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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)

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Annual Report

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

The State Board of Education and the Commissioner of Education respectfully submit the following report for the year ending June 30, 1949:

I. The Organization and Activities of the Staff of the Department

In 1945, the responsibilities of the Department were greatly increased by the accession of the Division of the State Library, Archives and History, of the State Museum, and of the Division Against Discrimination; and by the assumption of more extensive duties in the field of higher education. This expansion made more difficult the Commissioner's personal attention to the activities of the Department and the continuance of effective cooperation.

Because the responsibilities of the education of veterans under the G. I. Bill of Rights occupied the attention of the staff during the next three years, no attempt was made to reorganize and to reallocate responsibilities to produce effective cooperation in the operation of a normal department program. During the last year, however, such a reorganization and statement of administrative procedures has been formulated and adopted.

To insure more efficient teamwork, the fourteen divisions have been reorganized into five administrative groups. The chairman of these groups together with the Commissioner of Education constitute the Council which meets on a weekly schedule. The heads of all divisions meet in a staff conference with the Commissioner of Education once a month. A recently developed Manual of Organization and Administration provides, for the first time, a description of the organization of the Department and a statement of the responsibilities of each division.

The Division of the State Museum and the Division of the State Library, Archives and History have become integral parts of the State Department of Education. The basic educational nature of their activities made their inclusion within the State Department of Education desirable. Clearer understanding and acceptance of our common purposes have already produced better results.

The presence of the Division Against Discrimination in the State Department of Education has improved the quality of educational procedures. Teachers and administrators are learning that the ways by which good character, good citizenship, and good-will toward others are taught best, produce better education.

The profit of cooperative endeavor is further evidenced in the clarification of relationships between the State Department of Education and the local school districts. While the State Department of Education bears the responsibility for requiring that certain minimum standards and other legal requirements be met, in actual practice it is seldom necessary for the Department to act as an enforcement agency. Staff members of the Department spend a large part of their time in conferences which have been sought by members of boards of education and local school administrators. Conferences under such circumstances are pleasant experiences and most likely to be highly productive of good.

Studies undertaken by the Department may originate as a result of a need which has become apparent to the staff; more often studies are undertaken in response to requests which have originated among the people who are closest to the operation of the schools. The Department also serves as a clearing house for information about such matters as the findings of current research and the places where successful practices may be observed. The leadership of the State Department of Education is made effective substantially through its service activities.

The county superintendents of schools and the helping teachers promote the effectiveness of the schools. The county superintendents have arranged themselves into committees for the study of their particular responsibilities. They have been successful in finding ways of improving services. Their studies at the present time are concerned with transportation of pupils, redistricting, school elections, budgeting practices, testing, curriculum, the writing of a manual for county superintendents and helping teachers, and the surveying with local boards of education of their financial needs during the next five years.

Most of the small school districts are receiving the benefits usually produced by consolidation through the services of the county superintendents and the helping teachers. The helping teachers, under the direction of the Elementary Division, supervise

over forty per cent of the districts of the State, working with about ten per cent of the elementary teachers of the State.

The interests of the citizen in the good quality of instruction are protected by the certification regulations of the Department. As the result of the revision of 1948, New Jersey has very high standards for the certification of teachers and at the same time as flexible standards as any state in the Union. The Department is working with the states of the northeastern region to develop reciprocity in teacher certification.

The development of a new building code will permit economical construction. A new code is nearing completion. The State Department of Education in the preparation of this code has had the benefit of the advice of a committee of schoolmen and architects. The new code, giving due attention to safety, will permit schools to be built that will be in conformity with current ideas about construction and economy and so designed that they will facilitate the education program. The State Board of Education has already authorized the use of some innovations on an experimental basis.

The Department of Education continues to encourage the kind of education which will function in life.

Changes in the curriculum are based upon the demands of life in our American democracy and upon our increased knowledge of how pupils learn. Social Studies Bulletin No. 10, Building Citizenship in a Democracy through the Social Studies, a recent publication of the Department, provides a foundation for integrating the social studies and the school life of the child. It has been supplemented by Bulletin 10A and numerous local publications which describe successful practices. The guide for the two-year Course in United States History is being used in every high school in the State. These bulletins promote the purpose of preparing our young people to live as free men in a free society. The State Department of Education continues to urge instruction in the fundamental principles of our Nation. Not only subject matter used in the schools, but organization and classroom procedures are based upon the recognition of the

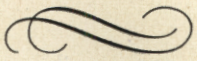
dignity of the individual.

Guides for the teaching of arithmetic and English will be published within a year. Committees are at work preparing guides for Spanish and for high school arithmetic. In vocational education, adjustments in instructional methods and content in farming and in the trades and industries are made upon the advice of representatives of employers and labor.

A set of practices and principles for the teaching of controversial issues in the classroom has been developed. To this end, the State Board of Education issued recently a "Statement of Policy for Teaching Controversial Issues."

A number of high schools are conducting carefully designed experiments leading toward the development of a more practical kind of learning called Life Adjustment Education. The expanding provision for practical education is apparent in the names of courses which are appearing as part of the program of studies. Among the subjects under consideration are the improvement of English, Family Living, Driver Education, and various phases of Human Relations. Between laying the foundations for scholarship and these more practical courses, there is no conflict.

If in addition to giving thorough preparation we can help our young people to solve some of the very serious problems of our society, the results will be commendable. If Driver Education could prevent eighty per cent of the accidents now caused by drivers under twenty-five years of age, it would save more deaths and injuries than by stamping out some one of many different diseases. If in a similar manner our divorce rate could be cut eighty per cent, that might be worth more to America than would an increase in average income.



Progress in the development of a more practical curriculum depends not upon conjecture but upon experimentation. The people are loath to permit changes in curriculum unless they have evidence of their success in experimentation. In industry, money is set aside definitely for experimentation; such a provision is very rare in education. Education will make really great strides when it has subsidized experimentation and research such as industry generally considers essential to progress.

II. Developments in which the Public Is Much Interested

The Interest of the Public in the Schools Is Increasing

Greater numbers of the general public are giving more attention to the schools. Parents as well as citizens without children in school are interested in the offerings and needs of the schools which appear in a period of rapid change and crisis.

In increasing degree, our people are beginning to feel a greater need for education. The complexity of our domestic and international problems, the maintenance and improvement of our industries, and the operation of our professional services require more individuals with advanced special education and more general education for all of our people. Our statesmen and our great thinkers tell us that the future of our Nation depends upon the education of all of our citizens.

Members of boards of education, serving without pay, constitute a large group of persons interested in the education of youth. It is impossible to measure either the personal sacrifices that members of boards of education have made or the value of their contributions to the schools. Their individual and combined activities in the promotion of the efficiency of the schools are clearly apparent.

Parent-teacher associations have, over a long period of time, demonstrated their interest. These associations and others which bring together the home and the school provide the means whereby parents through the organization, study their children and their schools, and help to interpret them to the people. The members of these associations have made many material contributions to the school and have demonstrated themselves to be wise and efficient prescribers of good public schools.

Local and state-wide committees have organized themselves to assist in maintaining and promoting the effectiveness of the schools. Citizens are now serving in many communities on advisory committees with teachers and administrators for considering matters in which the public is expressing increased interest, for example, the revision of the curriculum. In some communities where a general invitation has been extended to the public to confer

about the schools, there has resulted a wide acceptance of the invitation. The general consensus indicated that, while the members of the community had great confidence in the quality of the work of the schools, they were also interested in the further improvement of the schools. They had valuable suggestions to make and volunteered their further assistance. In addition to these local manifestations of interest a number of state-wide committees have brought together outstanding citizens and schoolmen to study some of the broad phases of education on the State level.

The time and effort which many citizens of the State are giving freely to the consideration of the improvement of the schools are most helpful contributions. They are an expression of genuine interest in the education of our youth and in the welfare of our State and Nation.

Training in character and citizenship is fundamental.

Training in character and citizenship is a fundamental part of the educational program of New Jersey. Although during the last thirty years the schools of New Jersey have made great progress in education for better character and citizenship, teachers and supervisors continue unceasingly to find ways by which still better results can be produced. Emphasis is placed upon the acquisition and understanding of facts. Through rich experiences under the guidance of wise and devoted teachers and administrators, the pupils acquire desirable ideals, constructive interests, a sense of responsibility, and a comprehension of values. Because education for citizenship is basically character education, it will never be perfected; its perfection will continue to challenge teachers and administrators.

Improved techniques produce better results in basic skills.

The techniques of teaching the skills in reading, writing, arithmetic, and other subjects continue to improve. The better preparation and in-service training of teachers have made them more efficient in teaching the skills. The results of research are constantly adding to our knowledge of how children learn and grow. Teachers translate this knowledge into more effective classroom procedures. The newer techniques of teaching utilize the natural drives and interests of youngsters. Pupils who are interested learn facts better and acquire a higher degree of skill than if interest is lacking.

Evaluation is important.

Tests are used extensively to measure quality, to diagnose difficulties and to indicate means by which improvements can be made. Through the use of tests local school districts keep constant watch over the progress of pupils and thus measure some of the effectiveness of instruction. Standardized tests, permitting comparison with national norms, are used in practically all districts of the State. More and more, tests are being used to determine the difficulties of individual pupils and in analyzing the success and needs of particular groups, classes and schools.

Inspection improves efficiency. All public high schools of the State receive periodic inspections by representatives of the State Department of Education. The State utilizes its own Descriptive Analysis in evaluating the various phases of the school's work. The Descriptive Analysis is an outgrowth of the State's Rating Scale which was in use for a number of years. In addition to State inspections, approximately three quarters of the high schools (74.5%) have voluntarily requested the two- or three-day inspections available from the Middle States Association of Colleges and Secondary Schools. These inspections are made by committees of instructional and administrative personnel including college and high school representatives from independent and public schools. The reports, based on the Evaluative Criteria, are stimulating to the schools.

For the elementary schools, the New Jersey Elementary Classroom Teachers Association and the Elementary School Principals' Association of New Jersey in cooperation with the State Department of Education have developed a bulletin, Self Evaluation in the Elementary School. The cooperative work involved has helped to establish common understandings; the bulletin itself is a valuable instrument in promoting practical learning.

Relatively large administrative units permit economy of operation and diversification of school activities leading to greater efficiency. One-room schools are disappearing; only about 125 remain. New Jersey's record in eliminating one-room schools is fourth best among the states. The high school average enrollment of more than 700 pupils is highest in the Nation. THIS MAKES POSSIBLE A BROADER EDUCATIONAL PROGRAM DESIGNED TO MEET THE NEEDS OF INDIVIDUAL PUPILS. Attention to the needs of individual children based upon a clearer understanding of how children grow and upon curriculum offerings adapted to their interests and abilities, has raised the efficiency of our schools. In this improvement educational guidance has been a major factor.

For these and other reasons the persistence of pupils through the twelfth grade has increased. In 1934-35, during the depression years when high school pupils could not get jobs easily in industry and business, 53.14 per cent of the ninth grade pupils continued to the twelfth grade; in 1947-

48, the persistence had increased to 64.45 per cent. In 1934-35, the graduates represented 96.16 per cent of the twelfth grade; in 1947-48, the graduates represented 97.63 per cent.

The product of the schools is well received. Although college entrance requirements have been raised, the percentage of graduates gaining admission to liberal arts colleges has increased. Recent surveys show that managers of industry and business express definite satisfaction with high school graduates entering semi-skilled, commercial and other vocational fields of work. The earnings of pupils while learning in agriculture and in the distributive occupations constitute sizeable amounts and attest the value which employers place upon the work of these students. The supply of skilled labor and the opportunities for training new workers are, in many instances, investigated by industrial organizations before coming to New Jersey. Real estate dealers who are interested in attracting new industry to the State point out the available advantage for pre-service and on-the-job training. The local school administrators and the Department of Education continue to confer with institutions of higher learning, with industry and business, and with citizens in order to determine ways of improving educational offerings. For three years a Committee on Articulation between the Colleges and High Schools has been functioning successfully.

The concept of the educational responsibility of the State is expanding. Opportunities for adult education, asked for and largely financed by the adults themselves, are fostered by the Department. Plans for the licensing of correspondence schools, to be required by law after July 1, 1950, are directed toward the improvement of service available from these schools. More than 300 private nursery schools, child care and pre-kindergarten schools are now licensed under the supervision of the Department, assuring sanitary, safe housing and education adjusted to the children's needs. The pattern for greater opportunities in higher education in all parts of the State is gradually evolving and the need for more facilities is apparent.

The understanding of facts, the improvement of basic skills, the development of good character, the acquisition of good health, and training for better citizenship are achieved best when they are taught together. The pupil with good character, with good health, and with social adjustment masters facts and skills more easily; the acquisition of facts and skills promotes good character, health, and citizenship.

In addition to providing for the comprehensive education of children from 5 to 18 years of age, a representative democracy can profit greatly if educational opportunities are available to the citizens at any time when they wish to acquire knowledge in order to upgrade their economic condition or to become better citizens.

III. Other Noteworthy Developments and Problems

Teachers are active in self-improvement. Long ago the interest of teachers in their professional improvement led to the growth of numerous professional organizations within the State. The New Jersey Education Association with more than forty associated departments, affiliated organizations and allied associations is the largest. There are, in addition, other associations which are not directly allied or affiliated with the New Jersey Education Association. The State University Spring Conference through the cooperation of the Association of Secondary School Teachers and the University School of Education brings together members of twenty-one organizations which are active in the field of secondary education. There are, of course, professional associations in elementary education, higher education, vocational education, health education, and other educational areas.

These associations often turn to the State Department of Education for counsel and leadership. In many instances, members of the Department are invited to serve upon the executive committees or upon advisory boards of these organizations. All the associations are active in the development and promotion of plans for the continuous improvement of the schools.

The number of teachers who are taking professional courses for self-improvement has shown a decided increase during the past few years. The number of teachers taking extension courses in 1948-1949 was 5,341, as compared with 3,361 in 1943-1944. A similar comparison for summer school shows 2,133 teachers were enrolled in 1947 while only 975 were enrolled 1943.

In numerous local districts under the leadership of the local school officers, teachers are being organized into workshops to study matters of local import, primarily looking forward to continuous improvement of classroom practice. A workshop is essentially a cooperative, conference-and-study method of approach to learning. It emphasizes the accomplishments of individual enterprise and pools the results. The teacher who has been a member of a workshop often finds that a valuable by-product of his experience is his increased skill in finding pupils' interests and using the drive of these interests as a motivating force for learning.

Often the local board of education lends encouragement to group curriculum study by authorizing the school administrator to assign teachers from part of their classroom duties and by providing funds for securing the services of recognized educational consultants. Frequently, citizens join with teachers

and administrators in studying and planning the work of the school. Members of the State Department of Education are often invited to lend their assistance in the planning and development of these workshops.

The method of selecting students at the State teachers colleges, which for many years has attracted national attention, has been improved and the offerings of the colleges have been expanded and improved. Consideration of personality ratings as well as the results of standard examinations are part of admission procedures. The college courses provide an increased amount of general education. Three curricula have been added to the State teachers college offerings; one for teachers of handicapped children, one for school librarians and one which trains graduate nurses for school nursing. The summer school of conservation at Lake Wapalanne in Stokes State Forest represents an important development in the training of teachers in the use of practical methods, particularly in teaching conservation and science. Graduate work in the State teachers colleges for both elementary and secondary school teachers has been expanded.

Broader training makes it possible to certificate teachers for a wider range of service. The enrollment in the State teachers colleges has risen from a normal quota of 3,000 to a present enrollment of approximately 4,300. Both of these changes represent contributions to the alleviation of the present teacher shortage particularly in the elementary schools.

Providing leadership for committees established for specific purposes is an important development in the work of the State Department of Education. In addition to the services of staff members, the Department has been fortunate in being able to secure, through the cooperation of local districts, colleges and universities, the assistance of many persons highly qualified in the field of education and related professions who are working in New Jersey schools. On occasion, the State Department of Education and other departments of the State Government have developed a "lend-lease" of personnel. Public spirited citizens, leaders in their respective fields, selected because of the value of their experience and thought, have often been induced to give their time and talents in serving on committees or acting as consultants in a workshop.

The work of these committees characteristically results in (1) a guide for classroom use based on the findings of recent research and tested practice, or (2) a statement of principles to be used as a basis for further study, or (3) an original research report which indicates a sound basis for action on an educational problem.

The widespread use of the chest X-ray, the development of a four point program for physical examinations, the increased attention to nutrition and the availability of nurses in all but two school districts represent recent important

advances in the field of health. The number of private and public organizations which have as their purpose the improvement of health is large and appears to be growing. Many of the organizations give attention to only one disease or to one aspect of health. All of these organizations have a health education program. They desire to emphasize this program in the public school.

The Division of Health, Safety, and Physical Education performs a necessary task in considering the various proposals which come before the schools. This Division has access to information about current practice in the field of health. Because the Division is a part of the State Department of Education, the knowledge of sound educational practice is part of its working equipment. This combination of resources enables the Division to assist the schools in planning a proper balance in the various phases of health instruction. Health instruction is likely to be most effective when it is an integral part of the whole educational program.

Although now and then a local school district adopts a comprehensive school program, lack of funds retards progress in this important field. The pressures of the needs for moneys for buildings, materials and supplies, and personnel tend to prohibit any expansion and improvement of educational services however desirable.

Standards of professional and higher education have been raised. Higher standards for licensing two-year, four-year colleges and professional schools and for granting the authority to confer degrees have been adopted by the State Board of Education. Some institutions of higher learning such as business schools have, after conference with the Division of Higher Education, voluntarily adopted higher standards. Standards for the licensing of correspondence schools by the State Department of Education, required by law after July 1, 1950, are now being formulated.

In addition to steps taken to improve the quality of institutions of higher learning, there is an apparent need for the development of a plan for higher education in New Jersey. Difficulties experienced in gaining admission to out-of-State schools, the high cost of attending such schools, and the increasing demand for post-high school education indicate the necessity for a tentative plan that will include two-year, four-year, and graduate institutions accessible to capable, deserving students in all parts of the State.

Vocational education is continually adjusted to the changing conditions in the fields for which the training is offered. The mechanization of farms has proceeded at a rapid pace requiring the training of youth and adult farmers in the efficient utilization of farm machinery. Inflated home budgets have made it necessary to revise home economics programs. New household appliances, new fabrics and plastics have changed the teaching content in home economics,

in industrial arts, and in distributive education. Changes in vocational education are made upon the advice of representatives of employers and of labor.

The opportunities of vocational education are available to adults as well as to school youth. There are sixty centers in the State in which some form of vocational education is available to adults.

The Department hopes that more county vocational schools will be developed during the next decade in the well populated counties. In sparsely settled areas regional vocational schools would serve a useful purpose.

Adult schools, largely financed by the adults themselves, have shown a fourfold growth in the last three years. The number of students enrolled in adult schools has increased from 7,498 in 1945-46 to 29,879 in 1948-49. The Division of Adult Education is requested to furnish leadership in the organization of many of the classes and serves as a clearing house for information. This Division performs the same function for Classes for Naturalization and Citizenship, for General Evening Schools, and for numerous institutes and conferences organized for specific purposes.

The value of the service already rendered and the need for continued attention to the field of adult education is evidenced by the large number of adults who are enrolled in organized study groups and by the large number of organizations under whose auspices study groups have been organized.

The education of veterans continues to require the attention of the Department of Education. In the vocational field to date, 1,000 private trade schools have made preliminary inquiry about requirements for approval. About 250 of these filed formal applications and have been inspected. Approval has been granted to more than 150 trade and flight schools, thus enabling veterans to attend these schools under the G. I. Bill of Rights. It is estimated that these schools have enrolled to date about 18,500 veterans. Under the Apprentice Training Program, approximately 15,000 veterans are in training or have completed their training. Approximately 7,500 veterans are now engaged in on-the-job training under the supervision of the Vocational Division. Institutional on-the-farm training accounts for another 1,100 veterans. In professional fields, there are at present about 950 agencies providing on-the-job training for about 9,000 veterans.

At the high school level, the Legislature appropriated moneys in 1946 and succeeding years to subsidize most of the cost of instruction while local school districts generally assumed the remainder of the cost and operated the classes. These groups are taught by regularly certificated teachers. The work is accelerated according to the capacity and interest of the individual veteran. The financing was so arranged that the veteran did not need to use any of his

educational entitlement in order to complete his high school career. The quality of work was recognized as valid by colleges and by neighboring states.

Although articles in some magazines predicted that the return of the veteran to high school was impossible, in New Jersey the adjustment of the schools to the needs of the veterans proved highly successful. In addition to a large number of veterans who returned to regular day high school classes, more than 23,000 veterans enrolled in special high school classes between April, 1946 and June, 1949. At present, there are about 5,000 enrolled and it is expected that the work will be discontinued after June, 1950.

At the post-high school level, colleges adopted many expedients to care for the large veteran enrollment. In November, 1947, about 22,000 of the 39,000 students enrolled in institutions of higher learning were veterans. In June, 1949, the enrollment had passed its peak and the colleges were preparing for a shift from veteran to civilian enrollment. According to the present law, the colleges will cease accepting veteran freshmen whose tuition is paid for by the Federal Government after 1951. Present registrations indicate that the civilian enrollment of September, 1949 was considerably higher than in 1939.

Division of the State Museum

A review of the year's work indicates the Museum made progress (a) in modernizing the exhibits which tell the story of New Jersey's natural history and archeology, (b) in completing the survey of visual aids' needs of the State, and (c) in improving the extension service.

During the year, 83,513 people visited the exhibits and public programs at the Museum and 368 school and adult groups from twenty counties of the State benefited from guided tours and gallery talks. Nine special exhibitions presented throughout the year served as a pattern for community exhibits.

Two new exhibits of Lenni Lenape culture were installed in the Indian Hall; and excavations of four village sites in Gloucester and Salem counties were conducted in cooperation with the Delaware Project of the Indian Historical Society.

The 92,465 requests for films and other visual aids filled by the Museum Extension Service and the many hundreds of unfilled requests, during the past year, are but an indication of the possible scope of this State-wide service. County or regional centers might provide a more effective distribution to the schools of the State, particularly for basic materials.

Division of the State Library, Archives and History

The fourth year of the Division's existence as part of the Department of Education was marked by the development of many new services to the offices of State Government and to the libraries and schools of New Jersey. Of outstanding interest in the Bureau of Library Services was the appointment of a

Public Library Consultant to serve in an advisory capacity to the public libraries of the State, and the passage of legislation authorizing the establishment of a central storage library. When finally constructed, this storage facility will be used by all the publicly supported libraries of the State for the storage of little-used books. Another forward step was recorded with the establishment of the new centralized microfilm unit in the Archives and History Bureau. The findings of national surveys of public library service are being studied with reference to their applicability to our situation in New Jersey. In particular the problem of providing State aid to help equalize library service is receiving the close attention of the state associations of librarians and public library trustees.

The Manual Training and Industrial School for Youth
(Bordentown)

The school considers citizenship training the main function. All students are required to live on the campus where they can receive the needed supervision and practice in right habits of living.

Graduates of the class of 1948 completed courses in automobile mechanics, beauty culture, building maintenance, cabinet making, carpentry, cooking, dressmaking, printing trades, painting, and decorating. A follow-up study made during 1948-49 showed that only one 1948 graduate remained unemployed.

The school has contributed substantially to the movement for better intercultural relations. The vocal musical organizations appeared during the year before an estimated total of 60,000 persons throughout the State. Kiwanis, Rotary, Optimists and numerous other organizations have been entertained at the school.

During the last three years, the State has increased somewhat the appropriation for building repairs and has followed a definite plan toward that end. As the buildings get older, they need more repairs, and heating plants and plumbing fixtures become obsolete and wear out. Substantial appropriations are necessary to avoid still greater expense in the future.

The New Jersey School for the Deaf
(West Trenton)

The work in the Child Study Department increased considerably where hearing tests, psychometrics, and psychologicals were given to all students applying for admission and to a large number who, through these tests, proved not to be candidates for admission. Parents were advised regarding placement of these children. Parents of pre-school children came to this department for advice regarding the pre-school training of their children.

The school had an unusually large enrollment—forty-three new students

entering. The trend towards larger enrollments continued to present many administrative problems, the greatest being the need for additional classroom and cottage facilities for beginning primary children. The function of the Primary Department lies largely in providing the proper environment for adjustment into happy living of the many whose background and conditions of health have brought about the necessity for very special handling.

The turnover on our teaching and supervisory staff was nearer to normal than it had been for a number of years. Academic standards were definitely raised, progress showing most in reading, language and lip-reading.

In June, four diploma students, who had completed both the academic and vocational courses, were graduated. Ten students received academic certificates and eleven vocational certificates. All were placed in splendid positions.

IV. Conditions Affecting the Maintenance and Improvement of the Standards of the Public Schools

Birth Rates and Inflation

From 1946 to 1949 there was an increase in enrollment of 33,000 in the elementary schools. By 1956, Grades K-8 will be called upon to care for 223,000 more children than in 1949, an increase of nearly 50 per cent. During the period 1950-1958, New Jersey will need about 1,800 new elementary school teachers every year. High enrollments will continue in the elementary grades for at least ten years. Greater enrollments resulting from the higher birth rate will be noticed in the high schools in 1957 and in the colleges in 1961.*

From 1948 to 1949 the total enrollment of the K-8 schools increased 12,858. The prediction of future increases based upon the birth rate is shown in the next column.

INCREASES

Year		*Pupils*
1950	–	17,787
1951	–	32,983
1952	–	49,508
1953	–	44,032
1954	–	31,286
1955	–	25,665
1956	–	21,888†

† Peak of elementary school enrollment.

Such increases in enrollment will require the appropriation of large sums of money in order to provide necessary buildings and instruction.

Inflation Does Not Increase Buying Power

At the same time, inflation has increased greatly the cost of personnel, materials and supplies, and buildings. Unfortunately, many people interpret such increases as "paying more for

* Statistics in regard to enrollments, teacher shortages and building shortages are taken from the following reports of the Department of Education:

"The Demand and Supply of Teachers 1948-49," by Robert H. Morrison, Thomas J. Durell, and Everett C. Preston. January, 1949.

"How Many Teachers Will New Jersey Need During the Next Ten Years?" by Robert H. Morrison. March, 1949.

"Report to the Commissioner of Education on Survey of School Building Needs in New Jersey from 1949-1950 to 1961-1962 by the Commissioner's Committee to Survey Building Needs in New Jersey." Milton W. Brown, Chairman. May, 1949.

the schools," in spite of the fact that the appropriations made may not represent as much buying power as the appropriations made in 1939. For instance, the average salary of teachers (omitting administrators) in 1938-39 was $2,070.97; in 1948-49, it was $3,262.57. In the meantime, the purchasing power of the dollar had decreased from $1.006 to $.591 (U. S. Department of Labor Consumers' Price Index calendar year basis). Accordingly, in terms of the 1939 dollar, the purchasing power of the $3,262.57 is $1,928.18 which is less than the teacher received in 1938-39.

The Effects of the Higher Birth Rates

The greater enrollments resulting from higher birth rates augment the shortage of teachers existing during World War II. The estimated increase in enrollment given on the preceding page indicate that the growth in enrollment up to the present time has been moderate, but that beginning in 1951, there will be at least six years during which the additional teachers needed in the elementary schools will exceed by far the annual product of our teacher training institutions.

The greater enrollments will produce a shortage of school buildings. A survey made during the year 1948-49 shows that by 1961 the local school districts will need about $400,000,000 for new school buildings to take care of greater enrollments, to replace temporary housing, and to replace obsolescent buildings already in poor condition. Eight thousand two hundred seventeen classrooms will be needed of which 5,980 will be for greater enrollments. In September, 1948, about 325 classes were housed in temporary, unsatisfactory quarters.

Still another effect of the higher enrollments is the overloading of our State teachers colleges. It is expected that in 1949-50 all of the State teachers colleges will be filled to capacity or overloaded. As a consequence, the inadequacy of some of these colleges for their enrollments in 1939 is intensified and appropriations for academic buildings and dormitories for these institutions are much needed.

THE SHORTAGE OF TEACHERS AND BUILDINGS IS RESULTING IN EXPEDIENTS THAT LOWER THE QUALITY OF EDUCATION.

Although great gains have been made in the number of students in the teachers colleges and although new buildings are being authorized by local districts at the rate of about $25,000,000 per year, the shortages in teachers and building facilities in the elementary schools continue to grow. As a result, the districts are turning to such expedients as teachers with sub-standard cerificates, larger classes, temporary housing, and double sessions. The present

average class size in the elementary grades is already 31, too large for efficient results.

In September, 1948, there were 1,789 teachers in New Jersey reported as holding sub-standard certificates and 475 holding temporary certificates as substitute teachers, total 2,264.

Part-time sessions usually held for four instead of five hours daily reduce the curriculum offerings and deprive the children of experiences necessary for Health Education, Character Education, and Preparation for Citizenship. Part-time sessions upset the patterns of home life. Part-time sessions and larger classes prevent teachers from giving attention to the needs of individual children. Teachers not fully prepared, part-time, inappropriate classrooms, and overloaded classes are already lowering the quality of education. This retrogression in standards will rapidly become more apparent during the next seven years unless financial means can be found to provide the necessary facilities and personnel.

THE FINANCIAL PLIGHT OF SCHOOL DISTRICTS

Meantime, local school districts are experiencing serious financial troubles. Higher operational costs have already produced such high tax rates that people are worrying lest the taxes become confiscatory. Some districts, taking advantage of the provisions of a recent law, have secured extensions of the debt limit in order to provide more classrooms. Having now reached the ultimate limit of their borrowing capacity, they face still further increases in enrollment in both elementary and high schols. When a school district assumes an overload of debt service, there is great danger that it will not be able to provide a good quality of educational service. There is a general opinion among the boards of education that real estate cannot carry the financial load necessary to maintain the standards of our schools and to provide necessary school findings during the next fifteen years.

Local school districts now get from the State 19 per cent of the operational costs of the schools, including the contribution of the State to the Teachers' Pension and Annuity Fund. Among the forty-eight states, the average contribution of the State to the operational costs of school districts is about 40 per cent. Further financial aid from the State for the building and operational costs of local school districts would be of great assistance to the local boards of education in their efforts to maintain the quality of education during the next decade.

An Expression of Appreciation

To the local boards of education; to the administrators, teachers, and other employees of the school districts, teachers colleges, institutions of higher learning, the School for the Deaf, the Manual Training and Industrial School for Youth, and other institutions with which the Department of Education is concerned; to the Advisory Boards and staffs of the Division of the State Library, Archives and History and of the Division of the State Museum; to the staff of the Department of Education; to the State Federation of District Boards of Education, the New Jersey Education Association, the New Jersey Congress of Parents and Teachers, and other organizations interested in public education; the State Board of Education and the Commissioner of Education extend their thanks for continued, loyal cooperation during the past year. To the Governor and Legislature of the State of New Jersey, they express their gratitude for the opportunity to serve in the cause of public education and for thoughtful and sympathetic consideration of the needs of public education.

Respectfully submitted,

THE STATE BOARD OF EDUCATION

GUSTAV A. HUNZIKER
President
and
JOHN H. BOSSHART
Commissioner of Education

STATISTICAL APPENDIX

SUMMARY OF STATISTICS

For The School Year Beginning July 1, 1948 and Ending June 30, 1949

RECEIPTS		Increase or Decrease
A—State Board of Education:		
(1) Commissioner's Office	$ 304,838.96	$ 16,961.30 I
(2) Academic Certificate Fund	26,151.13	3,985.54 D
(3) Division of State Library, Archives and History	128,956.58	4,695.89 I
(4) Division of State Museum	63,754.54	4,493.53 I
(5) Division Against Discrimination	55,360.01	4,313.77 I
TOTAL	$ 579,061.22	$ 26,478.95 I
B—County Administration and Supervision:		
(1) County Superintendents, salaries	$ 124,500.00	$ 2,153.22 I
(2) County Superintendents, clerk hire and expenses	103,284.07	10,635.29 I
(3) Helping Teachers and Other County Officers, salaries and expenses	266,407.44	21,805.97 I
TOTAL	$ 494,191.51	$ 34,594.48 I
C—State Institutions:		
(1) Glassboro State Teachers College	$ 283,254.18	$ 41,894.80 I
(2) Newark State Teachers College	306,097.56	28,586.84 I
(3) Trenton State Teachers College	805,628.55	163,698.24 I
(4) Montclair State Teachers College	586,808.76	59,341.06 I
(5) Paterson State Teachers College	171,451.72	182,321.03 D
(6) Jersey City State Teachers College	261,493.28	27,411.26 I
(7) Industrial School at Bordentown	346,630.54	34,243.99 I
(8) New Jersey School for the Deaf	531,888.80	44,841.00 I
(9) Training of Vocational Teachers:		
Appropriated by the State	70,496.48	13,002.63 I
Appropriated by the Federal Government	52,626.86	1,065.75 I
(10) State University	3,981,360.79	674,440.02 I
(11) Newark College of Engineering	328,367.79	58,367.79 I
TOTAL	$ 7,726,105.31	$ 964,572.35 I
D—Teachers' Pension and Annuity Fund: Operating Expenses, Current pension and previous years increase in reserve	$ 8,269,788.41	$ 233,150.30 D
E—State School Fund Expenses	$ 5,000.00	$ 77.84 D
F—Current Expense Accounts of Public Schools in Districts:		
1. Equalization Aid, Sec. 6 (1) Chap. 63, P.L. 1946	$ 9,948,375.75	$ 643,466.25 I
2. Transportation Aid, Sec. 6 (2), Chap. 63, P.L. 1946	2,364,607.14	213,566.49 I
3. Dependent Children, Sec. 7, Chap. 63, P.L. 1946	359,347.50	2,430.00 I
4. Regional High Schools, Sec. 8, Chap. 63, P.L. 1946	261,462.77	13,283.15 D
5. Deficiency Fund, Sec. 14, Chap 63, P.L. 1946	773,306.36	14,550.77 I
6. Emergency Aid, Sec. 14, Chap. 63, P. L. 1946	97,240.00	12,040.00 I
7. Additional State Aid, Chap. 142, P.L. 1946	—	1,200,000.00 D
8. Additional State Aid, Chap. 66, P.L. 1948	9,429,476.00	9,429,476.00 I
9. Municipal Aid, Sec. 13, Chap. 63, P.L. 1946	8,065,135.07	82,206.10 I
10. Crippled Children Aid	175,448.30	9,662.06 I
11. Railroad Tax	15,504.87	14,865.71 I
12. Interest Surplus Revenue	—	3,035.63 D
13. Veterans Revolving Fund	243,074.67	120,439.97 D
14. From District Taxes	93,079,930.78	3,918,407.89 I
15. From Notes Authorized by Vote of District or from Board of School Estimate	888,317.86	44,668.99 I
16. From Tuition Fees	8,230,264.04	971,797.91 I
17. From Interest on Deposit	28,244.25	43,555.42 D
18. From Sale of Books	27,298.05	42,924.86 D
19. From Other Sources	631,897.58	22,469.17 D
20. Balance from Previous Years	8,061,534.63	828,029.05 D
TOTAL	$142,680,465.62	$13,083,400.92 I

G—Repairs and Replacement Account:			
1. District Taxes	$ 8,486,972.76	$ 1,280,621.28	I
2. From Notes Authorized by Vote of District or from Board of School Estimate	79,852.82	168,952.18	D
3. From Sale of Property	97,758.40	11,436.68	D
4. From Other Sources	122,811.72	22,842.10	D
5. Balance from Previous Year	1,346,356.00	86,383.60	D
TOTAL	$ 10,133,751.70	$ 991,006.72	I
H—Land, Buildings and Equipment Account:			
1. From District Taxes	$ 1,731,073.02	$ 549,153.98	I
2. From Sale of Bonds or Notes	21,438,095.18	10,890,405.18	I
3. From Other Sources	521,146.03	59,435.76	I
4. Balance from Previous Year	11,075,296.37	4,364,378.02	I
TOTAL	$ 34,765,610.60	$ 15,863,372.94	I
I—School Library Account:			
1. From State	$ 530.00	$ 2,690.00	D
2. From District Taxes	891,055.83	102,053.05	I
3. From Other Sources	6,491.33	2,803.53	D
4. Balance from Previous Year	112,764.97	8,028.19	I
TOTAL	$ 1,010,842.13	$ 104,587.71	I
J—Manual Training Account:			
1. From State	$ 993,625.11	$ 56,214.70	I
2. From District Taxes	4,820,860.38	452,951.51	I
3. From Sale of Materials	50,268.49	4,782.20	I
4. From Other Sources	25,846.78	2,019.22	D
5. Balance from Previous Years	706,116.72	2,788.11	I
TOTAL	$ 6,596,717.48	$ 514,717.30	I
K—Industrial Schools:			
1. From State	$ 69,000.00	$ —	
L—Vocational Account			
1. From State	511,328.76	51,066.17	I
2. From State Veterans Revolving Fund	338,819.83	154,789.49	I
3. From Federal Government	476,237.34	57,691.65	I
4. From District Taxes	2,258,181.46	167,702.63	I
5. From Tuition	354,748.88	29,017.93	I
6. From Other Sources	93,695.18	15,191.43	I
7. Balance from Previous Year	581,625.30	48,060.54	I
TOTAL	$ 4,614,636.75	523,519.84	I
M—Junior Colleges Account:			
1. District Taxes	$ 319,478.80	$ 57,828.79	I
2. From Tuition and Fees	21,039.86	23,804.88	D
3. Balance from Previous Year	45,195.01	4,804.99	D
TOTAL	$ 385,713.67	$ 29,218.92	I
N—Evening Schools for Foreign-Born Residents Account:			
1. From State	$ —	$ 16,395.62	D
2. From District Taxes	20,924.31	97.37	D
3. From Other Sources	1,221.00	709.50	I
4. Balance from Previous Year	61,435.31	2,943.05	I
TOTAL	83,580.62	$ 12,840.44	D
O—Teachers' Libraries:			
1. From State	$ —	$ 400.00	D
2. From Other Sources	—	400.00	D
TOTAL	$ —	$ 800.00	D
P—Debt Service Account:			
1. From District Taxes	$ 12,462,361.33	$ 222,141.85	D
2. From Other Sources	225,704.74	109,507.01	I
3. Balance from Previous Year	47,151.10	44,008.85	I
TOTAL	$ 12,735,217.17	$ 68,625.99	D

Q—Reserve Account:			
To Pay Outstanding Bills of Previous Year	$ 4,518,460.61	$ 2,784,365.50	I
GRAND TOTAL	$234,668,142.80	$34,604,341.06	I

EXPENDITURES

		Increase or Decrease	
A—State Board of Education:			
1. Commissioner's Office	$ 304,838.96	$ 16,961.30	I
2. Academic Certificate Fund	23,017.88	2,515.62	I
3. Division of State Library, Archives and History	128,956.58	4,695.89	I
4. Division of State Museum	63,754.54	4,493.53	I
5. Division Against Discrimination	55,360.01	4,313.77	I
TOTAL	$ 575,927.97	$ 32,980.11	I
B—County Administration and Supervision:			
1. County Superintendents, Salaries and Expenses	$ 227,784.07	$ 12,788.51	I
2. Helping Teachers, Salaries and Expenses	247,945.20	19,387.29	I
3. County Attendance Officers, Salaries and Expenses	14,323.35	2,009.52	I
4. County Supervisors of Child Study. Salary and Expenses	4,138.89	409.16	I
TOTAL	$ 494,191.51	$ 34,594.48	I
C—State Institutions:			
1. Glassboro State Teachers College	$ 283,254.18	$ 41,894.80	I
2. Newark State Teachers College	306,097.56	28,586.84	I
3. Trenton State Teachers College	805,628.55	163,698.24	I
4. Montclair State Teachers College	586,808.76	59,341.06	I
5. Paterson State Teachers College	171,451.72	182,321.03	D
6. Jersey City State Teachers College	261,493.28	27,411.26	I
7. Industrial School at Bordentown	346,630.54	34,243.99	I
8. New Jersey School for the Deaf	531,888.80	44,841.00	I
9. Training of Vocational School Teachers	123,123.34	14,068.38	I
10. State University	3,981,360.79	674,440.02	I
11. Newark College of Engineering	328,367.79	58,367.79	I
TOTAL	$ 7,726,105.31	$ 964,572.35	I
D—Teachers' Pension and Annuity Fund:			
Operating Expenses, Current Pensions and Increase in Reserve	$ 8,269,788.41	$ 233,150.30	D
E—State School Fund, Expenses	$ 5,000.00	$ 77.84	D
F—Current Expense Account of Schools in the Districts:			
1. Expended for administration, instruction operating, auxiliary agencies, coordinate activities and fixed charges in public day schools	$132,798,045.32	$12,891,132.46	I
2. Expended for Evening Schools in Districts	494,533.65	7,428.48	D
3. Expended for Veteran Classes in Districts	340,315.05	103,153.10	D
4. Expended for Summer Schools in Districts	131,079.87	27,117.75	D
TOTAL	$133,763,973.89	$12,753,433.13	I

G—Repairs and Replacement Account	$ 8,962,446.07	$ 1,161,623.77	I
H—Land, Building and Equipment Account	$ 19,260,039.43	$ 10,883,238.72	I
I—School Library Account	$ 884,463.97	$ 90,385.46	I
J—Manual Training Account	$ 5,868,382.94	$ 487,407.38	I
K—Industrial Schools	69,000.00	—	
L—Vocational School Account:			
1. Day Vocational Schools	$ 2,956,849.11	$ 223,571.11	I
2. Evening Vocational Schools	521,308.13	92,479.53	I
3. Veteran Classes	412,378.99	107,661.32	I
4. Capital Outlay	7,751.24	31.19	I
TOTAL	$ 3,898,287.47	$ 423,743.15	I
M—Junior College Account	$ 341,275.48	$ 23,171.89	I
N—Evening Schools for Foreign-born Residents Account	$ 35,408.23	$ 1,151.16	D
O—Teachers' Libraries	$ —	$ 800.00	D
P—Debt Service Account	$ 12,588,268.73	$ 155,860.73	D
Q—Reserve Account	$ 4,050,691.63	$ 2,438,628.47	I
Balance on Hand at Close of Year	$ 27,874,891.76	$ 5,701,602.18	I
Expenditures & Balances — Total	$234,668,142.80	$ 34,604,341.06	I

COMPARISON OF THE STATE ADMINISTRATIVE EXPENDITURES WITH ALL EDUCATIONAL EXPENDITURES

IN COUNTIES AND DISTRICTS WITH THE EXCEPTION OF CAPITAL OUTLAY

July 1, 1948 to June 30, 1949

State Administration of Schools	$	575,927.97
		.36%
Local School Expenditures, exclusive of Capital Outlay		158,996,625.59
		99.64%

Analysis of State Administration Costs

Salaries		430,328.69
Materials and Supplies		103,371.37
Other Than Personal		42,227.91
TOTAL	$	575,927.97

Analysis of Educational Expenditures in Counties and Districts with the Exception of Capital Outlay

Administration	$	4,686,700.51
Instruction:		
Supervision		10,711,006.61
Instruction Proper		92,668,370.09
Operation		16,297,727.97
Maintenance		9,378,128.89
Coordinate Activities		3,451,892.46
Auxiliary Agencies		7,777,692.24
*Fixed Charges		1,436,838.15
Debt Service		12,588,268.73
TOTAL	$	158,996,625.59

*Less Tuition Transfers

(Based on Expenses of maintaining the public day schools)			Increase or Decrease	
Administration Expenses		$ 4,295,707.06	$ 434,608.98	I
Instruction:				
Supervision	9,929,536.39		699,708.00	I
Instruction Proper	89,119,252.51		8,624,861.81	I
		99,048,788.90	9,324,569.81	I
Operation of School Plant		15,782,091.49	1,186,520.20	I
Maintenance of School Plant		9,124,849.16	1,224,090.18	I
Coordinate Activities:				
Attendance	781,854.05		54,900.44	I
Health	2,613,735.54		266,806.78	I
		3,395,589.59	321,707.22	I
Auxiliary Agencies:				
Library	883,950.81		89,327.90	I
Transportation	4,356,148.41		655,361.03	I
Other Auxiliary Agencies	2,410,366.90		316,468.56	I
		7,650,466.12	1,061,157.49	I
Fixed Charges				
Leasing School Rooms	62,884.41		4,361.99	I
Pensions	306,567.07		53,586.49	I
*Insurance and Workmen's Compensation	994,018.39		99,578.58	I
Other Fixed Charges	6,803.36		12,872.76	D
		1,370,273.23	144,654.30	I
TOTAL		$ 140,667,765.55	$ 13,697,308.18	I
Average yearly cost per pupil based on average enrollment in day schools		230.05	17.46	I
Average yearly cost per pupil based on average daily attendance		250.98	18.56	I

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

INDEBTEDNESS STATEMENT

June 30, 1949

Outstanding July 1, 1948	$117,505,104.49*
Bonds and Notes Issued During the Year	21,692,175.14
Redeemed During Year From District Taxes	7,902,559.67
Redeemed During Year From Sinking Funds	1,301,800.00
Outstanding June 30,1949	129,992,919.96
Amount In Sinking Fund June 30, 1948	6,701,328.77
District Taxes for Sinking Fund Requirements	55,544.47
Receipts from Interest and Other Sources	328,746.59
Total Sinking Fund Receipts Including Amount in Fund June 30, 1948	7,085,619.83
Bonds Redeemed During Year From Sinking Fund	1,301,800.00
Paid for Premiums on investments, etc.	2,712.01
Amount in Sinking Fund June 30, 1948	$ 5,781,107.82

*$765,785.29 not reported last year due to failure to include as there was a misunderstanding in Municipal Refunding in Article VI districts.

COMPARISON OF SOME EXPENDITURES FOR THE LAST FIVE YEARS

	1944-45	1945-46	1946-47	1947-48	1948-49	Increase or Decrease	
*Teachers' Salaries	$67,205,579.37	$69,933,738.81	$78,366,304.67	$86,711,318.39	$95,408,952.85	$ 8,697,634.46	I
Textbooks	1,145,465.55	1,258,844.58	1,272,548.07	1,440,199.44	1,646,957.39	206,757.95	I
Supplies (Educational)	1,925,231.57	2,074,290.02	2,497,594.10	3,078,392.05	3,371,626.40	293,234.35	I
Janitors' Salaries	7,726,938.74	8,251,340.86	9,292,946.96	9,844,174.06	10,775,093.76	930,919.70	I
Fuel	2,071,661.38	2,271,519.47	2,233,140.13	2,598,730.57	2,606,726.07	7,995.50	I
Transportation of Pupils	2,904,916.07	3,095,978.22	3,408,385.84	3,701,781.36	4,357,124.72	655,343.36	I
Health Service	1,927,792.54	2,022,389.31	2,296,137.84	2,437,649.23	2,719,244.19	281,594.96	I
Attendance Service	591,720.81	621,829.64	709,127.63	779,221.34	840,085.69	60,864.35	I
Insurance	620,930.92	656,853.84	863,020.22	911,434.18	1,017,598.26	106,164.08	I
Maintenance of Plant	4,186,271.65	5,402,107.44	7,036,256.37	8,162,945.75	9,378,128.89	1,215,183.14	I
Capital Outlay	935,723.96	1,165,347.03	3,157,941.21	8,434,129.20	19,338,045.80	10,903,916.60	I
Debt Service	14,428,792.75	13,083,041.10	12,520,959.83	12,744,129.46	12,588,268.73	155,860.73	D

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

SOURCES OF INCOME

Moneys For Ihe Support of Public Schools

Were Derived From The Following Sources for 1948-49

1.	Appropriated by Legislature from General State Fund		$ 42,452,726.58
	(a) State Administration	$ 552,910.09	
	(b) County Superintendents' Salaries	124,500.00	
	(c) State Institutions	7,673,478.45	
	(d) Teachers' Pension and Annuity Fund	8,269,788.41	
	(e) Library Aid to Districts	530.00	
	(f) Chapter 63, P. L. 1946 (Pascoe Law)	14,070,746.96	
	(g) Chapter 66, P.L. 1948	9,429,476.00	
	(h) Manual Training Aid to Districts	993,625.11	
	(i) Vocational Aid to Districts	511,328.76	
	(j) Veterans Aid to Districts	581,894.50	
	(k) Industrial Schools	69,000.00	
	(l) Crippled Childrens Aid to Education	175,448.30	
2.	Railroad Taxes		15,504.87
3.	State School Fund Expenses		5,000.00
4.	Appropriated by Federal Government		940,954.66
	(a) Vocational Schools	476,237.34	
	(b) Training for Teachers	52,626.86	
	(c) Federal Government in Lieu of Taxes and Other Aid including F.W.A.	412,090.46	
5.	Municipal Aid (Chapter 63, P.L. 1946)		8,065,135.07
6.	District Taxes		122,455,033.67
7.	County Appropriations		1,719,089.07
8.	Sale of Bonds for Capital Outlay		21,438,095.18
9.	Other Sources		11,002,856.58
	(a) Tuition	8,620,902.65	
	(b) Authorized Loans	254,239.99	
	(c) Additional Municipal Appropriations	1,189,974.59	
	(d) Interest	169,768.99	
	(e) Sale of Property	234,092.33	
	(f) Insurance	107,026.05	
	(g) Rent	220,602.45	
	(h) Donations	48,197.21	
	(i) Bond Premiums	34,137.47	
	(j) Fines and Fees	36,110.89	
	(k) Sinking Fund Surplus	117.78	
	(l) Other Local	61,535.05	
	(m) Academic Certificate Fund	26,151.18	
10.	Balance on Hand Beginning of Year		26,573,747.12
11.	Grand Total Receipts and Balances		$234,668,142.80

ENROLLMENT IN DAY SCHOOLS FOR 1948-49

		Increase or Decrease	
Boys Enrolled	335,476	5,551	I
Girls Enrolled	321,404	5,369	I
Total Enrollment	656,880	10,920	I
Number of Pupils Enrolled in:			
Rural Schools — One Room	2,189	399	D
Rural Schools — Two Room	4,118	770	D
Total Rural School Enrollment	6,307	1,169	D
Number of Pupils Enrolled in:			
Kindergarten	53,675	279	I
Pre-First Grade	15,343	1,342	I
Grade I	71,104	8,199	I
Grade II	57,911	4,807	I
Grade III	52,375	1,463	I
Grade IV	49,837	305	D
Grade V	49,670	1,320	I
Grade VI	47,805	928	I
Grade VII	47,020	863	D
Grade VIII	44,753	335	I
Grade IX	46,635	1,329	D
Grade X	41,969	2,581	D
Grade XI	37,118	1,536	D
Grade XII	34,748	651	D
Post Graduate	287	204	D
Subnormal Classes	4,128	45	D
Anaemic Classes	521	277	I
Backward and Incorrigible Classes	300	452	D
Crippled Classes	655	2	I
Classes for the Blind	202	25	I
Classes for the Deaf	126	2	I
Other Special Classes	698	93	D
Total	656,880	10,920	I
Grouping of Day School Enrollments:			
Kindergarten	53,675	279	I
Grades 1-8 inclusive, except the enrollment in 7th and 8th grades in approved Junior High Schools	410,521	17,426	I
Approved Jr. H.S. (Grades 7-9)	41,264	27	I
Senior High School (Grades 10-12)	32,643	2,244	D
Four-Year High School (Grades 9-12)	111,860	4,080	D
Post Graduates	287	204	D
Special Classes	6,630	284	D
Total	656,880	10,920	I

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

Day Schools	656,880	10,920	I
Day Vocational Schools	9,597	901	D
Bedside Pupils	1,192	22	I
Junior Colleges	957	35	I
Vocational Veterans	1,347	262	D
Total Day Schools	669,973	9,814	I
Regular Evening Schools	2,444	3,165	D
Accredited Evening High Schools	3,600	778	D
Vocational Evening Schools	15,609	1,202	I
Evening Schools for Foreign-Born Residents	3,086	1,184	I
Manual Training Evening Classes	28	3	I
Veteran Evening Classes	4,336	1,946	D
Total Evening Classes	29,103	3,500	D
Grand Total Enrollment in Public Schools	699,076	6,314	I
*Total in Summer Schools	10,494	1,359	D
Total Including Summer Schools	709,570	4,955	I

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

ATTENDANCE IN DAY SCHOOLS

Average time the day schools were maintained (A school month is 20 days)	9 mos. 2 days	1 day	D
Possible Number of Days Attendance	111,466,224½	2,041,481	I
Total Number of Days Present	102,443,622	2,369,674½	I
Total Number of Days Absent	9,022,602½	328,193½	D
Average Enrollment	611,457	14,195	I
Average Daily Attendance	560,483	14,189	I
Average Attendance of Each Pupil	167	—	
Average Absence of Each Pupil	15	1	D
Per Cent of Attendance	91.91	.46	I
Total Number of Times Tardy	623,452	34,853	D
Number of Sessions Truant	35,728	4,124	D
Number of Cases of Suspension or Expulsion	3,323	178	I
Pupils Enrolled who attended Schools in Other Districts in the State	10,701	6,628	D

		Increase or Decrease	
VOCATIONAL DAY SCHOOLS			
Number of days schools kept open	182	1	D
Possible number of days attendance	1,397,845½	122,230½	D
Number of days present	1,265,654½	103,135	D
Number of pupils enrolled	9,597	901	D
Average Attendance	6,962	502	D
EVENING VOCATIONAL SCHOOLS			
Number of evenings kept open	126	3	I
Number of pupils enrolled	15,609	1,202	I
Total Evening Attendance	375,903	47,154	I
Average Evening Attendance	2,989	434	I
JUNIOR COLLEGES			
Number of days schools kept open	165	3	I
Possible number of days attendance	101,897	11,720	D
Number of days present	94,073	15,109	D
Number of boys enrolled	675	12	D
Number of girls enrolled	282	47	I
Total number of pupils enrolled	957	35	I
Average Daily Attendance	570	104	D
VOCATIONAL VETERANS			
Number of males enrolled	1,346	263	D
Number of females enrolled	1	1	I
Total Number of Pupils Enrolled	1,347	262	D
Total Number of Teachers Employed	68	42	D
VETERAN EVENING CLASSES			
Number of males enrolled	4,320	1,945	D
Number of females enrolled	16	1	D
Total Number of Pupils Enrolled	4,336	1,946	D
Total Number of Teachers Employed	201	72	D

SUMMER SCHOOLS

Number of Teachers — Men	206	10	D
Women	236	6	D
Total	442	16	D
Number of days schools kept open	24	4	D
Number of Pupils enrolled in:			
Elementary Grades	4,557	178	D
High School Grades	5,937	1,181	D
Total	10,494	1,359	D
Total Days Attendance	210,143	31,725½	D
Average Daily Attendance	8,865	329	I

MANUAL TRAINING CLASSES IN DAY SCHOOLS

Number of Elementary Pupils	95,009	7,461	D
Number of High School Pupils	75,196	1,160	I
Total	170,205	6,301	D

REGULAR EVENING SCHOOLS		41	D
Number of evenings schools were maintained	55	14	D
Number of weeks schools were maintained	18	1,706	D
Male pupils enrolled	880	1,459	D
Female pupils enrolled	1,564	3,165	D
Total pupils enrolled	2,444	270,519	D
Total Evening Attendance	55,776	2,387	D
Average Evenings Attendance	1,017		
ACCREDITED EVENING HIGH SCHOOLS			
Number of evenings schools were maintained.	181	1	I
Number of weeks schools were maintained	36	—	
Male Pupils Enrolled	2,040	330	D
Female Pupils Enrolled	1,560	448	D
Total Pupils Enrolled	3,600	778	D
Total Evening Attendance	242,474	357,380	D
Average Evening Attendance	1,336	1,990	D
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS			
Number of evenings schools kept open	76	—	
Number of pupils enrolled	3,086	1,184	I
Total Evenings Attendance	94,874	26,999	I
Average Evenings Attendance	1,246	353	I
MANUAL TRAINING EVENING CLASSES			
Number of evenings kept open	59	16	I
Number of pupils enrolled	28	3	I
Total Evenings Attendance	747	487	I
Average Evenings Attendance	13	1	I

NUMBER OF GRADUATES FROM FEBRUARY AND JUNE

Full Four-Year High School Course

	Boys	Girls	Total	Boys		Girls		Total	
Fourteen Years	—	1	1	—		1		1	I
Fifteen Years	28	38	66	10	D	52	D	62	D
Sixteen Years	1,217	2,008	3,225	328	D	347	D	675	D
Seventeen Years	7,755	10,109	17,864	381	D	600	D	981	D
Eighteen Years	5,141	4,764	9,905	412	I	651	I	1,063	I
Nineteen Years	1,370	696	2,066	189	I	1021	I	291	I
Twenty Years	303	67	370	95	D	16	D	111	D
Over Twenty Years	373	22	395	178	D	16	D	194	D
Total	16,187	17,705	33,892	391	D	277	D	668	D

TRANSPORTATION

		Increase or Decrease	
Total Number of Days Transported	16,790,408	1,514,009	I
Pupils transported from without the district for whom the cost of transportation is paid	39,346	1,301	I
Pupils transported from within the district for whom the cost of transportation is paid	80,694	6,349	I
Total number of pupils receiving transportation	120,040	7,650	I
Cost of Transporting Pupils to schools in other districts	$1,646,101.88	$169,739.90	I
Cost of Transporting Pupils to schools within the districts	2,710,046.53	485,621.13	I
Total	$4,356,148.41	$655,361.03	I

TUITION

Number of Tuition Pupils sent to other districts:			
High School	35,734	130	D
Elementary	4,822	16	D
Summer, Evening or Vocational	1,855	800	D
Number of Tuition Pupils received including those for whom the tuition is paid by parents or others:			
High School	36,370	282	I
Elementary	7,793	1,336	I
Veterans Attending School	4,548	1,577	D
Number of pupils attending Junior Colleges	60	89	D
Amount of Tuition money received for 1948-49 and prior years	$8,620,902.65	$956,023.72	I
Amount of Tuition money paid on account of 1948-49	$7,761,819.33	$928,970.95	I

SCHOOL BUILDINGS

Total Cost of School Buildings, Land and Equipment	$ 377,843,925.00	$7,808,878.00	I
Average Cost of New Jersey School Buildings	194,164.00	4,888.00	I
Number of School Districts in State	553	7	D
School Districts not maintaining Schools	31	2	D
School Buildings Owned	1,946	9	D
School Buildings Rented	69	13	I
Total School Buildings	2,015	4	I
Buildings Completed during the year	10	6	I
Buildings enlarged during the year	21	11	I
Buildings remodelled during the year	23	13	I
Number of new classrooms added during the year	282	221	I
Buildings abandoned during the year	22	15	I
Number of rooms in buildings abandoned	126	112	I

Size of School Buildings Owned

One-Room Buildings	130	7	D
Two-Room Buildings	160	15	D
Three-Room Buildings	48	5	D
Four-Room Buildings	205	13	D
Five or more Room Buildings	1,403	31	I
Total School Buildings Owned	1,946	9	D

Portable and Rented Buildings

Number of Portable Buildings	32	4	I
Number of Rooms used in Portable Buildings	47	3	I
Number of Rented Buildings	69	13	I
Number of Rooms used in Rented Buildings	164	18	I

Number of Rooms

Number of Regular Classrooms used	21,514	248	D
Number of Manual Training and Domestic Science Rooms used	1,827	35	I
Number of Laboratories and Other Special Rooms	2,419	23	I
Total number of Rooms used	25,760	190	D
Total number of Rooms not used	1,349	111	I
Total number of Rooms available	27,109	79	D
Number of Basement Rooms used for Classroom purposes	510	87	I
Total Number of Seatings provided	796,198	4,732	I

Schools by Types

If a kindergarten class or classes, elementary grades and a high school are housed in the same building, such building houses three separate schools.

Kindergarten Schools	800	46	I
Elementary Schools	1,544	3	D
Four-Year High Schools or Less	153	6	D
Approved Junior High School Plan:			
Junior High School	72	1	D
Senior High School	48	3	I
Special	183	9	I
Vocational	65	—	
Total	2,865	48	I

NUMBER OF TEACHERS — DAY AND EVENING

1948 and 1949

	Men	Women	Total	Increase or Decrease Men	Women	Total
Total number of teachers day and evening	7,300	22,658	29,958	238 I	445 I	683 I
Superintendents	48	—	48	2 I	—	2 I
Assistant Superintendents	17	1	18	1 I	2 D	1 D
Director County Vocational School	4	—	4	—	—	—
Ass't. Dir. Co. Vocational School	3	—	3	—	—	—
Approved Supervising Principals	157	7	164	7 I	1 I	8 I
Unapproved Supervising Principals	34	3	37	8 D	1 I	7 D
Non-Teaching Principals	573	293	866	15 I	5 I	20 I
Supervisors	35	62	97	1 I	1 I	2 I
Special Supervisors	119	166	285	4 D	10 D	14 D
Teachers:						
Rural Schools — One Room	2	72	74	1 D	4 D	5 D
Rural Schools — Two Rooms	8	158	166	—	5 I	5 I
Kindergarten	—	1,036	1,036	—	46 I	46 I
Grades I — VIII	538	10,218	10,756	43 I	368 I	411 I
Grades I — VI	45	2,722	2,767	4 I	28 I	32 I
Grades VII — IX (Jr. High)	391	893	1,284	12 I	35 D	23 D
Grades IX — XII (Sr. High)	711	906	1,617	16 I	22 I	38 I
Grades IX — XII	1,940	2,559	4,499	8 D	89 D	97 D
Short Term	23	156	179	1 D	10 D	11 D
Substitute	37	248	285	1 I	61 I	62 I
Ungraded, Backward and Incorrigible Classes	21	27	48	2 I	1 I	3 I
Crippled Classes	4	44	48	1 I	—	1 I
Sub-normal Classes	39	236	275	5 I	2 I	7 I
Deaf Classes	3	17	20	1 I	1 D	—
Blind Classes	—	21	21	—	—	—
Bedside or Home Instruction						
Full Time	1	68	69	—	5 I	5
Part-Time	86	438	524	17 I	52 I	69 I
Unclassified	678	1,341	2,019	44 I	19 D	25 I
Manual Training-Day	690	564	1,254	4 I	19 I	23 I
Vocational Training-Day	327	111	438	11 I	7 I	18 I
Junior College Teachers	37	12	49	4 I	1 I	5 I
Vocational Evening	482	65	547	62 I	14 I	76 I
Regular Evening School	108	88	196	27 D	14 D	41 D
Accredited Evening High School	77	31	108	—	6 D	6 D
Foreign-Born Residents Evening School	29	36	65	4 I	4 D	—
Manual Training-Evening	31	—	31	29 I	1 D	28 I
Helping Teachers	2	59	61	1 I	1 I	2 I
No. of Teachers with Bachelors' Degree			11,165			149 I
No. of Teachers with Masters' Degree			6,217			484 I
No. of Teachers with Doctors' Degree			233			7 I
No. of Teachers with Degrees from N.J. Teachers Colleges			4,769			300 I
No. of Teachers with Degrees from Other Colleges			12,846			340 I
TOTAL No. of Teachers with Degrees			17,615			640 I
No. of Teachers of N.J. State Teachers Colleges and Normal School Graduates			9,953			86 I
No. of Teachers of Other Normal Schools			2,434			335 D
No. of Teachers with Other Training			2,546			243 I
No. of Teachers who attended Extension Classes in 1948-49			5,747			406 I
No. of Teachers who attended Summer School for six weeks or more in Summer of 1948			2,139			6 I

SPECIAL SUPERVISORS

	Men	Women	Increase or decrease Men	Women
Physical Training	53	24	3 D	5 D
Music	27	62	1 D	5 D
Drawing	4	40	—	6 D
Penmanship	—	2	—	1 D
Others	35	38	—	7 I
Total	119	166	4 D	10 D

SPECIAL TEACHERS

Physical Training	367	311	14 I	2 I
Music	177	251	19 I	4 I
Drawing	36	243	1 I	9 I
Teacher Librarians	10	152	2 I	—
Penmanship	—	5	—	1 I
Others	88	379	8 I	35 D
Total	678	1,341	44 I	19 D

TEACHERS

1948-49

		Increase or Decrease	
Number of New Teachers in Districts in 1948-49			
Number who did not teach in 1947-48 from New Jersey:			
Kindergarten — Elementary	1,145		
J. S. & 4 Yr. High	366		
Total		1,511	86 I
Other States:			
Kindergarten — Elementary	182		
J. S. & 4 Yr. High	196		
Total		378	—
Number who taught in Other School Districts in New Jersey in 1947-48:			
Kindergarten — Elementary	629		
J. S. & 4 Yr. High	258		
Total		887	60 D
Other States:			
Kindergarten — Elementary	170		
J. S. & 4 Yr. High	142		
Total		312	70 D
Total Number of New Teachers in 1948-49:			
Kindergarten — Elementary	2,126		
J. S. & 4 Yr. High	962		
Total		3,088	44 D
Number of New Positions created for school year 1948-49			
Kindergarten — Elementary	591		
J. S. & 4 Yr. High	126		
Total		717	244 I
Number of Teaching Positions (Day Schools):			
Kindergarten (Women)		1,036	56 I
Elementary Schools:			
Men		1,073	74 I
Women		14,034	411 I
Approved Junior High Schools:			
Men		597	19 D
Women		1,147	88 D
Approved Senior High Schools:			
Men		1,024	147 I
Women		1,267	212 I
Regular High Schools of Four Years or Less:			
Men		2,296	91 D
Women		2,894	244 D
Junior Colleges:			
Men		37	4 I
Women		12	1 I
Vocational Schools of Secondary Grade:			
Men		335	19 I
Women		113	15 I
Other Local Schools for Deaf, Blind, Delinquent, etc:			
Men		74	5 I
Women		501	7 D
Total:			
Men		5,436	139 I
Women		21,004	356 I
GRAND TOTAL		26,440	495 I

SALARIES OF TEACHERS

		Increase or Decrease	
Average salary per year paid to all full time school teachers not including superintendents, assistant superintendents, supervising principals, principals, supervisors or evening school teachers of any kind	$ 3,262.57	$262.34	I
Average salary per month paid to all day school teachers	358.52	30.63	I

AVERAGE SALARY PAID

Superintendents	$8,317	$393	I
Assistant Superintendents	8,482	806	I
Directors County Vocational Schools	8,150	625	I
Ass't. Directors of County Vocational Schools	5,685	367	I
Approved Supervising Principals	5,881	235	I
Unapproved Supervising Principals	4,396	181	I
Non-teaching Principals	4,964	265	I
Supervisors	4,793	293	I
Special Supervisors	4,439	371	I
Rural School Teachers — One Room	2,244	208	I
Rural School Teachers — Two Rooms	2,318	248	I
Kindergarten Teachers	3,008	233	I
Elementary Teachers:			
Grades I — VIII	3,012	210	I
Grades I — VI	3,106	342	I
Junior High School Teachers: (Grades 7-9)	3,587	254	I
Senior High School Teachers: (Grades 10-12)	3,661	422	I
Four-Year High School Teachers (Grades 9-12)	3,646	277	I
Short Term Teachers	1,699	386	I
Substitute Teachers	1,124	78	I
Special Teachers:			
Ungraded, Backward & Incorrigible Classes	3,055	17	I
Sub-normal Classes	3,663	323	I
Crippled Classes	4,132	463	I
Deaf Classes	4,121	384	I
Blind Classes	3,656	265	I
Special Teachers — Bedside or Home Instruction			
Full Time	3,093	286	I
Part-Time	295	24	D
Special Teachers —Unclassified	3,371	349	I
Manual Training Teachers	3,388	258	I
Vocational Teachers	3,804	183	I
Junior College Teachers	4,745	348	I
Helping Teachers	3,741	259	I

NUMBER OF EMPLOYEES OTHER THAN THOSE REPORTED AS TEACHERS

	Full Time	Part Time
Secretaries or District Clerks	123	430
Clerks and Assistants in Secretaries or District Clerks' Offices	214	26
Business Managers	12	3
Clerks and Assistants in Business Managers' Offices	64	—
Clerks in Superintendents' or Supervising Principals' Offices	292	21
Clerks in Supervisors' Offices	101	8
Clerks in Principals' Offices	768	52
Attendance Officers	211	395
Clerks in Attendance Officers' Offices or Departments	50	5
Medical Inspectors	35	702
Clerks in Medical Inspectors' Offices	19	2
Other Clerks not previously listed	94	4
Dental Inspectors	16	214
Nurses	455	350
Janitors, Engineers, Firemen, Watchmen and Helpers	3,890	837
Bus Drivers of District-Owned Busses	78	148
Attendants for Crippled Children on District-Owned Busses	6	—
Maintenance Employees	551	63
Recreation Employees	39	424
Other Employees not previously listed	593	255
TOTAL	7,611	3,939

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

	1945	1946	1947	1948	1949	Increase or Decrease
Total Enrollment of Pupils in All Schools						
Day and Evening	659,759	667,305	681,652	692,762	699,076	6,314 I
This Enrollment Divided:						
Day Schools	644,524	642,207	650,864	660,159	669,973	9,814 I
Evening Schools	15,235	25,098	30,788	32,603	29,103	3,500 D
Boys in Day Schools	326,389	327,292	336,836	341,176	345,594	4,418 I
Girls in Day Schools	318,135	314,915	314,028	318,983	324,379	5,396 I
Boys in Evening Schools	6,942	15,557	23,390	23,968	19,124	4,844 D
Girls in Evening Schools	8,293	9,541	7,398	8,635	9,979	1,344 I
Average Daily Attendance in Day Schools	532,669	525,155	538,360	546,294	560,483	14,189 I
Average Absence of Each Pupil in Days	15	18	15	16	15	1 D
Enrollment:						
Kindergarten	36,311	38,139	44,816	53,396	53,675	279 I
*Priary Grades	217,571	219,144	222,332	231,064	246,570	15,506 I
*Grammar Grades	202,085	194,023	188,654	187,528	189,248	1,720 I
*High Schools	171,341	172,255	173,689	167,058	160,757	6,301 D
Special Classes	7,541	7,554	6,925	6,914	6,630	284 D
Vocational Day Schools	8,588	9,511	11,281	10,498	9,597	901 D
One-room Rural Schools	2,637	2,436	2,535	2,588	2,189	399 D
Two-room Rural Schools	5,452	4,832	4,820	4,888	4,118	770 D
Teachers — Total Number	27,534	28,344	28,674	29,275	29,959	684 I
Men	5,182	6,284	6,852	7,062	7,301	239 I
Women	22,352	22,060	21,822	22,213	22,658	445 I
One-Room Rural School — Total	100	81	84	79	74	5 D
Men	7	3	2	3	2	1 D
Women	93	78	82	76	72	4 D
Two-Room Rural School — Total	203	185	175	161	166	5 I
Men	7	10	13	8	8	..
Women	196	175	162	153	158	5 I
Kindergarten — Women	761	790	879	990	1,036	46 I

* Primary schools include Grades I-IV, Grammar schools include V-VIII, High schools include grades IX-XII and Post Graduates.

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

Teachers:	1945	1946	1947	1948	1949	Increase or Decrease
Grade I - VIII – Total	10,680	10,605	10,599	10,345	10,756	411 I
Men	268	367	470	495	538	43 I
Women	10,412	10,238	10,129	9,850	10,218	368 I
Grades I - VI – Total	2,244	2,278	2,310	2,735	2,767	32 I
Men	17	34	38	41	45	4 I
Women	2,227	2,244	2,272	2,694	2,722	28 I
Junior High School – Total	1,355	1,329	1,307	1,307	1,284	23 D
Men	237	305	369	379	391	12 I
Women	1,118	1,024	938	928	893	35 D
Senior High School –	1,532	1,608	1,598	1,579	1,617	38 I
Men	536	642	672	695	711	16 I
Women	996	966	926	884	906	22 I
Four-Year High School – Total	4,516	4,589	4,616	4,596	4,499	97 D
Men	1,558	1,785	1,911	1,948	1,940	8 D
Women	2,958	2,804	2,705	2,648	2,559	89 D
Manual Training – Total	1,161	1,188	1,197	1,231	1,254	23 I
Men	617	654	666	686	690	4 I
Women	544	534	531	545	564	19 I
Average Salary Per Year Paid to:						
Day School Teachers	$2,396	$2,484	$2,745	$3,000	$3,262	$262 I
One-room Rural Schools	1,416	1,524	1,751	2,036	2,244	208 I
Kindergarten	2,220	2,309	2,510	2,775	3,008	233 I
Grades I - VIII	2,214	2,229	2,468	2,802	3,012	210 I
Grades I - VI	2,213	2,342	2,638	2,764	3,106	342 I
Junior High Schools	2,479	2,654	2,963	3,333	3,587	254 I

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

	1945	1946	1947	1948	1949	Increase or Decrease
Average Salary Per Year Paid to:						
Senior High School Teachers	$2,747	$3,043	$3,146	$3,239	$3,661	$422 I
Four-Year High Schools	2,760	2,851	3,149	3,369	3,646	277 I
Schools in Session — Days	182	182	183	183	182	1 D
School Districts, Number	556	556	560	560	553	7 D
School Buildings, Number	2,049	2,036	2,012	2,011	2,015	4 I
Valuation of School Property	$366,270,860	$365,095,017	$367,593,304	$370,035,047	$377,843,925	$7,808,878 I
Buildings Completed During the Year	1	1	..	4	10	6 I
One-Room Buildings	172	159	142	137	130	7 D
Graduates of State Teachers Colleges:						
Glassboro	90	73	75	100	90	10 D
Jersey City	52	104	113	99	129	30 I
Montclair	148	208	284	354	429	75 I
Newark	132	165	155	209	247	38 I
Paterson	54	59	68	77	83	6 I
Trenton	207	86	147	193	202	9 I
TOTALS	683	695	842*	1,032**	1,180***	148 I

* 216 previously eligible for certification
** 273 " " " "
*** 316 " " " "

DISTRIBUTION OF SALARIES OF TEACHERS IN DAY SCHOOLS

	Men	Women	Total
Less than $2,000	19	105	124
2,000 to 2,099	60	799	859
2,100 to 2,199	59	740	799
2,200 to 2,299	102	1,179	1,281
2,300 to 2,399	125	1,065	1,190
2,400 to 2,499	156	1,118	1,274
2,500 to 2,599	197	1,199	1,396
2,600 to 2,699	201	1,028	1,229
2,700 to 2,799	185	1,147	1,332
2,800 to 2,899	196	856	1,052
2,900 to 2,999	207	817	1,024
3,000 to 3,499	1,140	4,463	5,603
3,500 to 3,999	1,173	3,030	4,203
4,000 to 4,499	951	1,759	2,710
4,500 to 4,999	634	1,102	1,736
5,000 to 5,499	442	851	1,293
5,500 to 5,999	197	202	399
6,000 to 6,499	101	38	139
6,500 to 6,999	82	17	99
7,000 to 7,499	45	10	55
7,500 to 7,999	23	..	23
8,000 to 8,999	47	6	53
9,000 and over	45	..	45
TOTALS	**6,387**	**21,531**	**27,918**

WHITE EAGLE PRINTING COMPANY, TRENTON, NEW JERSEY