

STATE OF NEW JERSEY

ANNUAL REPORT

of the

State Board of Education

to the

Legislature of the State of New Jersey

New Jersey State Library

1940

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STATE BOARD OF EDUCATION

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FOREWORD

The fiscal year ending June 30, 1939, which marks the period covered by this report, has been a very satisfactory year. Many formulations of policies have been made and important conclusions reached which are set forth in the reports of the several committees which follow. I shall refer only briefly to some of the things which I feel should receive emphasis.

At the opening of the fiscal year under discussion, I appointed the following committees: Advisory; Law, Appeals, and Legislation; Manual Training and Industrial School; Finance and Administration; Health, Safety, and Physical Education; Teachers Colleges; Rural Schools; School for the Deaf; Vocational Education, and Insurance.

The scope of the work assigned to the several committees is well defined in their titles. Every task assigned was carried on faithfully by all committees. Special mention should be made of the work of the Advisory Committee which acts for the Board in the interim between regular and special meetings. Special mention should also be made of the Committees on Law, Appeals, and Legislation; Teachers Colleges; the Manual Training and Industrial School; Health, Safety, and Physical Education, and the School for the Deaf. Very few people realize the amount of time which is devoted to the problems of public education by the members of the various committees. No matter what the task, no matter how much time it may consume, members have cheerfully devoted themselves to the many difficult and intricate problems. I wish to express my satisfaction with the work accomplished by the Board during the year.

During the past year there has been continued progress in the development of vocational education. More than 30,000 different persons received instruction through the vocational schools. Instruction was offered in agriculture, home economics, trades and industries, and distributive occupations.

The progress of the schools in rural communities deserves special notice. Since 1935 very much has been done to improve rural school housing. In that year there were 233 one-room buildings in use. By the close of last year there were only 159 such schools and by the end of next year it is estimated that there

will be approximately 140 such buildings. Many of the poorest schools have been abandoned and replaced by central schools, some of which have been built with Federal grants.

The State Board of Education has recommended for several years the building of needed additions to the plants of the State Teachers Colleges, the School for the Deaf, and the Manual Training and Industrial School for Colored Youth. Details of these projects have been reported heretofore and application made for State appropriations and Federal grants. Such funds should be made available as soon as possible to the end that these much needed improvements can be made.

Adult education represents one of the most important educational developments of recent years. The public schools have cooperated very largely in this movement. For many years night schools in which are offered a variety of subjects for adults, evening schools for the foreign born, and accredited evening high schools have been part of the New Jersey educational program. Two years ago the Legislature passed an act which permits boards of education to utilize for adult education all school facilities in a district and to charge fees to help defray the expense incurred. This has made possible important recent undertakings in many of our communities.

D. STEWART CRAVEN, President.

REPORT OF THE ADVISORY COMMITTEE

The activities of the Advisory Committee during the past year have been largely routine in character. In the interval between the meetings of the Board, the Advisory Committee has charge of all matters not delegated to any other committee, and considers matters referred to it by the Board or its officers. It investigates all appointments by the Commissioner which are made with the advice and consent of the Board and reports its recommendations to the Board at a meeting subsequent to that at which the Commissioner announces any appointments.

Regulations for School Buses

It has considered amendments to the rules of the Board relating to pupil transportation and in October a number of amendments were adopted, the observance of which, it is believed, will tend to make pupil transportation safer by excluding the probability of accidents arising from the possible causes remedied by the amendments. The rules of the State Board of Education relating to pupil transportation now provide for as high a degree of safety as those of any state. The rules may be amended in minor particulars in the future as the wisdom of change becomes manifest; however, provision has been made for every foreseeable contingency.

Applications for Approval of New High Schools

Upon the recommendation of the Advisory Committee, the State Board approved a junior high school in Haddon Township, in Camden County. Application of the Borough of East Paterson, in Bergen County, for approval for the establishment of a high school was denied. This denial was based on the Committee's view, which is supported by the Board, that a school district included in a municipality whose debt is above the legal limit of municipal indebtedness should not be given approval for a project which involves a substantial increase of indebtedness.

Accrediting of Panzer College

The Board, upon the recommendation of the Committee, approved Panzer College, an institution located in East Orange, for conferring the degree of Bachelor of Science in Education.

The approval was limited to a period of three years and was granted upon certain conditions, including the establishment of an endowment fund of \$250,000 within the next three years; the increase of the college library facilities, and improvement in the staff. The limiting of the grant of power to confer degrees to a stipulated period enables the State Board of Education to enforce its requirements as to endowment, staff, and facilities more readily.

The Renewal of the License for the Bergen Junior College

Upon the recommendation of the Advisory Committee, the State Board of Education renewed the license of the Bergen Junior College until June 30, 1940, with the following conditions:

1. That the college does not enroll students for a third year of college work.
2. That the minimum standards of the Board for evening, extension, and summer session courses be maintained.
3. That in the extension courses no program of third year college work be offered as a curriculum.

Accrediting the Junior College Division of the College of South Jersey

Upon the recommendation of the Advisory Committee, the State Board of Education granted a license to the College of South Jersey for operating a junior college division. The license was granted with the understanding that the following conditions would be met:

1. That an additional full-time faculty member be added to the staff and also a trained librarian.
2. That a biology laboratory which meets the specifications of the Department of Public Instruction be installed.
3. That 250 volumes be added to the library before September 1 and that an additional 250 volumes be added during the year.

REPORT OF THE LAW COMMITTEE

Appeals to the Board from the Commissioner's decisions and controversies arising under the school laws during 1939 continue to exhibit conditions noted in former reports of the Committee.

Cases appealed to the Law Committee were nine in number. The Commissioner's decisions were affirmed in every case. A majority of the cases involved questions relating to the application or interpretation of the tenure of office statutes. Two of the appeals were from decisions of boards of education dismissing teachers who had acquired tenure after the trial by the board of charges preferred against them. In each of these cases, the opinion of the Law Committee reaffirmed and applied the principle that decisions of district boards will not be reversed in the absence of a showing of bad faith or mistake as to the law. The same question arose and the same principle was applied in cases other than those involving teachers.

There has been some clarification of the tenure of office statute by legislation, and it is to be expected that as a result there will be less room for misunderstanding or mistake in the application of this section of the school laws.

By direction of the Board, the Committee indicated its support or approval of some bills introduced in the Legislature which would affect the public schools and its opposition to other proposed legislation of that character. The only additions to the school laws passed by the 1939 Legislature of importance were those relating to medical inspections, being public laws Nos. 294, 295, 296, and to pupil transportation, No. 86.

The medical inspection acts appear to be quite drastic in some respects and it is probable that misunderstandings will arise and consequently disputes so as to raise questions which will require appeals to the Commissioner or new legislation to resolve them.

REPORT OF THE MANUAL TRAINING AND INDUSTRIAL SCHOOL COMMITTEE

The Manual Training and Industrial School for Colored Youth is maintained by the State of New Jersey as a boarding school which provides academic and vocational instruction. Negro boys and girls are given instruction in modern trades together with accredited junior and senior high school education.

The school admits boys and girls of normal mentality and good character who wish training in the skilled trades and who may also wish to continue their high school education. To these students the school offers a course of vocational training which enhances their earning powers after graduation and improves their ability to find work.

On the other hand, the door is left open for those students who wish to continue their studies in schools of higher learning. The junior and senior high school departments of the academic division give each student a chance to complete with credit a course just as advanced as his individual talents will permit.

Location

The school is located in Bordentown, six miles south of Trenton on the banks of the Delaware River. Two Trenton-Camden bus lines pass the school gate on a spur of State Highway 25. The Pennsylvania Railroad station is only three minutes' walk from the campus.

Enrollment

The total enrollment for the school year was 446, of which 182, or about 41 per cent, were girls. Of the 446 total enrollment, 303 were former students and 143 were new. The former students totaled 68 per cent of the enrollment and the new students 32 per cent. During the previous year, the former students were 66 per cent of the total enrollment.

Of the 143 new students received during the year, 44 were admitted to the ninth grade.

Enrollment by Trades as of June 30, 1939

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

Sewing	54
Home Economics	83
Beauty Culture	42
Agriculture	25
Printing	22
Auto Mechanics	46
Carpentry	37
General Mechanics	21
Vocational Band Music	52
Painting and Decorating	18
Prevocational Shop	42

Placement of Graduates

In June, 1939, there were 58 graduates. All but two of these were regularly employed within six months after graduation. Year after year, in spite of the depression, the school has placed more than 90 per cent of its graduates. These graduates not only secure positions but advance in them.

New Problems of Supervision

The average age of pupils is becoming less, due to the fact that young men from 18 to 22 years, which the school formerly attracted, are being forced to shift for themselves because of family financial conditions.

Younger students increase the problems of supervision. For that reason, the Committee strongly recommends that the Legislature be asked to increase the appropriations for student labor from \$6,000 to \$7,000. This would make it possible to give employment to this older group of students, many of whom would come from the rural sections of South Jersey. These students have an excellent background and attitude toward work and study, and a better appreciation of the training the school is able to give them than have the less mature students. The additional money appropriated for this purpose would be reflected directly in increased income to the State. Last year the school returned to the State Treasury \$69,706.42.

Since the age-group from 14 to 16 is increasing, the student body needs more individual attention, guidance, and closer supervision. The younger pupils should be segregated from the older students. Now two men supervise about 250 boys in two large dormitory units. The ages range from 14 to 20 years. The

inadequacy of the supervision is obvious. Two additional men should be employed to assist in this supervision, and the buildings should be divided into four units instead of two. Such a division could be made at little expense.

Public Recognition

The school was honored during May by the visit of Professor Albert Einstein, world famous scientist, and Dr. Thomas Mann, world famous writer. Each has been honored by the Nobel Prize. Among others in the party were Efrem Zimbalist, violinist; Dr. Abraham Flexner, head of the Institute for Advanced Study at Princeton, and Dr. Albert Barnes, founder of the Barnes Foundation of Merion, Pennsylvania. The student body sang spirituals and after the singing the visitors spoke briefly of their appreciation of the music. Many other groups have visited the school during the year. The school has continued to serve as a center for activities of religious, agricultural, and civic organizations for the Negroes of the State.

Citizenship Improvement

The Manual Training and Industrial School has had a direct influence on many students but its indirect influence upon the Negroes of the State is important. By teaching the colored youth lessons in good citizenship, the school helps to reduce delinquency and to create a desire on the part of the colored people generally to succeed through their own efforts.

Farm Operation

The school's farm was operated with a comfortable margin of profit over production costs. In addition to the products consumed by the students, the cash receipts from farm sales amounted to \$2,604.71.

Institutional Needs

One of the most pressing needs of the school is an addition to the laundry. This building was designed and equipped to care for less than half the population it now serves.

Laundering is part of the course of instruction and has proved to be a valuable course for the graduates. With the present facilities, it is difficult to instruct the boys and girls. The close quarters in which they work create a serious problem in supervision.

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

There are 20 heating units in use at the school. It is hardly necessary to point out the loss of efficiency and the hazards involved. A central heating system would be more economical and add to the safety.

There is an increasing need of additional clerical assistance. No addition to the school's clerical staff has been made since 1928. During that time the enrollment has increased from about 325 to 450. The student receipts have increased from about \$53,000.00 to about \$75,000.00. This is only an indication of the extended volume of business for which at least one additional clerk is needed.

REPORT OF THE HEALTH, SAFETY, AND PHYSICAL EDUCATION COMMITTEE

During the year, the State Board gave earnest attention to the problem of tuberculin examinations. Regulations were adopted which required the examination of the students and staff members in the six State teachers colleges, the Manual Training and Industrial School for Colored Youth, and the State School for the Deaf. The results of the examinations appear in the table below. It is significant that the examination was responsible for discovering six active cases of tuberculosis. In each case, hospitalization was provided. The value of these examinations for the prevention of spreading tuberculosis is clearly evident.

TABLE I
SUMMARY OF TUBERCULIN TESTING PROGRAM
NEW JERSEY STATE EDUCATIONAL INSTITUTIONS
FALL SEMESTER 1938-1939

	Glass- boro	Jersey City	Mont- clair	New- ark	Pater- son	Tren- ton	School for the Deaf	Manual Train- ing School	Totals
No. Examined	436	381	872	625	354	877	498	603	4646
No. exempt from further exam. during the current year	281	147	455	331	170	580	392	474	2830
No. recommended for fluoroscope or X-ray exam.	155	234	417	294	184	297	106	129	1816
No. not eligible to remain in the institution			1*	1*				4*	6*

* Continued observation and subsequent examinations may result in the required withdrawals of additional pupils.

Nursing Service in New Jersey Schools

The State Board of Education has continually urged the officials of the school districts to employ nurses for service in the public schools. Table II shows that substantial gains have been made during the last eight years. In 1932 there were 114 school districts without nursing services. This is 21 per cent of the total number of school districts.

TABLE II
SCHOOL NURSES IN NEW JERSEY PUBLIC SCHOOLS

Years	School Districts Without Nurses	School Nurses Employed by			Total Employed
		Boards of Education	Bureau of Maternal and Child Health	Other Agencies	
(1)	(2)	(3)	(4)	(5)	(6)
1932	114	325	135	79	539
1933	108	360	130	78	568
1934	103	360	137	77	574
1935	100	357	140	52	549
1936	80	357	130	63	550
1937	66	375	141	55	571
1938	47	388	145	71	604
1939	30	407	150	71	628

In 1939 the number of school districts without nurses decreased to 30. This means that in 1939, nursing service was provided in approximately 94 per cent of the school districts. The number of nurses employed by boards of education increased from 325 in 1932 to 407 in 1939. The Bureau of Maternal and Child Health employed 135 nurses in 1932 and 150 in 1939. Other health agencies employed 79 nurses in 1932 and 71 in 1939. As boards of education accept their full responsibility for providing nursing service to school children, there will be less need for such service by volunteer agencies.

REPORT OF THE VOCATIONAL EDUCATION COMMITTEE

Vocational education in New Jersey occupies a more important place in the educational program each year. Through county vocational schools, city vocational schools, a technical high school, and courses organized in the high schools, instruction is provided in the trades and industries, in agriculture, in home economics, and in the distributive occupations. The instruction is not confined to full-time day classes, but includes also a large number of courses for evening students.

Enrollment in the Vocational Schools

The vocational schools in New Jersey rendered service to more than 30,000 different persons during the past year. All of these, however, were not of school age. There were 11,740 boys and girls who were attending the full-time day schools and 19,600 adults who attended part-time and evening classes. This enrollment taxed all of the facilities for vocational education, and in some districts, steps have been taken to expand facilities.

TABLE III
ENROLLMENT ANALYSIS OF VOCATIONAL STUDENTS
1938-1939

Types of Instruction	Day		Evening		Part-time		Total	
	M	F	M	F	M	F	M	F
Agriculture	1653	28	516	....	222	....	2391	28
Home Economics	43	1714	....	2242	....	211	43	4367
Trades and Industries	6982	1320	5457	255	8243	445	20682	2020
Distributive Occupations	....	....	289	520	....	....	289	520
Total	8678	3062	6262	3217	8465	656	23405	6935

The Trade Extension Programs

More than 14,000 men and women participated in trade extension programs during the past year. They went to school at night and on Saturdays to develop the skills and technical knowledge which would help them hold their jobs. Some of them were preparing for new work. These trade extension programs also have a great monetary return to the community. The returns are

immediate because employment is stabilized and the skilled work is performed by workers who live in the community.

The interest which adult workers have taken in these opportunities to improve themselves is so great that many of the schools are operating on two shifts and all of the shop and classroom facilities are utilized on Saturdays.

Apprentice Training

In addition to the 14,000 adults who participated in trade extension classes, 1,200 additional young people were enrolled in the New Jersey apprentice program. The apprentice is a young worker who has made an agreement with an employer who is to provide a series of progressive job experiences. The experience on the job is supplemented by not less than 144 hours per year training in the technical phases of the job. This training is given in the vocational schools of the district. Approximately 300 employers have made possible this type of training which involves job and school activities.

Training Industrial Supervisors

Supervisory training programs for industrial supervisors have been an important activity of the trade and industrial phase of vocational education in New Jersey for the past 17 years. These programs were extended during the year 1938-1939, and more than 500 industrial supervisors participated. The programs which were originally developed for industrial workers were reorganized to meet the needs of the administrative and supervisory staff of the hotel business. The training of hotel administrative and supervisory personnel centered in Atlantic City because of the importance of the hotel business in that area. Approximately 120 persons participated in the hotel training program.

Training Public Employees

Persons who have their salaries paid from public funds are just as anxious to improve their ability as is the industrial worker. This is contrary to the belief of the average citizen. During 1938-1939, all of the agents and members of the staff of the New Jersey Motor Vehicle Department participated in a training program that was planned to develop more effective public relationships. Many of these public employees traveled long distances during the winter to complete the training courses which were provided for them.

Two groups of school janitors participated in training programs that were conducted to increase efficiency in the cleaning operations, heating and ventilation of the schools. The members of a squad of United States Marines located at the Lake Denmark Arsenal were trained in procedures for dealing with brush and other fires in this important area.

REPORT OF THE NEW JERSEY SCHOOL FOR THE DEAF COMMITTEE

The New Jersey School for the Deaf, located at West Trenton, provides a comprehensive program of education for deaf children between the ages of five and 21 years. Enrollment is restricted to children whose parents or guardians are legal residents of New Jersey.

It is a boarding school organized on the coeducational plan.

The enrollment by departments is:

	Boys	Girls	Total
Primary	56	66	122
Intermediate and Advanced ..	101	75	176
Vocational (full-time)	35	15	50
Experimental	22	10	32
Totals	214	166	380

Academic Department

In this department, emphasis on an individualized program has provided enrichment of experience, increased vocabulary, vitalized language, arithmetic, art, and construction. A marked improvement in reading and speech is general throughout the school.

The increase in the number of acoustically taught classes has shown very definite educational advantages.

An organized scientific testing program has made classification and checking more definite and reliable.

Vocational Education

Increase in the number of trades offered to both boys and girls, made possible by reorganization, with no additional personnel, has broadened the employment possibilities of the graduates.

A survey shows all graduates over a 10-year period are gainfully employed. The school is especially gratified that its graduates are employed.

The primary children have industrial arts instruction. The prevocational work is presented in the intermediate grades, vocational activities in the advanced grades. Upon the completion of the academic course of study, full time is devoted to vocational study.

Health Education

The activities of this department are three-fold: Health service, health supervision, and health instruction. The preventive measures include every proved method of inoculation and the results have been a very excellent student health record. In cooperation with other departments, the best of health conditions are main-

tained in the schoolrooms, dormitories, and general school plant.

Organized recreation and intra-mural programs provide for the physical development and activities of the students. Correctional instruction is emphasized.

Household

Providing adequate and satisfactory living quarters, food, leisure time activities, social, moral, and religious training is accomplished by a very carefully planned program.

Experimental Classes

Two experimental classes provide a scientifically controlled situation in which to prove or disprove new developments and educational procedures in the education of the deaf. Many valuable developments have evolved from this work.

Speech Clinics

Clinics for hearing and speech defects were conducted in Trenton, Newark, and Atlantic City. Results are very encouraging when the magnitude of the problem is considered. These clinics are financially supported by the Kiwanis Clubs of these centers.

Urgent Needs

Additional classroom, dormitory, and shop space is needed and could be provided by one new building and a reorganization of present provisions. Basement rooms are still being used.

REPORT OF THE STATE TEACHERS COLLEGE COMMITTEE

The Committee on Teachers Colleges has cooperated closely with the Commissioner of Education in maintaining and improving the curricula of the State teachers colleges. The Commissioner of Education is engaged in a study of the operation of the teachers colleges and a report from him with recommendations as to any changes deemed desirable in curricula and operation will be submitted.

Included in the changes that have been adopted since our last report was the adoption of a rule by the State Board of Education to include trips, excursions, group games, athletic events, contests, and extracurricular activities in the course of study. These phases of the course of study are to be planned and directed by the faculty as approved by the president of the college.

The most notable action of the Committee was the recommendation of a program for deferring the selection of candidates for teacher education in the colleges at Glassboro, Jersey City, and Newark. Such a plan has been in operation at the college in Paterson since September, 1936. This plan permits the admission

of students who, while potential candidates for teachers' certificates, believe that the decision to enter the teaching profession should not be made until the termination of two years of study. At the conclusion of the sophomore year, the student is better able to determine his or her readiness to enter teaching as a profession, and the college authorities are in a position to determine with more certainty whether a student should be permitted to continue through junior and senior years with special emphasis upon the professional courses which are to prepare for teaching. The freshman and sophomore years are devoted to general courses. The purposes of the general courses of the first two years are planned: (1) to promote health and personality adjustment in college students, (2) to remedy shortages in high school education, (3) to develop broad cultural foundations, (4) to provide a guidance program which will assist each student to plan intelligently, (5) to help each student become efficient in his work habits, and (6) to increase an understanding of citizenship and to develop an attitude of eagerness to participate as a citizen in a community. Those students who decide they are not adapted for teaching or those students not rated as "excellent candidates for teaching" will be assisted in transferring to other colleges for specialized instruction leading to employment in non-teaching occupations. It is believed that such a system will greatly improve the quality of teaching.

Under the auspices of the Civil Aeronautics Authority, clubs have been organized in a number of the teachers colleges for instruction in aviation. Admission to such clubs is limited to students who have attained satisfactory standards of scholarship and who continue to maintain such standards. The student pays a fee which covers the cost of his training in aviation. This training is carried on at times when the student is free from other college duties. No academic credits are granted to students for their work in the aeronautics clubs. The organization of such clubs is in pursuance of the national policy to encourage the study of aviation by such of our youth who may be interested in the subject with a view to increasing the number of aviators in line with the expansion of aeronautics.

The functions of the State Board of Education with respect to the State teachers colleges are to determine policies which are administered by the Commissioner of Education and the faculties of the colleges.

REPORT OF THE RURAL SCHOOLS COMMITTEE

During the current year the Board has continued as one of the important projects of public education the improvement of our rural schools. In the last annual report the work of the rural supervisors, known as helping teachers, was discussed briefly.

In recent years only graduates of teachers' colleges or of some other type of college who have had successful elementary school experience have been employed in these positions. Consequently, these helping teachers constitute an able and effective group of teachers and supervisors. On the average, each of the 54 helping teachers supervises five school districts, has in her charge 1,291 pupils housed in 12 school buildings, and assists and guides 44 teachers. For the State as a whole, the helping teachers have under their supervision 251 school districts, 553 schools, 1,980 teachers and 58,102 pupils.

Improvement of the educational program in the rural schools has been aided materially by the development of school plants of sufficient size to enable better grading and classification of pupils. In many instances the organization of classes is the equal of that found in the towns and boroughs.

The rural schools of New Jersey are composed of one-room, two-room, and three-room structures and a large number of school plants which house children in many more rooms. It is significant that at present there are 11,486 pupils who are housed in one- and two-room schools. For the fiscal year ending June 30, 1939, New Jersey had only 159 one-room schools with an enrollment of 4,459 pupils, and 244 two-room schools with an enrollment of 7,027 pupils. During next year, 19 of the 159 existing one-room structures will be abandoned and the pupils enrolled in schools of two, three or more rooms. Six of the schools to be abandoned are in Hunterdon County and six in Sussex. Hunterdon County now has 46 one-room schools and 28 remain in Sussex County. Warren has only 14 and Salem only 17.

Fifty years ago, New Jersey had 1123 one-room rural schools and practically all of them were in use. Thirty years ago, New Jersey had 908 one-room schools. We do not have accurate data to indicate how many of these were in use, but our estimate is that until 1916, when the number had been reduced to 827, about 5 per cent were not in use each year. Since 1926, we have accurate statistics relating to those in use. In 1926 there were 511 rural schools, but only 370 were in use. Five years later there were only 353 such schools, 249 of which were in use. In 1939 the number had been reduced to 239 with only 159 in use.

The average salary paid the 159 teachers in one-room rural schools in 1939 was \$1,122.00. The average salary paid the 244 teachers in two-room schools was \$1,211.00. The median enrollment in one-room schools was 27 pupils, and in two-room schools 59 pupils.

These statistics give a measure of one type of progress that has been made in the development of schools in our rural communities. They speak eloquently of the interest in education which is evinced by the residents of rural districts and the progressive measures which have been adopted by them.

REPORT OF THE INSURANCE COMMITTEE

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

Fire, Boiler, and Tornado Insurance

The buildings and contents owned by the State are insured against fire, boiler, and tornado damage in the following institutions: (1) the State teachers colleges at: Glassboro, Jersey City, Montclair, Newark, Paterson*, and Trenton; (2) the New Jersey School for the Deaf at West Trenton; and (3) the New Jersey Manual Training and Industrial School for Colored Youth at Bordentown.

Workmen's Compensation

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

Elevator Liability

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

Automobile Insurance

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

Manual Training School	3
School for the Deaf	5
State teachers colleges at:	
Glassboro	1
Trenton	4
Montclair	3
Total	16

Mercantile Safe Insurance

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

Interior and Exterior Robbery Insurance

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

Bonds

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

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

