-1840, the research for which brought to light furniture made by early cabinetmakers not recorded heretofore—a catalogue was issued.

Public Programs

Fourteen public lectures and demonstrations supplemented the special exhibitions. In addition to these lec-

tures, 42 well-attended programs for children were presented under the direction of the Museum's natural science assistant with the cooperation of teachers of the Mercer County area. A popular feature, attended by 682 people, was an INDIAN FASHION SHOW of authentic costumes from the historic collections of the Denver Art Museum, described by Dr. Frederic Douglas, Curator of Native Art of the Denver Museum, and modeled by students of Trenton Central High School. Outstanding among the music programs given in the main hall was the concert by the Columbus Boychoir of Princeton.

Natural History Collections

Five unusually fine natural history specimens, recently presented to the Museum, were restored or mounted and placed in the permanent collections. They are: Blue Marlin and Tuna Fish, gift of F. W. Roebling, 3d; Bald Eagle and two Whistling Swans from Island Beach area, presented by the Ocean County Game Warden and the Division of Fish and Game.

In the late spring, the geology study collections formerly housed in the Annex were moved to the Switlik Building. They will be reorganized to facilitate their use not only by the state geologists and Museum staff, but by students and other scientists for comparison and study.

Archeology Collections and Research

A collection of nearly 1,900 Indian artifacts assembled by the late Floyd Dreisbach of Phillipsburg was presented to the State Museum by the executors of the estate. The local provenience and the wide diversity of types makes this collection a valuable acquisition.

The report on the Abbott Farm Site was completed and is ready for publication as Volume II, *"Archeology of New Jersey."*

A study of the fabric impressions preserved on New Jersey Indian pottery was begun. The basic character of this work will contribute greatly to the knowledge of prehistoric spinning and weaving, not only in this State but also throughout North America.

Two bulletins and newsletters of the Archeological Society of New Jersey were prepared for publication. The program for the 1952 meeting of the Eastern States Archeological Federation in Washington, D. C. was organized by the Museum's Archeological Adviser, and the minutes of the meeting were prepared and published.

Fragile specimens in the archeological collections were prepared for the moving of the Laboratory to improved quarters in the Switlik Building, which took place in July.

Museum Extension Service

With the establishment of additional county audio-visual aids centers, it was anticipated there would be a decrease in the requests for the circulating collections of the Museum. However, because of the growing interest in the use of teaching aids and the cooperation of advisory groups in the selection of many excellent films and slides on specialized subjects, there was an increase of 12,461 requests filled in 1952-1953, as compared with 1951-1952. These requests came from all counties of the State, not only from schools but from an increasing number of adult and youth organizations.

An important contribution to the Museum Extension Service is a group of over 100 kodachrome slides on "The Curriculum for the First Year in School," prepared by the Division of Elementary Education. These slides portray actual experiences of school beginners photographed in New Jersey schools.

Cooperation with Other Organizations

The State Museum took active part in organizing the program of the Museums Council of New Jersey. Visits were made to other museums in the State to observe and advise on exhibition techniques and museum practices. The State Museum was in charge of the Council's presentation of the first museum exhibition workshop at the New Jersey Historical Society's Spring Conference, held at Trenton. Workshops in other subject areas will be presented next year.

Special programs and meetings were arranged at the Museum for many state organizations such as the New Jersey Federation of Women's Clubs, Archeological Society of New Jersey, Trenton Naturalist Club, Museums Council of New Jersey, New Jersey Audubon Society, New Jersey Conservation Workshop, New Jersey Art Education Council, New Jersey Historical Society, and the Citizenship Institute of the New Jersey College for Women.

Manual Training and Industrial School

Improvements in Physical Plant

PROBABLY the most outstanding accomplishments have been the substantial improvements to the physical plant. Foremost in this category is the conversion of the heating system from coal to fuel oil, which is rapidly nearing completion. This project was begun about four years ago and involves a change from individual coal furnaces in the various buildings to a semi-centralized system. This will provide two fuel oil power plants, each to serve about one-half of the campus. The power plant serving the girls dormitories, the administration building, the assembly building and the laundry is already in operation. The other power plant is expected to be ready for operation during 1953-54, and will furnish heat for the boys trades building and the boys dormitories.

Other significant improvements in the physical plant include:

(a) Acoustical tile in the pupils dining room
(b) Tile flooring in the pupils and teachers dining rooms, in the corridors of the boys dormitories and in the administrative offices
(c) New stage curtains and draperies in the auditorium
(d) Improved fluorescent lighting in the offices and library
(e) Complete renovation of the plumbing facilities and the interior of the cottage which houses women teachers, and
(f) Carpentry and painting improvements in the pupils dormitories.

New Student Activities Inaugurated

In addition to the improvements in the physical plant, it is noteworthy

that our newly created Student Participation Association functioned very well. A Student Bank was inaugurated, providing student loans, without interest, for approved projects and encouraging pupils' savings amounting to more than a thousand dollars.

Statistical Date On Enrollments

I. DATA ON NEW PUPILS

1. Enrollment (New Pupils Only): Boys 59; Girls 46; Total 105

2. Home Status (New Pupils)

Pupils From Normal Home Situations 46%

Pupils From Abnormal Home Situations:

(a) One parent deceased: 22%
(b) Both parents deceased: 11%
(c) Parents separated: 21%
..... 54%

100%

3. Urban-Rural Derivation (New Pupils)

(New Pupils)

(a) Boys from rural areas: 13%
(b) Girls from rural areas: 12%
..... 25%
(c) Boys from urban areas: 43%
(d) Girls from urban areas: 32%
..... 75%

100%

4. Geographic Distribution by Counties (New Pupils)

County	No. of Pupils
Atlantic	5
Bergen	2
Burlington	10
Camden	8
Cape May	6
Cumberland	2
Essex	24
Gloucester	3
Hudson	2
Mercer	8
Middlesex	3
Monmouth	17
Ocean	3
Passaic	1
Salem	4
Somerset	1
Union	6
Total	105

Counties not represented by our enrollment of new pupils: Hunterdon, Morris, Sussex and Warren.

5. Grade Distribution (New Pupils)

Grade	No. of Boys	No. of Girls	Total
8	21	13	34
9	22	20	42
10	12	12	24
11	4	1	5
12	0	0	0
Totals	59	46	105

6. Age Distribution (New Pupils)

Age	No. of Boys	No. of Girls	Total
13	10	15	25
14	19	15	34
15	16	11	27
16	11	4	15
17	2	1	3
18	1	0	1
Totals	59	46	105

Average age: Boys—14.6 yrs. Girls—14.15 yrs. Boys and Girls—14.4 yrs.

II. ENROLLMENT DATA (All Pupils)

	Boys	Girls	Total
Total Enrollment	182	184	366
Withdrawals	23	18	41
Active Enrollment, end of year:	159	166	325

New Jersey School for the Deaf

New Student Enrollment Unusually Large

ALL of the regular students returned to school on September 7 and classes were started the following morning. During the second week of school, thirty-one new students were enrolled, most of them four and five year olds. This number represented an abnormally large entrance group, twenty being the normal number. Twenty-one children remained on the waiting list.

In June, thirty-two were promoted from the Lower to the Middle School. This was an all-time high and presented a problem of space in both the dormitories and classrooms. However, the classroom situation will be relieved by the building of additional shop units which will make space available for academic classrooms.

Four students were returned to the public schools where, with minor adjustments in their program, they should make proper progress with "normal" children.

Staff

The teachers returned the week previous to the opening of school. Departmental meetings were held and the classrooms made ready for opening day.

The acute teacher shortage continued to be a serious problem. School opened with eight new faculty members, practically all inexperienced. However, by mid-term, as a result of our "in-service" training, these people had developed into splendid staff members.

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"In-Service" Training Program

An "in-service" training program for untrained teachers was started this year. Evaluation of such a program must be general at present. The program was directed by the Principal of the Lower School. Lectures were given by various members of the school staff and demonstration lessons were presented by a number of teachers from the Lower School. The assistance of the Child Study staff in planning and lecturing was constructive and invaluable.

Child Study Department

All new pupils entering this year were tested by members of this department, and re-tests were given to many children at the request of parents or teachers.

Considerable time was given to children with emotional conflicts or behavior problems. This was the beginning of a much-needed program and from experience it has been found that we cannot look elsewhere for help in this type of work. The understanding of the deaf child is the most important factor in dealing with disturbed deaf children.

Academic Department—Lower School

This year stress was placed on acoustic training. This program was extended by the addition of one Grason-Stadler group aid and two table model aids. This makes a total of six group aids in this department.

Twelve children were fitted with individual aids and five entering students had been fitted by their parents.

The acoustic program showed great progress. The teachers were more understanding of the value of trainable hearing and used it as an aid to better speech and language.

More children are being reached each year by this program and are being referred to as hard-of-hearing children. It is the result of the teaching and concentrated work on developing trainable hearing that has made the children begin to acquire speech and language through hearing.

Academic Department—Middle and Upper School

This department concentrated on speech, speech-reading, and language development. A detailed outline of language drill and speech reading to be taught was prepared for each teacher. Language development was centered on the vocabulary in the basic readers. Supplementary readers were provided for the better readers so their experiences would be broadened on the same reading level.

Four college preparatory students successfully passed the entrance examinations for Gallaudet College which they will enter in September.

Eighteen students were graduated in June, four academic and fourteen vocational.

Boys Vocational Department

The Department of Boys Vocational Education provides trade training early in the life of the student. Coordination of mind and hand, tending toward future vocational training, is begun when the pupil is ten years of age. Lessons relating to safety, shop procedures, elementary skills, names of fundamental tools, etc. are begun at this time.

From the elementary beginning the pupil is advanced into the pre-vocational classes. It is at this point that a definite, well-planned program of guidance is woven into his instructional program. The pre-vocational course offers eleven major fields of study: Auto Body Repair, Cabinet Making, Floriculture, Hotel Service, Linotyping, Machine Shop, Mechanical Drawing, Photo-Engraving, Photography, Printing and Upholstering. Students remain in this program, rotating every five months to a different trade, until they are approximately sixteen years of age.

Upon completion of this cycle each student, with the help of the guidance director, selects the trade he is best suited to follow. He is then concentrated in this field for the next three years.

When his vocational training is completed, the student receives a diploma which states that he has satisfactorily completed the requirements necessary for graduation.

A letter of recommendation is also provided to each student to aid him in securing employment. This letter is composed from the wealth of data filed in the vocational office in his accumulative folder. These folders originating at the time of a pupil's entrance into shop work comprise a complete case study of aptitudes, attitudes, ability and personality of each and every member of the vocational department.

Girls Vocational Department

In this department, work was offered in the following subjects: Power Machine Operating; Clothing, including Textiles; Sewing; Dressmaking; Arts and Crafts as supplied to teen-

age clothing; Foods and Nutrition; and Typing.

As a very high percentage of job placement is in Power Machine Operating, a greater variety of programs was essential to meet the needs of our girls. An entirely new three-year program was inaugurated and a refresher course for graduates included in the regular curriculum. This new three-year course was highly successful and will be continued and expanded in the fall.

An introductory course in elementary vocational guidance was given so that the girls who needed to work during the summer would know where and how to apply for working papers.

An expanded and revised course in advanced vocational guidance was given to the seniors, post-graduates, and older girls. The Social Security Law and how it applies to them was taught. The girls filled out the necessary application blanks and received cards. A unit on Unions was taught, including the advantages, disadvantages and activities of a Union. They learned about Workmen's Compensation, and how, when and where to apply for it. They also learned about the Income Tax and how to fill out a Withholding Tax form. Since these girls lead such a sheltered life here at school, it seemed wise to include a study of budgeting of time and money. This course fills a great need.

Health and Health Education

The health of our students is always of primary concern and a comprehensive program has been carried out under the direction of the Director of this department. Each child received a general examination, which is customary each year. Our Health Department provided our students with all necessary care and with full utilization of preventive and remedial measures. Infirmary and clinical care was provided at all times by our health staff. There were no serious illnesses and we had an unusually light incidence of the usual contagious diseases such as chicken pox, measles, etc.

Proper dental care was given by our visiting dentist who did an excellent job in examining all of the children's teeth and in taking care of needful dental work.

Otological and ophthalmological examinations were given by our consulting specialists.

The older students were given courses in Family Relationships, Red Cross Home Nursing, Child Care and Junior First Aid. Standard Red Cross certificates were awarded at the completion of the prescribed courses.

The annual chest x-rays for the entire student body and staff were given.

Physical Education

The physical education program offers a great variety of activities to fit the needs of every student. Besides the Varsity teams, intramurals are carried on in all sports making it possible for all students to participate.

In the Lower School, games, exercises and individual skills are taught with much stress on safety. The physical education director and the music director have rhythmic gym classes twice a week. As a result of these classes a Spring Festival is held in May and all students of the Lower School take part.

Religious Education

A definite program of religious edu-

cation was carried on for our children. Special arrangements were made for members of the clergy to meet with their particular groups. The students attended Sunday services of their own faith. Whole-hearted cooperation was received from the clergy of the different religious denominations.

Alumni Day

About seven hundred former students and their families attended Homecoming Day which was held on Memorial Day. A softball game was scheduled in the morning and a number of events was held in the afternoon. A business meeting and election of officers was held in the evening followed by a dance.

Foods Department

Well balanced meals are most essential to good health and much credit is due our dietitian for providing such meals. A large cold storage room was completed in this department which added to the efficiency and economy of the service.

Household

The general cleaning staff kept the school in excellent condition. We are especially proud of the cleanliness of our buildings at all times.

One of the cottages for the younger children was completely equipped with junior size Hollywood beds and small benches which were made by the vocational students in the school. These have added to the attractiveness of the cottage and it is hoped that gradually all of the cottages will be equipped in the same way.

Public Relations

During the early part of the school year, the superintendent traveled to many parts of the State upon the request of civic clubs and community organizations. He told of the work being done at the school and his talks were illustrated with kodachrome slides showing the activities at the school.

On two occasions during the year, the superintendent was a guest on radio station WBUD, "Nan about Town" program, at which time he was interviewed about the work of the school.

During the latter part of the year, his speaking engagements were curtailed because of his work on the Committee to Study the Education of Handicapped Children.

Our Educational Consultant spoke to a number of parent-teacher groups throughout the State. She also spoke before several nurses groups, demonstrating testing techniques.

The school continued to have a large number of visitors from colleges, clubs and church groups. A large number of educators from foreign countries also visited during the year.

General Plant Maintenance

The maintenance of the plant was kept at the same peak of efficiency as in previous years. In addition to hundreds of minor jobs that were done covering the entire school, the maintenance department completed several large projects such as painting, installing asphalt tile floors, reconstructing bedrooms, building closets, etc. A new shop unit for upholstery classes was constructed by the maintenance group.

Need for Additional Facilities

The need for new buildings con-

tinues to be most urgent. We are faced with constant demands beyond our present facilities. A new Nursery School would provide proper accommodations for not only our present needs but also for future needs.

Our vocational program is seriously handicapped by lack of additional space. The Boys and Girls Vocational Departments are spread throughout the various buildings. The space now occupied by the Girls Vocational Department is needed for academic classrooms. We could provide a more adequate program if we had additional space.

Division of Academic Credentials

Pre-Professional Qualifying Certificates Issued

THIS Division, in accordance with the legal authorization in R. S. 18:13-1 to 4, issues pre-professional qualifying certificates to candidates for entrance into programs of professional training in ten professions; namely, medicine, chiropody, dental, dental hygenist, registered municipal accountant, optometry, certified public accountant, pharmacy, nursing and law. These pre-professional qualifying certificates are based upon the backgrounds of preliminary academic training officially required by the rules of various pre-professional State boards, or by law. These requirements vary from the completion of a high school education to four years of college. They include specific academic subjects. These academic backgrounds are needed for acceptance of candidates by colleges and universities for professional training.

Service to Foreign-born Applicants

During recent years numerous requests for academic qualifying certificates have come from doctors and other professional people who have had part or all of their pre-professional and professional training in foreign countries (in many cases in countries behind the Iron Curtain). In some situations records have been lost or are incomplete. Most foreign academic records are in a foreign language and are sent to the Lawyers and Merchants Bureau, 11 Broadway, New York City, for translation. They are also sent to the Foreign Educational Systems Branch, Division of Higher Education, U. S. Office of Education, Washington, D. C., for preliminary evaluation. Correspondence and conferences with many of the foreign-born applicants usually requires considerable time.

High School Equivalency Certificates

The Division also issues high school equivalency certificates to applicants whose formal, full-time secondary school education has been lacking, or is incomplete. Credit is given for courses completed in high schools approved by State Departments of Education, and in subject examinations conducted by the Division so that credit for courses lacking may be obtained. These high school equivalency certificates are accepted—

(1) As a basis for meeting in part

the pre-professional academic training requirements on the high school level of the various professions as listed above.

(2) For meeting certain entrance requirements into most colleges.

(3) For advancement on many jobs.

(4) For meeting civil service requirements in a number of positions.

(5) For advancement in military service.

(6) For personal satisfaction that comes with the completion of high school training and with acquisition of the certificate.

Participation in High School Equivalency Examinations

Table I gives the number of applicants for the high school equivalent certificate who were examined during the past five years, and the number of subject examination papers which were written. Each person averaged three subjects but there was a range in the number per person from one to twelve examinations. The table indicates an increase in 1952-53, of 364 applicants and 545 examination papers over the previous year.

TABLE I

Analysis of Academic Qualifying Examinations from 1948 to 1953

Year	Number of Applicants Examined	Number of Examination Papers
1948-49	1090	3857
1949-50	1307	4351
1950-51	1084	3077
1951-52	1011	3328
1952-53	1375*	3873*

* These totals include 89 persons who have written the two-year high school comprehensive examination to qualify for a practical nursing license.

Table II indicates the enrollments for high school equivalent examinations and the time and place at which they were held during 1952-53.

Examinations were given at the Newark State Teachers College and the State Department of Education offices in Trenton on three consecutive Saturdays in August, January, and June. These dates meet the needs of candidates who have completed their summer program of study, the first half of the school year or first semester, and the second half of the school year or second semester. They particularly meet the needs of students who desire their high school credits or equivalency certificates for entrance to college or further educational training. Many of those who take the examinations have their regular day high school diploma, but need further subject credits to qualify for college entrance or further educational training.

Examinations were also given in eight communities that conduct evening high school classes to prepare candidates for the state high school equivalency examinations. The examination dates coincide with the close of the first or second semesters of the evening school session in these communities. The evening schools are as follows: Camden, Clifton, Hackensack, Somerville, Paterson, Passaic, New Brunswick and Woodbury. Examinations are prepared and sent to the principals of the evening high school in these centers, and then returned for correction to the Division of Academic Credentials.

General Analysis of the Work Done During the Past Ten Years: 1943-44 to 1952-53 Inclusive

Table III indicates the total number and the number by types of aca-

demic qualifying certificates and high school equivalent certificates issued during the past ten years from 1943-44 to 1952-53, and the receipts from fees. The number increased during the past year by 183 over the previous year, from 2730 to 2913. During the past ten years the number has varied from the low of 2730 in 1951-52 to a high of 3329 in 1947-48 and 1948-49. The medium number issued was 3087.

Variations in number of certificates issued reflect a number of causes including decreasing high school enrollments and decreasing numbers of drop-outs from secondary schools, population decline of the high school and post-high school age groups, shortages in numbers of persons being recruited for particular professions, especially that of nursing, and a decrease of returning veterans anxious to take advantage of the G. I. Bill of Rights.

Increases occurred in eight of the eleven types of certificates—account-

TABLE II

Enrollments in High School Equivalent Examinations 1952-53

Time	Place	Enrollments	Total	Grand Total
August 1952	Newark	205		
	Trenton	18		
	Camden	11	234	
January 1953	Newark	279		
	Trenton	13		
	Camden	6		
	Passaic	25		
	Hackensack	42		
	Paterson	28		
	Somerville	6		
	Woodbury	4		
	New Brunswick	11		
	Clifton	20		
	Bordentown Reformatory	11	445	
March 1953	Camden	9		
	Paterson	56		
	New Brunswick	30	95	
May 1953	Passaic	47		
	Hackensack	47	94	
June 1953	Newark	337		
	Trenton	26		
	Camden	18		
	Bordentown	12		
	Clifton	25	418	1286
				89
				1375

Eighty-nine persons have written the two-year high school comprehensive examination given in conjunction with the various vocational high schools and other schools that offer the practical nursing course. This examination satisfies the preliminary educational requirement for the practical nursing license.

TABLE III

Number of Qualifying Certificates Issued from 1943 to 1953

Year	Accountancy	Chiropody	Dental	Dental Hygienist	High School Equiv.	Law	Medical	Optometry	Nurse	Pharmacy	Registered Municipal Accountant	Totals	Total Receipts From Cer. Fees and Exam. Registrations
1943-44	121	7	114	..	25	67	294	61	2194	109	4	2296	$18,166.00
1944-45	82	5	107	..	46	81	338	27	2019	96	3	2804	18,000.00
1945-46	147	12	138	..	89	419	604	34	1581	174	5	3203	20,470.05
1946-47	224	17	134	..	116	709	537	85	1098	181	3	3104	21,574.02
1947-48	400	20	157	..	80	709	397	117	1147	156	1	3329	21,429.10
1948-49	443	24	105	62	108	581	403	193	1154	254	2	3329	22,678.00
1949-50	417	12	132	23	84	536	334	184	1177	269	2	3170	21,878.00
1950-51	276	7	122	27	147	524	338	147	1272	223	4	3087	20,763.00
1951-52	161	14	131	30	96	417	367	86	1180	243	5	2730	19,557.50
1952-53	183	11	182	44	124	457	416	93	1263	135	5	2913	21,417.00

ancy, dental, dental hygenist, high school equivalency, law, medical, nurse, and optometry. Decreases took place in two types—chiropody and pharmacy. One remained the same—Registered Municipal Accountant.

The total receipts from certificate fees and examination registrations increased by $1,859.50 in 1952-53 over the previous year. The total intake was $21,417.00.

Work has been done with the directors of educational programs in several of our State Institutions, including the Bordentown Reformatory and the Trenton State Prison.

In connection with the practical nursing program offered at the following school and institutions, a two-year high school comprehensive examination is given to qualify applicants for a practical nursing license: Essex County Vocational High School, Paterson Vocational High School, Atlantic City Vocational High School, St. Vincent's Hospital in Montclair, and the YWCA School of Practical Nursing in Plainfield.

Standards for entrance into professional training programs have been raised by the Board of Public Accountants from high school grade to four years of college education with a Bachelor's Degree. This has resulted in a temporary decrease in the applicants for the qualifying certificate in this profession.

The number of certificates issued in practically all fields increased greatly following the termination of World War II in 1945, and the subsequent heavy enrollments by veterans in professional schools under the financial provisions of the G. I. Bill of Rights. These enrollments will again increase with the extension of the G. I. Bill for Korean Veterans.

Shortages of workers in a number of professions such as dentistry, medicine, and nursing, and resultant recruitment drives, may also serve to increase enrollments in these fields in professional training colleges and universities.

Division of Teacher Certification

Number of Certificates Issued Nearly Tripled in Ten Years

TABLE I gives a picture of the comparative number of certificates of various types issued by the Division during the past ten years from 1943-44 to 1952-53, inclusive. During the year ending June 30, 1953, a total of 9,026 certificates were issued and renewed. The number ten years ago was only 3,328. Approximately a third of all members of the educational profession in New Jersey were provided with certificates during the past year. Hundreds more were supplied various types of informational certification service to help them in their preparation for, or exchange of, certificates.

The financial income for certificates issued has steadily increased each year from $14,555 in 1943-44, to a total of $25,305 in 1952-53 (an increase of $10,850). A fee of $5.00 is charged for each certificate issued. No fees are charged for renewals, endorsements, issuance of duplicate certificates for those who have lost their original certificates, and for exchange of one form of certificate for another, such as a provisional for a limited certificate. The money received goes into the general State Treasury.

Substandard Emergency and Provisional Certificates Continue to Increase

Three hundred and ninety-six more substandard emergency and provisional certificates were issued and renewed in 1952-1953 than during the previous year. This included 205 more emergencies and 191 more provisionals. The total substandard certificates were 3,320, or about one-ninth of the number of teachers in New Jersey. A total of 1,682 emergency certificates, including 877 new emergencies and 805 renewals were provided. This number represents approximately one out of seventeen teachers in the State. The number of renewals of emergency certificates is growing. It nearly reached the number of new emergencies. An emergency

TABLE I

Number of Certificates Issued by the State Board of Examiners from 1943 to 1953

Year	Provisional, Temporary & Emergency	Renewals	Limited	Permanent	Total
1943-44	792	417	1,450	669	3,328
1944-45	768	779	1,229	1,084	3,860
1945-46	888	819	1,521	1,284	4,512
1946-47	1,107	961	1,545	1,080	4,693
1947-48	1,098	1,251	1,581	1,005	4,935
1948-49	1,031	1,617	1,981	1,147	5,776
1949-50	841	1,676	2,033	1,303	5,853
1950-51	1,554	1,795	2,669	1,656	7,674
1951-52	1,414	1,929	2,174	3,415	8,932
1952-53	1,904	1,889	3,161	2,072	9,026

certificate is provided upon written request of boards of education to candidates for positions who cannot qualify for provisional or regular limited certificates. The requirements for the provisional elementary certificate is a minimum of four years of college education with a degree from an accredited institution, including a minimum of six hours of professional training in education. Holders of emergency certificates have a variety of educational background ranging from high school graduation to a master's degree and college postgraduate work.

Approximately 100,000 School Children in New Jersey Have Teachers with Less than Standard Professional Training

Educational statistics mean little unless they are clearly interpreted in terms of educational needs and service to growing girls and boys. Numbers of certificates issued, their type and quality, are not significant unless the basis on which they are provided is clear and considered to be important in terms of bringing professionally trained and properly qualified teachers to our classes.

According to the February, 1953 Research Report No. 121 of the Division of Higher Education of the Department of Education on the *Demand and Supply of Teachers for 1952-53,* the median class size for elementary school grades K-8 was 28 pupils.

If the number of teachers who have substandard certificates, 3,320, is multiplied by the median class size of schools in New Jersey (26 pupils), the result is 86,320.

Nearly 100,000 boys and girls are being taught by teachers with less than standard professional training in New Jersey schools.

If this median class size for elementary classes of 28 pupils is used, the number becomes 92,960 boys and girls. This is defensible, since approximately four-fifths of the substandard certificates issued were for elementary grade teaching.

One Teacher in Seventeen Holds a Provisional Certificate

A total of 1,638 provisional certificates were issued in 1952-1953. This included 1,027 new provisional certificates and 611 renewals of provisional certificates. The number represents approximately one out of every seventeen teachers in New Jersey. There is evidence that the majority of teachers holding provisional certificates are carrying on continued professional study in order to convert their certificates to regular standard certificates. The provisional elementary certificate is issued to candidates who have a degree from an accredited college and a minimum of six hours of professional training.

Nearly One-half of New Certificates Issued on Basis of Meeting Less than Standard Training

The total number of new and renewed substandard certificates in all categories that were issued during the past year (3,320) was nearly equal to the number of new regular standard limited certificates which was 3,624. In other words, almost half of the teachers to whom either new or renewed certificates were issued could not meet standard professional training requirements.

Over a Third of All Certificates Issued, Including New and Renewed Certificates, and Those Which Were Made Permanent, Were Substandard

The total issued of all types was 9,026—3,320 were substandards, 3,634 were new and renewed regular limiteds, and 2,072 were certificates made permanent. The number of permanent certificates issued dropped from 3,415 in 1951-52 to 2,072 in 1952-1953, or over 50%. The number of new renewals and limited increased from 2,593 in 1951-52 to 3,634 in 1952-53, or nearly 50%.

The dropping off in the number of permanent certificates issued as compared with the increase in new certificates and renewals, emergencies, provisionals, and limiteds is most significant. It indicates the increasing problems of teacher turnover and the training and orientation of new members of the staff, which face school administrators, supervisors, and boards of education.

Nine-tenths of Certificates Issued Were for Elementary and Secondary School Instruction

Of the grand total of 9,026 certificates issued and renewed in 1952-53, 7,931, or nearly 90 percent, were for general elementary and secondary school instruction. Administrative and supervisory certificates for superintendents of schools, elementary and high school principals, and general and subject supervisors, accounted for only 334, of which 26 were for superintendents of schools.

Instruction in specific subject fields, including art, business education, librarianship, music, and physical education, numbered 915 certificates. Special education for the handicapped provided 105, vocational education had a total of 411, and auxiliary services, 321.

Four-fifths of Substandard Emergency and Provisional Certificates Issued Were for Elementary Grade Teachers

Two thousand, six hundred sixty-three of a total of 3,320 certificates issued, or about 80%, were for elementary grade teachers. Of this number, 1,333 were emergencies, and 1,330 provisionals. The remaining 657 substandard certificates were distributed as follows: instruction in specific fields including art, business education, industrial education, music, physical education, and librarianship, 165; special education for the atypical, 62; vocational education, 273; and auxiliary services — nurses, psychologists, and social workers—153.

Educational Training of Elementary Teachers with Emergency Certificates

A study of 872 emergency certificates for elementary grades issued between July 1 and December 31, 1952, revealed that 52 percent of the teachers hold a bachelor's degree or a master's degree in fields other than elementary education, but have less than six semester hours of work in professional education; 39 percent have completed from 1 to 3 years of college or normal school training; 8 percent have graduated from high school but have had less than 1 year of college or normal school training; and one percent of these teachers have not graduated from high school.

If these percentages are applied to the total number of 1,333 elementary teachers who were given either new or renewed emergency teaching certifi-

cates during the entire school year, the numbers would be:

Education	Number of Teachers	Number of Pupils Taught By Teachers
Master's or Bachelor's Degree (but less than 6 semester hours' professional training—52%)	693	19,404
1 to 3 years of college or normal school training	520	14,560
Graduation from high school (but less than 1 year of college or normal school training)	107	2,996
Not graduated from high school	13	364
Total	1,333	37,324

Fields of Art, Industrial Arts, Music, Librarianship, Require Many Substandard Certificates

Shortages of teachers who have the standard required professional training are indicated in all of these fields. Furthermore, in these specific fields the number of emergency certificates issued, 79, was nearly as great as the number of provisionals. The total number of substandard specific field certificates, 165, was approximately a third of the total number of regular new limited certificates, 515.

Twice as Many Substandard Certificates Issued for Teachers of Mentally Handicapped as Regular Limited Certificates

The shortage of properly trained teachers in this field is witnessed by the issuance of 38 substandard (28 emergency and 10 provisional) as compared with only 20 regular limited certificates.

Shortage of Home Economics Teachers

Thirty-nine substandard certificates (23 emergency and 16 provisional) compared with 67 regular limited home economics teachers certificates were issued.

Less Than One-fifth of Nurses Certified Complete Full Professional Training

A total of 170 school nurses were certified during 1952-53. Of this number 65 were given emergency, and 81 were provided with provisional certificates—a total of 146 substandard certificates as compared with only 26 regular limited certificates. The shortage of fully trained nurses is particularly acute.

Division of Business

Service and Leadership

DURING THE school year ending June 30, 1953 the Division, through its two Bureaus of Business and Building Services, handled a variety of matters of common concern to the Department of Education and the local school districts of the State. Acting in an administrative or supervisory capacity, and as an agency of service, it provided leadership and direction in the following areas of activity:

1. The general control of business and financial matters in the Department including such items as budgeting, bookkeeping and accounting, requisitioning of supplies and equipment, preparation of payrolls and approval of claims for payment.

2. The apportionment and distribution of State allotments to school districts and the development of the necessary statistical bases for such distribution as prescribed by law.

3. The supervision and direction of record keeping, reporting and accounting in school districts. This includes pupil attendance, personnel records, financial accounting and covers projects involving special financial subsidy from State or Federal sources.

4. The planning, construction and operation of school buildings and other facilities. Compliance with the terms of the "Guide for Schoolhouse Planning and Construction" and conducting the school facilities survey.

General Business Activities

An increasing school population and a growing desire on the part of parents to provide their children with a better education, have caused the business activities of the Department of Education to show an increase this year in both scope and volume of work.

The bookkeeping unit has prepared seventeen budgets, handled one hundred and eighty accounts and passed more than eighty-one hundred claims. It has prepared and submitted seventy-two regular and one hundred twenty-four supplemental payrolls and maintained personnel records for three hundred eight employees.

The stock room service unit has continued to serve boards of education and educational leaders throughout the State by providing them with such items as school registers, bookkeeping and accounting forms and supplies, working paper materials, bonding proceedings and annual report forms.

Bulletins, pamphlets and reports issued by the Department are either made available to boards, educational organizations and individuals free of charge; or sold to them in quantity, at cost, for use in local schools or in community groups. It is necessary to maintain a stock of several hundred different printed items in order that requests may be filled promptly when received.

Our stock room work this year has included such activities as are necessary to make a supply and shipping service efficient; and in addition, our staff has been responsible for receiving, recording and depositing funds totaling $60,536.77 with the State Treasurer for teachers certificates, academic certificates, the Museum fund, the Library fund and others. From time to time these funds are transferred to the general treasury of the State as required by law.

Apportionment and Distribution of State Funds to Local School Districts

From July 1, 1952 to June 30, 1953 the following payments of indirect and direct State Aid to the local school dis-

tricts were authorized by the Commissioner of Education through the Division.

Total payments of $26,011,675.52 for the fiscal year 1952-53 were $1,017,928.37 in excess of the payments of $24,993,747.15 made in the 1951-52 fiscal year.

1952-53 Expenditures

County Superintendents' Salaries	$ 165,975.00	
Forms and Supplies for Local Districts	34,878.91	
Visual Aids to Local Districts	54,670.90	
Formation and Aid to County and School Libraries	10,000.00	
Crippled Children Aid	348,249.51	
Manual Training Aid	*1,146,586.01	
Vocational Training Aid	578,850.83	
Industrial Education	75,000.00	
		$ 2,414,211.16
Chapter 63, P. L. 1946—Pascoe Aid		
Formula Aid	$11,432,728.25	
Transportation Aid	3,326,636.96	
Dependent Children	503,925.00	
Regional High Schools	349,029.33	
Helping Teachers, Counselors, Supervisors	331,395.50	
Deficiency Fund	918,928.28	
Emergency Fund	100,000.00	
		16,962,643.32
Chapter 66, P. L. 1948—Armstrong Aid		
Additional Aid		6,634,821.04
GRAND TOTAL		$26,011,675.52

* Includes $15,000.00 for Agricultural Commodities.

Estimates of the 1953-54 annual apportionment were prepared for the State Budget in accordance with the Pascoe and Armstrong Acts as well as related Acts covering special aids. The Legislature, in special session on December 3, 1952, passed a Concurrent Resolution which provided for:

1. An increase in Armstrong Aid from $10.17 to $11.73 per pupil in 1953-54.

2. That no school district would receive less total State Aid under the Armstrong and Pascoe Laws for 1953-54 than the total State Aid received under the same Laws for 1952-53.

Supplementing these regular activities dealing with the apportionment of funds, the staff of the Division has made a number of special studies and tabulations in order to provide the Commissioner of Education with pertinent data in the field of school finance. The tables prepared in connection with the Concurrent Resolution passed by the Legislature in special session and referred to in the preceding paragraph, are examples of such service.

Accounting and Audit in School Districts

The Division is responsible for supervising and directing all accounting in the school districts of the State. Increasing enrollments demand increasing expenditures to meet the operating costs of the schools. The shortage of school facilities in many communities has necessitated the expenditure of large sums of money to provide new school buildings. Supervision and guidance of local boards of education

becomes an increasingly important function of the Division as the activities and expenditures of local districts expand.

The School Audit Law, Chapter 229, P. L. 1951, requires an annual audit of the accounts and financial transactions of every school district in New Jersey. The first compulsory audit under this statute covered the 1951-52 school year. Local boards of education promptly employed a certified public accountant or a registered municipal accountant of New Jersey to conduct and complete this first compulsory audit within three months after the close of the school fiscal year. One hundred and fifty auditors cooperated fully with the Division in conducting a comprehensive and uniform audit of the general and extra-curricular accounts of every one of the school districts and county vocational schools in New Jersey.

In June, 1953, the First Annual Report of Comparative Financial Statistics of New Jersey School Districts was published in accordance with Chapter 230, P. L. 1951. The report, a copy of which was sent to each school district, presents comprehensive financial and statistical data on each of the five hundred and forty "regular" school districts, the eight regional high school districts and the seven county vocational schools. Detailed information regarding revenues and expenditures, obtained from the auditors' reports, and statistical data including enrollment, personnel, school debt, assessed valuation and pupil costs pertinent to each school district for the school year 1951-52 were shown on a single page of this report.

We wish to express our sincere appreciation to all who have collaborated in making the first compulsory audit and the first report of comparative financial statistics a reality.

The New Jersey School Register

The school register is an important educational record. It is the basic document in which is recorded the day-by-day attendance of pupils at school. The law requires that such a record be kept in every public school, or public school class operated in the State. From the contents of such documents, educational statistics are compiled each year that serve many purposes, one of which is to provide a basis for the apportionment and distribution of State financial aid to school districts.

During the past year the school districts were provided with some twenty-four thousand school registers. At the close of school in June these were forwarded to the business office, examined and checked for accuracy and returned to the local district to be maintained as permanent records. From the contents of these registers, tabulations were made to serve as a basis for the apportionment and distribution of State-aid to school districts according to existing law.

The Division has sponsored a revision of the register and the reports that supplement it. This has been underway during the past two years with the aid of a State-wide Advisory Committee. The purposes of the project are to simplify and to modernize the document and, at the same time, to improve it as an instrument of record. To date, excellent progress has been made by the Committee with the help of teachers, school administrators and others in the field. The project will continue as long as is necessary to accomplish the desired results. The Advisory Com-

mittee is entitled to much credit for the improvements made so far and we extend our thanks to the members of the Committee for faithful and efficient service.

Extension of Credit

Under the provisions of R. S. 18:5-86, local school districts operating under the provisions of Chapter VII or Chapter VIII law may issue bonds in excess of the statutory debt limitations with the consent of the Commissioner of Education and the Local Government Board, subject to the final approval of the electorate of the school district.

Many school districts operating under the provisions of Chapter VI did not have sufficient borrowing margin to provide the adequate school facilities needed to house increased enrollments. Chapter 252, P. L. 1952, which became effective July 1, 1952, gave relief to these districts since it provided for exceptions in the authorization of bonds beyond statutory limitations similar to those permitted in Chapter VII and Chapter VIII districts.

During the 1952-53 fiscal year, sixty-eight hearings were held on applications submitted by sixty-four local school districts, including four Chapter VI districts under the new statute. One case which was submitted in error was withdrawn, while two other cases approved by the Commissioner of Education were temporarily withdrawn from consideration by the Local Government Board at the request of the respective boards of education. With some modifications, all other applications received the consent of the Commissioner of Education and the Local Government Board.

The hearings have indicated that the shortages will continue as a serious problem in the years ahead at both the elementary and secondary school levels.

Aid to Federally Affected Areas

Public Law 874 authorizes the U. S. Commissioner of Education to make contributions toward operating costs of schools overburdened with increased attendance as the result of Federal activities and deprived of local revenues because of the tax-exempt status of Federal properties. Public Law 815 authorizes the Commissioner to provide financial assistance for the construction of schools in Federally affected areas.

During the 1952-53 fiscal year, seventy-two applications for assistance under P. L. 874 were reviewed by the Division. By June 30, 1953, sixty-seven applicants had been certified an entitlement of $837,047.82. Three additional districts were awaiting certification pending receipt of final reports.

New applications were not accepted under P. L. 815 during the 1952-53 fiscal year, however, seventeen districts received partial payments for funds reserved prior to June 30, 1952, when this law expired. Nine districts were eligible for reimbursement funds for building projects completed. By June 30, 1952, $2,235,361.00 of Federal funds had been reserved for New Jersey. At that time a total of $1,409,209.50 was still needed to approve all remaining eligible projects.

Amendments to P. L. 815 and P. L. 874 were enacted into law during the year providing for an extension of Federal assistance for current operating expenditures and school construction. (P. L. 246, 83rd Congress, amends

P. L. 815) (P. L. 248, 83rd Congress, amends P. L. 874.)

The National School Lunch Program

The activities of the program administered by the Division were statistical and financial.

One thousand and seventeen schools were under contract during 1952-53 to serve Federally reimbursed lunches. The Division processed 9,290 claims. During the school year 1952-53, $1,097,986.00 in Federal Aid was distributed to local districts.

Monthly and annual reports are submitted to the Federal Government.

An auditor from the Division inspects the records of local districts to vertify claims for reimbursement and figures submitted to the Department. Instruction to remedy defects in bookkeeping practices was given.

The Division provided an additional service to auditors appointed under the School Audit Law, upon their request, by verifying the amounts paid to local districts under the National School Lunch Program.

Pupil Transportation

Under present school law, pupil transportation must be provided by the local board of education for crippled children and for children "remote from the schoolhouse." When such transportation is provided and approved by the County Superintendent of Schools within the framework of rules and regulations prescribed by the State Board of Education, the local district is entitled to receive from State funds seventy-five percent of the cost of such service.

The Division has made the necessary apportionment of funds to local districts for 1952-53 based on proper approvals. In addition it has served as a representative of the Department in interpreting the rules and regulations governing pupil transportation to boards of education and to the general public.

Working cooperatively with a Committee of County Superintendents it has helped to review the rules governing pupil transportation and a revision of same is now in process that should be ready for presentation to the Commissioner of Education and the State Board of Education in the fall of 1953.

During the year the total expenditure by local school districts for pupil transportation amounted to $6,212,-421.55. Of this amount, $5,489,812.51 was approved for State reimbursement thereby fixing the State share of this cost at $4,117,359.38.

School Buildings and Facilities

The functions of the Bureau of School Building Services were carefully reviewed during the year and, with the approval of the Commissioner of Education, were expanded to include the following:

1. To further the interests of the public schools by providing advisory assistance to boards of education, school administrators and others seeking help and guidance in the area of schoolhouse planning and construction.

2. To review plans and specifications for all new schools, or alterations and additions, for compliance with the terms of the "Guide for Schoolhouse Planning and Construction" and to recommend approval for same.

3. To assume the responsibility of maintaining a continuous inventory of school building facilities in the various school districts.

4. To conduct, to stimulate and to coordinate research in school building construction, building operation and maintenance; and provide information and guidance to those seeking help in these areas.

5. To provide for a continuous evaluation of the work and services of the Bureau and the "Guide for Schoolhouse Planning and Construction."

6. To handle such other matters pertaining to school facilities as may be referred to the Bureau from time to time by the Commissioner of Education.

In June, a Director of the Bureau was appointed; a man with training and experience in the field of educational administration. He will take office on July 1, 1953 when immediate steps will be taken to reorganize the Bureau in line with functions as listed above. Plans are underway to increase the staff of the Bureau in order to provide a more adequate service to school districts.

From July 1, 1952 to June 30, 1953 the staff reviewed plans and specifications for fifty-seven new buildings and one hundred nineteen additions and alterations to existing school buildings. The estimated cost of these new buildings was 21 million dollars while for the additions and alterations it was 14 million—a total estimate of 35 million dollars to be expended for new construction during the year.

A recent survey, made by boards of education, estimated the amount of school plant construction necessary in the State from 1950 to 1962 would amount to $400,000,000.00. From the evidence accumulated to date this is a conservative figure and school building needs will continue to increase during that period.

School Facilities Survey

In February, 1953, a project known as the School Facilities Survey was started by the Division working in cooperation with the United States Office of Education. Funds for the project are provided jointly on a matching basis by the State and the Federal Government.

The survey is organized in two phases. The first phase, a status report, is well underway at this writing and will include an inventory of existing school facilities in every public school plant in the State; an estimate of school facility needs and costs—in terms of rehabilitation, remodeling and new construction, as of September, 1953; and a report on available capital outlay resources. The second phase, a long-range school building program, will attempt to determine the financial and school plant needs of each school district from the present time until the school year 1959-60.

The survey is being conducted with two major purposes in view: (1) to provide the United States Office of Education with information with which to complete a nation-wide survey of school facilities; and (2) to obtain similar information that will be of direct value to the State in planning to meet the educational needs of its children.

This survey will provide the Bureau of Building Services with the first complete inventory of existing school facilities. It is our plan to keep this inventory up to date in the future, thereby providing the Bureau with basic information on which to build an effective program of service to local school districts in the field of schoolhouse planning and construction.

An Advisory Committee with representatives from some sixteen Statewide organizations has been appointed by the Commissioner of Education to help with this project. The members are rendering valuable service to the State in this capacity.

Advisory Committee Activity

For a two-year period the staff of the Division has been working on problems of internal reorganization, the revision of business forms and reports, accounting manuals, bookkeeping forms, statistical and financial reports, rules of audit and the like. An Advisory Committee to the Division, appointed by the Commissioner of Education, has been helping with this work. We acknowledge this service with thanks and express our sincere appreciation for their wise counsel and guidance.

Educational Statistics

A summary of educational statistics for the school year 1952-53 appears as an appendix to this report.

STATISTICAL APPENDIX

Part I

SUMMARY OF EDUCATIONAL STATISTICS 1952-53

Part II

COMPARISON OF HIGH SCHOOL COSTS 1951-52 and 1952-53

PART I

SUMMARY OF EDUCATIONAL STATISTICS

School Year 1952-53

ENROLLMENT BY COUNTIES—DAY SCHOOLS

	1951-1952			1952-1953		
	Boys	Girls	Total	Boys	Girls	Total
Atlantic	9,956	9,630	19,586	10,576	10,122	20,698
Bergen	46,635	44,513	91,148	50,383	48,146	98,529
Burlington	10,780	10,212	20,992	11,765	11,025	22,790
Camden	23,316	22,318	45,634	24,909	23,854	48,763
Cape May	3,133	3,103	6,236	3,253	3,231	6,484
Cumberland	8,351	7,991	16,342	8,751	8,436	17,187
Essex	63,186	61,947	125,133	65,250	63,830	129,080
Gloucester	9,606	9,103	18,709	10,416	9,836	20,252
Hudson	35,931	33,744	69,675	36,714	34,482	71,196
Hunterdon	4,179	3,803	7,982	4,503	4,074	8,577
Mercer	15,641	15,065	30,706	16,616	16,162	32,778
Middlesex	21,200	20,536	41,736	23,167	22,555	45,722
Monmouth	19,005	18,041	37,046	20,677	19,728	40,405
Morris	15,526	14,802	30,328	17,073	16,022	33,095
Ocean	5,435	5,016	10,451	5,899	5,422	11,321
Passaic	24,558	23,753	48,311	25,866	25,084	50,950
Salem	5,572	5,374	10,946	5,888	5,656	11,544
Somerset	8,712	8,015	16,727	9,235	8,645	17,880
Sussex	3,992	3,885	7,877	4,320	4,132	8,452
Union	31,166	30,209	61,375	33,415	32,309	65,724
Warren	5,103	4,665	9,768	5,438	5,037	10,475
TOTALS	370,983	355,725	726,708	394,114	377,788	771,902

ENROLLMENT BY TYPES OF DAY SCHOOLS

	1951-52	1952-53
One Room Rural*	918	424
Two Room Rural*	2,319	1,879
Kindergarten	71,307	82,624
Pre-First	10,880	10,072
Grade I	70,020	82,584
Grade II	66,234	67,820
Grade III	69,410	66,209
Grade IV	67,122	68,788
Grade V	56,913	67,061
Grade VI	51,910	57,150
Grade VII	50,416	52,969
Grade VIII	48,064	48,230
Grade IX	48,240	50,821
Grade X	42,333	42,884
Grade XI	35,787	35,904
Grade XII	31,275	31,628
Sub-normal	4,091	4,194
Post Graduate	93	90

Anaemic	177	231
Backward	264	663
Blind	196	199
Deaf	160	190
Crippled	875	670
Other Special Classes	941	921
GRAND TOTAL	726,708	771,902

* Included in proper grades.

NUMBER OF PUPILS RECEIVING BEDSIDE OR HOME INSTRUCTION

	1951-1952			1952-1953		
	Boys	Girls	Total	Boys	Girls	Total
Atlantic	9	17	26	17	19	36
Bergen	87	88	175	84	76	160
Burlington	17	16	33	24	15	39
Camden	39	53	92	46	49	95
Cape May	2	0	2	5	2	7
Cumberland	8	9	17	15	15	30
Essex	144	119	263	102	75	177
Gloucester	8	13	21	10	17	27
Hudson	128	95	223	105	104	209
Hunterdon	0	2	2	1	0	1
Mercer	28	24	52	25	24	49
Middlesex	32	34	66	48	32	80
Monmouth	19	29	48	24	18	42
Morris	24	22	46	47	29	76
Ocean	3	2	5	8	3	11
Passaic	40	41	81	45	41	86
Salem	9	8	17	7	6	13
Somerset	13	17	30	13	11	24
Sussex	3	8	11	0	0	0
Union	110	81	191	77	65	142
Warren	5	3	8	5	6	11
TOTALS	728	681	1,409	708	607	1,315

NUMBER OF REGULAR DAY SCHOOL TEACHERS—BY TYPES OF SCHOOLS*

	1951-1952			1952-1953		
	Men	Women	Total	Men	Women	Total
One Room Rural	3	17	20	3	10	13
Two Room Rural	5	85	90	7	47	54
Kindergarten	0	1,339	1,339	0	1,520	1,520
Grade 1-8	1,062	11,298	12,360	1,241	11,649	12,890
Grade 1-6	168	2,882	3,050	182	3,143	3,325
Grade 7-9	452	778	1,230	506	777	1,283
Grade 10-12	724	805	1,529	763	812	1,575
Grade 9-12	2,101	2,447	4,548	2,181	2,462	4,643
Short Term	44	164	208	30	153	183
Substitute	63	266	329	69	274	343
Backward	19	23	42	24	23	47
Sub-normal	61	220	281	56	222	278
Deaf Classes	3	18	21	2	19	21
Blind Classes	0	21	21	1	21	22
Crippled Classes	4	52	56	4	54	58
Full-Time Bedside	5	75	80	6	75	81
Part-Time Bedside	125	476	601	170	547	717
Manual Training	723	581	1,304	728	579	1,307
Special Unclassified	843	1,413	2,256	875	1,433	2,308
Vocational	310	104	414	176	58	234

* This table does not include Superintendents or Supervisors.

LENGTH OF SERVICE OF TEACHERS IN PUBLIC DAY SCHOOLS

(Does not include any short term, substitute or part-time teachers)

1951-1952

	1 yr. or less	2-3 yrs.	4 yrs.	5-9 yrs.	10-14 yrs.	15-19 yrs.	20-24 yrs.	25-29 yrs.	30-34 yrs.	35 yrs. & over	Total
Atlantic	71	61	37	94	83	75	84	152	91	66	814
Bergen	383	478	166	553	448	369	441	417	285	165	3,705
Burlington	67	99	32	122	97	81	95	82	63	55	793
Camden	157	186	55	239	203	158	192	275	175	124	1,764
Cape May	23	31	10	26	33	22	31	31	26	22	255
Cumberland	37	34	25	89	74	62	67	69	60	43	560
Essex	329	457	166	705	524	591	762	804	635	525	5,498
Gloucester	72	85	26	133	74	57	70	73	32	49	671
Hudson	63	147	55	270	300	437	535	530	555	457	3,349
Hunterdon	38	43	10	46	53	38	31	31	14	11	315
Mercer	60	102	37	161	138	148	127	167	131	154	1,225
Middlesex	177	190	47	214	163	180	256	231	152	125	1,735
Monmouth	132	151	66	235	150	138	159	172	125	89	1,417
Morris	132	138	53	212	133	151	115	112	104	75	1,225
Ocean	54	60	18	77	37	30	32	36	29	15	388
Passaic	93	193	60	220	196	221	216	314	255	274	2,042
Salem	30	53	13	69	59	47	43	31	26	21	392
Somerset	96	108	29	111	87	62	80	60	24	16	673
Sussex	26	27	11	33	40	42	47	39	25	16	306
Union	238	333	118	409	292	286	364	334	237	171	2,782
Warren	36	45	13	61	46	41	39	42	24	32	379
TOTALS	2,314	3,021	1,047	4,079	3,230	3,236	3,786	4,002	3,068	2,505	30,288

1952-1953

	1 yr. or less	2-3 yrs.	4 yrs.	5-9 yrs.	10-14 yrs.	15-19 yrs.	20-24 yrs.	25-29 yrs.	30-34 yrs.	35 yrs. & over	Total
Atlantic	69	72	42	102	83	71	75	149	101	62	826
Bergen	449	544	176	592	461	386	421	435	308	195	3,967
Burlington	85	101	47	121	104	104	81	88	68	56	855
Camden	162	220	81	228	229	141	166	246	180	139	1,792
Cape May	18	38	8	28	30	24	25	36	25	21	253
Cumberland	52	50	19	96	77	56	65	65	57	51	588
Essex	367	511	187	682	513	603	679	797	612	571	5,522
Gloucester	69	92	38	131	80	63	63	81	41	50	708
Hudson	85	143	76	261	294	429	485	531	536	509	3,349
Hunterdon	44	56	16	39	43	47	29	33	15	7	329
Mercer	95	117	55	154	154	155	119	162	134	158	1,303
Middlesex	207	224	62	208	161	169	224	252	149	132	1,788
Monmouth	159	176	68	253	176	135	127	182	129	101	1,506
Morris	155	194	58	224	161	145	115	107	96	72	1,327
Ocean	48	65	28	83	34	39	42	37	26	21	423
Passaic	134	197	73	226	195	213	230	282	256	288	2,094
Salem	40	50	12	70	59	53	41	37	27	23	412
Somerset	88	122	40	118	87	66	74	64	32	21	712
Sussex	21	30	9	42	45	40	44	44	27	16	318
Union	267	383	142	409	317	286	302	348	240	198	2,892
Warren	35	44	18	47	57	41	49	44	25	30	390
TOTALS	2,649	3,429	1,255	4,114	3,360	3,266	3,456	4,020	3,084	2,721	31,354

AVERAGE SALARIES OF ADMINISTRATORS AND TEACHERS BY TYPES OF SCHOOLS

	1951-52	1952-53
Superintendents	$9,189.00	$7,581.58†
Assistant Superintendents	8,811.00	8,621.00
Non-Teaching Principals	5,665.00	5,886.00
Supervisors	5,571.00	5,817.00
Special Supervisors	5,175.00	5,369.00
One-Room Rural Teachers	2,646.00	2,806.00
Two-Room Rural Teachers	2,804.00	3,006.00
Kindergarten Teachers	3,510.00	3,671.00
Grades 1-8	3,524.00	3,684.00
Grades 1-6	3,632.00	3,825.00
Grades 7-9	4,219.00	4,352.00
Grades 10-12	4,241.00	4,356.00
Grades 9-12	4,191.00	4,431.00
Backward and Incorrigible	4,103.00	4,212.00
Sub-normal	4,179.00	4,458.00
Deaf	4,360.00	4,340.00
Blind	4,211.00	4,430.00
Crippled	4,641.00	4,552.00
Bedside—Full Time	3,611.00	4,144.00
Manual Training (Day)	3,912.00	4,097.00
Special (Unclassified)	3,859.00	4,119.00
Vocational (Day)	4,419.00	4,318.00
Average Salary*	$3,774.00	$3,971.00

* Day school only, exclusive of Superintendents, Assistant Superintendents, Supervisors and part-time workers.
† The reason for this decrease is that for the first time (1952-53) Supervising Principals, have all been classified as Superintendents of Schools.

PART II

COMPARISON OF HIGH SCHOOL COSTS

1951-52 and 1952-53

FOLLOWING A PATTERN previously established, this study is a part of a survey made each year in order to supply the public with information regarding the cost of public education in New Jersey.

The data used are taken from reports made to the Commissioner of Education by local boards of education. From the detailed tabulations to follow we call your attention to a number of items of special interest.

Types of Secondary Schools 1952-53

There were:

(a) 122 Four-year high school districts
(b) 21 Senior high school districts
(c) 22 Six-year high school districts
(d) 45 Junior high school districts
(e) 1 One-year high school district

Enrollments in High Schools 1952-53

In the 165 districts operating six-year, four-year and senior high schools the median district enrollment was 758 while the median district tuition enrollment was 170.

(a) 1 School district with an enrollment under 100
(b) 2 School districts with an enrollment of 100 to 199
(c) 13 School districts with an enrollment of 200 to 299
(d) 97 School districts with an enrollment of 300 to 999
(e) 43 School districts with an enrollment of 1000 to 1999
(f) 9 School districts with an enrollment of 2000 to 2999

The largest enrollment in a single school was the Trenton Senior High School with 2648 students.

In one school district the tuition pupils were equal to 91.4 percent of the total enrollment.

Enrollments in Junior High Schools

In the 45 junior high school districts the median enrollment was 394.

(a) 7 School districts with enrollments of 100 to 199
(b) 6 School districts with enrollments of 200 to 299
(c) 21 School districts with enrollments of 300 to 999
(d) 11 School districts with enrollments of over 1000

Operating Costs—Secondary Schools

Year	Total	Per Pupil in Average Enrollment
1949-50	$52,865,040.57	$304.49
1950-51	55,953,344.19	322.65
1951-52	60,221,070.30	345.33
1952-53	64,246,786.47	358.82

Cost for Tuition Purposes

In the 165 six-year, four-year and senior high schools the median costs per pupil in average enrollment were:

	Year	Per Pupil in Average Enrollment
(a)	1949-50	$291.25
(b)	1950-51	304.25
(c)	1951-52	325.12
(d)	1952-53	344.74

The median high school tuition rate for six-year, four-year and senior high schools in 1952-53 was $283.43.

The median costs for tuition purposes for the 45 approved junior high school districts were as follows:

	Year	Per Pupil in Average Enrollment
(a)	1949-50	$332.14
(b)	1950-51	333.71
(c)	1951-52	353.83
(d)	1952-53	369.59

The number of school districts with junior high school costs in excess of $300.00 were:

(a)	1949-50	28 districts
(b)	1950-51	33 districts
(c)	1951-52	35 districts
(d)	1952-53	37 districts

In determining high school costs for tuition purposes, the following formula has been used for many years:

$$T = C - M - S + R$$

T – Costs for tuition purposes

C – Total cost of operating high schools (Day schools only)

M – Maintenance costs, debt service and capital outlay

S – Salaries and expenses of attendance officers, transportation and tuition costs

R – A five percent rental charge based on the original cost of the building and subsequent additions to date

Comparison of High School Costs 1951-52 and 1952-53

FOUR-YEAR HIGH SCHOOLS

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1952-53 High School Tuition Charged	1952-53 No. of Tuition Pupils Received	1952-53 Total No. of High School Pupils Enrolled
ATLANTIC	1951-52	1952-53			
Atlantic City	$354.23	$353.91	$325.00	618	2,159
Egg Harbor City	248.93	257.99	251.89	157	320
Hammonton	329.87	356.07	290.00	66	408
Pleasantville	215.18	225.85	215.00	655	1,152
BERGEN					
Bogota	314.05	358.35	290.00	230	515
Dumont	263.25	317.50	263.00	235	805
East Rutherford	322.01	361.18	322.20	254	557
Garfield	399.37	419.70	240.00	4	788
Hasbrouck Heights	444.85	522.79	340.00	..	356
Leonia	356.00	353.00	350.00	296	592
Lodi	228.25	224.88	228.25	923	1,627
Lyndhurst	343.53	364.68	....	..	699
Park Ridge	347.60	381.11	345.00	226	353
Ramsey	305.18	327.83	305.00	780	979
Ridgefield Park	423.80	424.15	200.00	2	475
Rutherford	392.74	388.75	....	..	551
BURLINGTON					
Bordentown	241.80	268.10	241.80	257	428
Burlington	298.24	317.65	275.00	327	842
Florence	391.90	559.10	....	..	279
Moorestown	285.25	309.33	285.00	523	938
Palmyra	269.63	297.26	254.00	409	667
Pemberton	266.50	272.87	250.00	415	454
Regional High	269.00	277.22	272.00	276	807
Riverside	318.36	303.57	200.00	46	318
CAMDEN					
Haddonfield	236.38	231.55	225.00	750	1,199
Haddon Heights	271.67	277.68	266.00	731	961
Regional High	244.48	266.05	235.00	84	1,002
Merchantville	273.04	280.94	265.00	633	776
CAPE MAY					
Cape May City	312.55	337.52	300.00	150	258
Middle Twp.	252.62	232.53	230.00	127	331
Wildwood	403.67	376.33	250.00	137	336
CUMBERLAND					
Bridgeton	250.68	254.38	250.00	881	1,575
Millville	256.93	274.56	260.00	275	820
Vineland	302.73	292.66	302.00	301	1,211
ESSEX					
Belleville	316.97	335.82	225.00	..	1,202
Caldwell Boro.	333.95	360.23	303.00	614	1,091
Irvington	348.93	377.38	200.00	36	1,798
Orange	415.03	422.37	200.00	1	1,018
Verona	405.92	484.46	250.00	25	474

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1952-53 High School Tuition Charged	1952-53 No. of Tuition Pupils Received	1952-53 Total No. of High School Pupils Enrolled
GLOUCESTER	1951-52	1952-53			
Clayton	288.27	289.27	260.00	227	371
Glassboro	273.90	289.10	276.47	636	901
Paulsboro	243.68	266.05	245.00	452	867
Pitman	296.60	286.79	300.00	190	504
Swedesboro	352.30	344.71	260.00	123	273
Woodbury	238.43	247.36	238.43	708	1,127
HUDSON					
Bayonne	449.22	493.92	....	..	2,112
Harrison	536.35	549.93	325.00	64	436
Hoboken	340.12	355.74	125.00	6	1,233
Jersey City	517.13	542.29	300.00	70	7,454
Kearny	462.91	467.71	462.91	6	1,237
Union City	394.56	432.81	300.00	640	1,850
West New York	445.62	471.75	300.00	204	1,255
HUNTERDON					
Flemington-Raritan	288.37	314.46	258.00	267	517
Frenchtown	242.85	243.76	225.00	284	329
High Bridge	518.14	506.02	149.00	1	91
Lambertville	351.31	336.57	280.00	96	266
No. Hunterdon Reg.	365.35	356.90	250.00	3	526
MERCER					
East Windsor	322.05	350.06	320.00	122	332
Ewing	352.68	357.36	300.00	1	872
Hamilton	300.68	286.51	....	..	1,535
Hopewell	369.17	441.71	360.00	7	292
Princeton	381.32	409.11	350.00	766	1,017
MIDDLESEX					
Carteret	430.09	433.04	....	..	490
Highland Park	372.91	397.15	335.00	167	549
Jamesburg	243.05	263.15	234.39	331	410
Metuchen	326.88	341.29	302.00	248	596
Perth Amboy	419.20	407.77	302.00	128	1,430
Sayreville	331.81	346.38	250.00	173	531
So. River	287.11	283.61	295.00	416	848
Woodbridge	297.31	308.01	250.00	2	1,346
MONMOUTH					
Asbury Park	346.76	326.82	300.85	699	1,256
Atlantic Highlands	325.92	354.30	271.00	2	230
Freehold Boro.	357.96	353.58	299.39	416	717
Keyport	288.70	318.83	288.00	304	561
Manasquan	270.08	298.97	270.00	717	903
Matawan	318.41	298.85	318.41	160	470
Middletown	290.35	293.98	308.00	205	852
Neptune Twp.	321.82	341.66	300.00	83	521
Red Bank	412.31	410.05	357.57	322	751
Upper Freehold	283.02	305.61	276.00	200	353

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1952-53 High School Tuition Charged	1952-53 No. of Tuition Pupils Received	1952-53 Total No. of High School Pupils Enrolled
MORRIS	1951-52	1952-53			
Boonton Town	278.94	285.99	278.94	727	976
Butler	300.25	316.25	299.02	989	1,142
Chatham Boro.	328.22	366.89	310.96	142	523
Dover	288.99	303.70	280.88	464	941
Madison	455.99	457.36	365.00	231	572
Morristown	406.64	410.88	365.00	768	1,255
Netcong	248.19	261.88	229.09	126	228
Rockaway Boro.	268.36	287.75	249.00	142	290
Roxbury	258.03	271.00	246.80	415	680
Wharton	278.33	203.35	145.00	8	177
OCEAN					
Lakewood	256.26	276.72	233.80	361	761
Pt. Pleasant Beach	318.21	314.62	281.85	457	590
Toms River	356.95	381.95	357.00	248	671
Tuckerton	253.13	247.19	250.00	133	206
Union	248.02	241.59	248.00	170	224
PASSAIC					
Clifton	375.95	407.22	375.00	5	2,052
Hawthorne	308.73	320.16	265.95	238	724
Paterson	389.78	381.20	350.00	202	3,589
Pompton Lakes	373.18	447.20	360.00	204	427
Passaic Co. Regional	326.52	334.72	175.00	21	641
SALEM					
Penns Grove-Upper Penns Neck	260.59	242.85	237.00	257	787
Salem	249.34	263.60	260.00	487	826
SOMERSET					
Bernardsville	347.42	393.50	320.00	358	538
Bound Brook	290.37	304.00	290.21	715	1,006
No. Plainfield	307.62	337.08	307.62	500	1,017
Somerville	321.71	332.42	321.71	807	1,236
SUSSEX					
Hamburg	241.40	305.11	270.00	51	118
Newton	310.99	299.05	315.00	582	823
Sussex	315.19	318.40	280.00	197	261
UNION					
Hillside	376.48	388.98	300.00	4	892
Linden	376.01	384.93	300.00	..	1,359
Plainfield	464.69	471.32	490.00	1	1,524
Rahway	365.78	397.63	200.00	5	892
Roselle Park	294.64	295.25	250.00	170	641
Scotch Plains	317.29	337.85	250.00	..	519
Union	334.79	357.38	250.00	..	1,680
Union Co. Regional	307.08	328.03	170.00	19	1,161
WARREN					
Belvidere	301.95	302.10	300.00	256	358
Blairstown	320.59	320.39	325.00	49	109
Hackettstown	306.76	316.93	280.00	263	404
Phillipsburg	298.38	291.68	298.00	356	951
Washington Boro.	329.38	342.16	296.00	226	423

SENIOR HIGH SCHOOLS

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1952-53 High School Tuition Charged	1952-53 No. of Tuition Pupils Received	1952-53 Total No. of High School Pupils Enrolled
BERGEN	1951-52	1952-53			
Cliffside Park	380.35	366.87	275.00	267	643
Englewood	378.54	397.20	355.00	395	886
Hackensack	276.15	302.83	240.00	560	1,195
Ridgewood	364.96	376.53	340.00	478	1,093
CAMDEN					
Camden	347.69	367.93	300.00	3	2,180
Collingswood	315.73	318.65	270.00	435	804
ESSEX					
Bloomfield	421.82	464.81	250.00	101	1,418
East Orange	528.28	538.77	300.00	5	1,721
Montclair	479.34	500.24	325.00	21	1,013
Newark	481.95	494.44	300.00	..	10,218
Nutley	400.85	446.00	175.00	3	726
So. Orange	534.91	552.52	325.00	36	1,270
West Orange	403.59	426.65	400.00	5	850
HUDSON					
Weehawken	531.84	467.91	300.00	356	603
MERCER					
Trenton	403.92	448.76	367.00	260	2,648
MIDDLESEX					
New Brunswick	407.68	402.10	331.00	606	1,185
MONMOUTH					
Long Branch	370.13	357.96	330.00	266	771
PASSAIC					
Passaic	472.77	488.80	450.00	7	1,147
UNION					
Elizabeth	460.86	486.89	350.00	1	1,906
Summit	459.77	471.80	350.00	114	677
Westfield	501.61	583.79	300.00	18	750

SIX-YEAR HIGH SCHOOLS

BERGEN					
Bergenfield	315.39	345.45	285.00	2	1,072
Closter	276.18	281.25	285.00	92	364
Fair Lawn	318.46	339.51	....	..	1,560
Fort Lee	411.25	437.25	350.00	21	613
No. Arlington	324.89	370.29	....	..	657
Teaneck	320.99	357.27	320.00	..	2,311
Tenafly	341.94	344.76	330.00	403	1,233
Westwood	308.78	380.76	308.75	262	754
Wood Ridge	391.62	458.58	250.00	59	357
CAMDEN					
Audubon	287.10	282.32	245.00	304	920
Gloucester City	268.05	257.54	268.00	61	880

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1952-53 High School Tuition Charged	1952-53 No. of Tuition Pupils Received	1952-53 Total No. of High School Pupils Enrolled
CAPE MAY	1951-52	1952-53			
Ocean City	391.93	419.20	300.00	182	576
ESSEX					
Glen Ridge	447.46	574.25	280.00	21	524
Millburn	425.12	439.63	300.00	2	1,015
MIDDLESEX					
Dunellen	305.84	319.69	295.00	365	716
So. Amboy	486.20	465.10	100.00	2	219
MONMOUTH					
Rumson	390.63	401.45	320.00	134	368
MORRIS					
Mountain Lakes	393.29	378.42	315.00	21	333
SALEM					
Pilesgrove	250.62	264.49	255.50	323	695
SUSSEX					
Franklin	325.34	335.63	327.54	162	490
UNION					
Cranford	303.78	308.31	300.00	2	1,252
Roselle	311.55	323.22	250.00	..	970

JUNIOR HIGH SCHOOLS

ATLANTIC					
Buena Vista	330.98	317.14	....	..	215
Somers Point	360.85	383.57	200.00	..	126
BERGEN					
Cliffside Park	368.32	282.33	....	..	599
Englewood	352.61	376.05	350.00	42	699
Fairview	321.89	342.46	200.00	..	251
Glen Rock	332.13	363.85	275.00	..	309
Hackensack	335.90	374.61	285.00	106	1,042
Maywood	375.84	409.91	....	..	254
Midland Park	319.68	333.27	....	..	183
New Milford	238.55	249.14	200.00	..	319
Oradell	379.91	406.08	....	..	152
Palisades Park	279.34	281.55	100.00	..	318
Ridgefield	385.81	409.60	100.00	..	220
Ridgewood	306.44	323.52	305.00	51	883
River Edge	281.06	314.52	198.00	..	339
Wallington	444.96	397.61	....	..	328
CAMDEN					
Camden	325.29	283.86	....	..	2,590
Collingswood	275.49	265.74	225.00	55	366
Haddon Twp.	*	371.07	....	..	515
Oaklyn	329.48	343.06	350.00	..	158
Pennsauken	225.52	244.13	....	..	779

*Did not report.

	High School Costs for Tuition Purposes per Pupil in Average Enrollment		1952-53 High School Tuition Charged	1952-53 No. of Tuition Pupils Received	1952-53 Total No. of High School Pupils Enrolled
CAPE MAY	1951-52	1952-53			
No. Wildwood	326.22	314.66	275.00	..	118
ESSEX					
Bloomfield	369.81	368.10	250.00	57	1,453
East Orange	418.15	432.54	250.-300.	3	588
Livingston	332.61	375.65	200.00	..	426
Montclair	565.06	545.85	325.00	8	1,235
Newark	434.27	443.97	....	..	2,722
Nutley	334.29	349.32	175.00	4	916
So. Orange	444.51	461.87	325.00	13	1,302
West Orange	392.90	396.90	300.00	3	1,011
HUDSON					
Secaucus	375.54	391.56	....	..	261
Weehawken	427.58	477.95	300.00	4	335
MERCER					
Lawrence	....	509.73	200.00	1	314
Trenton	443.97	459.58	388.00	2	3,086
MIDDLESEX					
New Brunswick	367.90	364.73	250.00	247	1,031
So. Plainfield	274.61	303.52	275.00	..	363
MONMOUTH					
Long Branch	271.14	292.05	256.00	105	788
MORRIS					
Morris Twp.	450.13	445.09	385.00	6	265
Passaic	308.01	306.92	225.00	..	123
PASSAIC					
Passaic	426.07	430.62	390.00	4	1,455
Wayne	282.07	299.81	279.50	1	907
UNION					
Elizabeth	471.55	489.62	350.00	1	2,768
New Providence	275.45	340.36	150.00	..	151
Summit	449.15	426.28	350.00	3	638
Westfield	314.06	302.73	250.00	22	928

ONE-YEAR HIGH SCHOOL

HUDSON					
North Bergen	362.14	334.37	100.00	2	343

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