

Annual Report

1955-1956



ENROLLMENTS, GRADES K-12

THE STATE BOARD OF EDUCATION

and the

COMMISSIONER OF EDUCATION

to the

LEGISLATURE OF THE STATE OF NEW JERSEY

(Pursuant to N.J.S.A. 18:2-10 and N.J.S.A. 18:3-11)

1,400,000

1,200,000

1,000,000

800,000

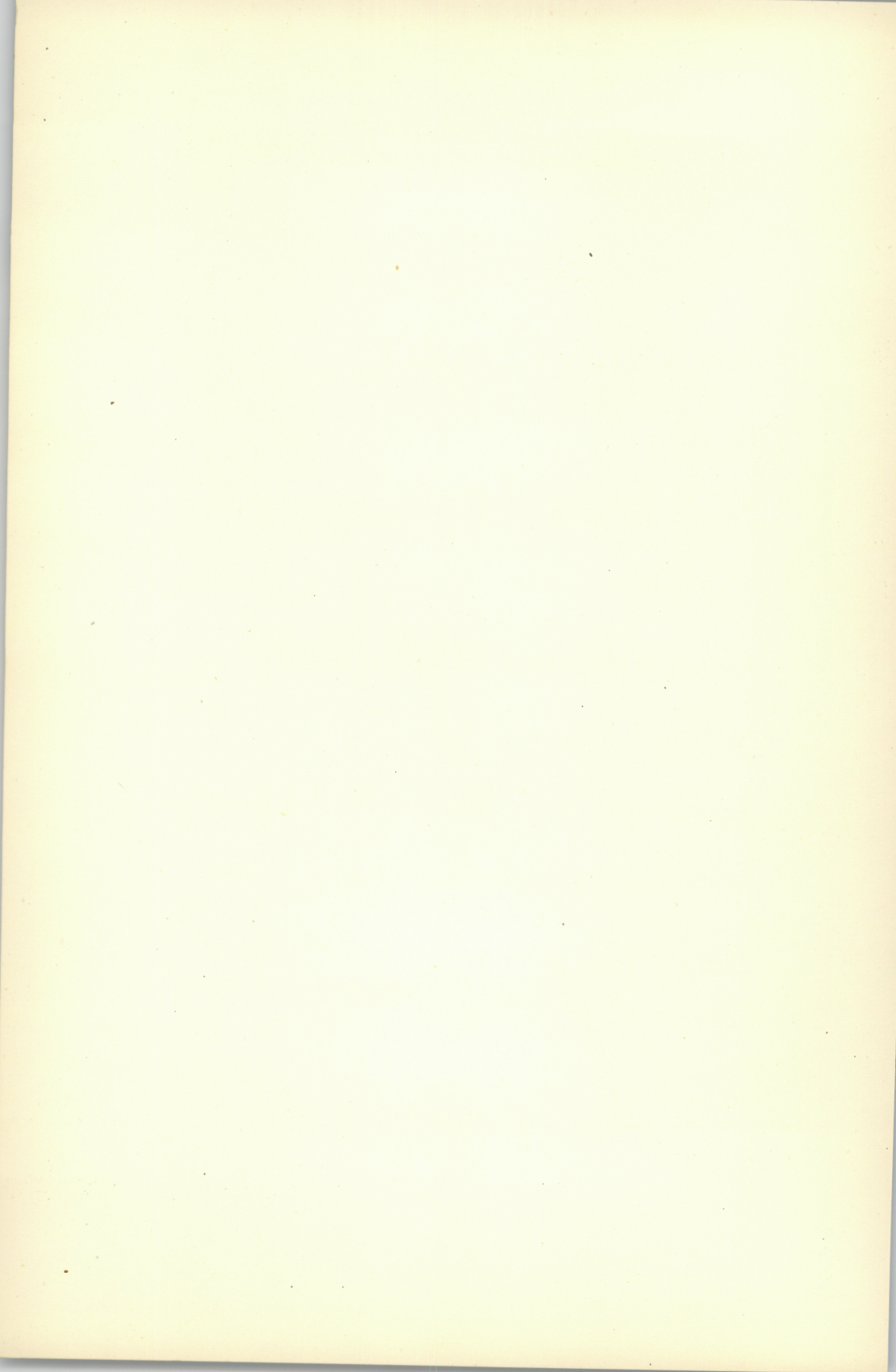
600,000

1950

1960

1970

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
175 WEST STATE STREET, TRENTON 25, N. J.



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
175 WEST STATE STREET
TRENTON 25

ANNUAL REPORT

OF THE

State Board of Education

AND THE

Commissioner of Education

TO THE

Legislature of the State of New Jersey

(Pursuant to N.J.S.A. 18:2-10 and N.J.S.A. 18:3-11)

School Year 1955-56



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
100 WEST STATE STREET
TRENTON, N. J.

ANNUAL REPORT

STATE BOARD OF EDUCATION

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ARTHUR E. ARMITAGE, SR.	Collingswood
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FOREWORD

This report is intended to review principal developments in the field of New Jersey public education with respect to the operations of the State Department of Education. In this report we have divided the progress of the year into the following areas: (1) Growth in Educational Programs, (2) Growing Needs of Education, (3) Progress Toward Meeting the Needs of Education, (4) Improving Departmental Services, and (5) Special Studies and Reports.

FREDERICK M. RAUBINGER,
Commissioner of Education.

DIVISION AND BUREAU HEADS*
CENTRAL OFFICE
NEW JERSEY STATE DEPARTMENT OF EDUCATION
JUNE 30, 1956

Commissioner's Office	FREDERICK M. RAUBINGER, <i>Commissioner</i>
Division of Administration	FRANK B. STOVER, <i>Assistant Commissioner</i>
Bureau of Research	S. DAVID WINANS, <i>Director</i>
Bureau of Special Administrative Services	CHARLES H. JUNG, <i>Director</i>
Division Against Discrimination	JOHN P. MILLIGAN, <i>Assistant Commissioner</i>
Division of Adult Education and Academic Credentials,	
	EVERETT C. PRESTON, <i>Director</i>
Division of Business and Finance ...	KENNETH F. WOODBURY, <i>Assistant Commissioner</i>
Bureau of School Building Services	CLEVE O. WESTBY, <i>Director</i>
Bureau of School Finance	EDWARD W. KILPATRICK, 3RD, <i>Director</i>
Division of Controversies and Disputes and Bureau of Personnel	
	JOSEPH E. CLAYTON, <i>Assistant Commissioner</i>
Division of Curriculum and Instruction ...	ABLETT H. FLURY, <i>Assistant Commissioner</i>
Office of Audio-Visual Instruction	WILLIAM H. KING, <i>Coordinator</i>
Office of Elementary Education	ERIC GROEZINGER, <i>Director</i>
Office of Health, Safety & Phys. Ed.	WILSON G. GUTHRIE, M.D., <i>Director</i>
Office of Secondary Education	WILLIAM H. WARNER, <i>Director</i>
Office of Special Education	BOYD E. NELSON, <i>Director</i>
Division of Higher Education	EARL E. MOSIER, <i>Assistant Commissioner</i>
Bureau of Teacher Education & Certification ...	ALLAN F. ROSEBROCK, <i>Director</i>
Division of Vocational Education	ALBERT E. JOCHEN, <i>Assistant Commissioner</i>
Division of State Library, Archives & History ...	ROGER H. McDONOUGH, <i>Director</i>
Division of State Museum	KATHRYN B. GREYWACZ, <i>Director</i>
Educational Agency for Surplus Property	GEORGE S. ALLEN, <i>Director</i>
New Jersey School for the Deaf	CHARLES M. JOCHEM, <i>Superintendent</i>

*A more complete listing of departmental personnel, including county superintendents of schools and county helping teachers, will be found in the School Directory, New Jersey, published annually by the Department, and available through the Division of Administration.

GROWTH IN EDUCATIONAL PROGRAM

One of the most gratifying of all educational experiences has been to observe the increased interest of New Jersey citizens, board members, and professional members of the school staffs in the educational programs offered by the State's public schools. Through their joint efforts more and better school building facilities have appeared, salaries for teachers have improved, and there has been a renewal of interest in the aims and purposes of public education. This trend, frequently mentioned at the White House Conferences and at school board workshops, has been increasingly evident as the schools expand, and as the scope of local services changes with the shifts of population into many hitherto undeveloped areas of the State.

Along with this development there has been an increased emphasis, at the State level, on providing additional services to local school districts in order to help them enrich and broaden their curricular offerings.

Developing Curricular Guides

Our Division of Curriculum and Instruction has engaged in the following services:

- offered intensified consultative service to groups working with curriculum
- conducted workshop programs for curriculum groups
- sponsored conferences for elementary supervisors
- aided in developing programs for new local or regional high schools
- developed planning guides for the assistance of local districts
- reviewed and approved local programs as required by the rules of the State Board of Education
- organized centers for demonstrating the use of audio-visual aids.

Our Division of Vocational Education has rendered these services:

- sponsored development of curricula based on job analysis
- encouraged local experimentation in curriculum
- guided the development of syllabi to coordinate academic training with vocational experiences.

Our Division of Higher Education has performed these services:

- sponsored a three-year study of the State Teachers College curricula
 - including greater emphasis on general education
 - providing for combining and integrating courses in related fields
 - instituting greater freedom of choice in student electives
- implemented the adoption of new curricular programs by development of courses offered in the ensuing academic year.

Our Office of Special Education, in conjunction with the County Supervisors of Child Study, has performed these services:

- studied and analyzed needs in developing the expanded program of Special Education
- developed rules for implementing the program
- recommended standards for the training of teachers for the handicapped
- served as liaison between schools and public and private agencies interested in the handicapped
- approved the establishment of 200 new classes, as required by law and State Board of Education regulations
- continued to encourage more districts to offer special education programs for the handicapped, so that more than 12,000 children now receive such service.

Our Division of Adult Education has rendered these services:

- helped to plan and establish programs in 24 communities entering into adult education for the first time
- emphasized the increased need for programs in citizenship and Americanization with particular emphasis on the impact of an increased refugee population.

THE GROWING NEEDS OF EDUCATION

Public education in the school year 1955-1956 became a larger enterprise than at any time in its previous history. Public schools had an enrollment in grades kindergarten to 12 of 835,000 pupils, housed in 26,000 classrooms and served by 34,000 teachers. The total cost for day school operation was \$286,000,000.00, exclusive of capital outlay and debt service.

The vocational school programs served not only the day vocational schools and secondary schools, but also apprentices in trades, on-the-job trainees, and a host of adults seeking further vocational and technical skills. Total enrollment in all vocational programs exceeded 25,000.

The full-time enrollment in New Jersey post-secondary schools and colleges rose to 30,000, and, if part-time is included, the total number of persons participating was in excess of 60,000. Over 25,000 full-time faculty members were required for these programs. The adult schools in New Jersey served over 65,000 enrollees.

These figures, when coupled with similar data of a decade ago, reveal a startling educational growth. The projections of probable future developments, which have been made by the Department of Education, indicate even greater growth ahead. It is estimated that by 1965 at least 1,175,000 pupils will be enrolled in grades kindergarten through 12. More than 45,000 public school teachers will be employed by that time, and allowing for replacements and growth of the school population this indicates a continuing annual need for more than 4,500 new teachers. At least 11,000 additional classrooms will be needed to house additional enrollments.

More specialized educational needs of the State are equally startling as we examine preliminary studies under way in two typical divisions of the Department.

Vocational Programs

The Division of Vocational Education is surveying various areas of the State to determine the needs for expanded vocational programs. A preliminary study makes it evident that the increased technology of the times, the rapid expansion of industrialization in areas of New Jersey which were hitherto rural or semi-rural, and the national shortage of skilled manpower will intensify the need for vocational and technical education in New Jersey, particularly at the post-high school level. Other states are already moving rapidly toward the development of technical institutions which can serve not only the needs of industry but also afford greater opportunity to boys and girls.

Education Beyond the High School

A survey of future facilities needed in higher education, to which reference will be made later, predicts an enrollment of 94,000 Jersey boys and girls by 1963, as contrasted to 48,000 (including those in-state and out-of-state) a year ago. By 1973 as many as 155,000 are expected to pursue some form of higher education. When one considers that the present full-time undergraduate enrollment of New Jersey youth in New Jersey colleges is less than 22,000, with 26,000 presently in out-of-state colleges, the magnitude of the task ahead is seen in dramatic perspective. Further recommendations from the State Board of Education on the implementation of this survey will be forthcoming during 1957.

There are certain common problems facing education, regardless of the level or type of program. Briefly stated these are: Buildings, Teachers, and Dollars.

Provision of enough building facilities has not been achieved in spite of Herculean efforts on the part of local communities, since there were during this year nearly 70,000 boys and girls on part-time, or housed in facilities not intended to be classrooms. Teacher turnover has not been reduced, although recruitment efforts have succeeded beyond expectation. The supply of teachers with adequate preparation and training has lagged behind the real needs. Where formerly the shortage was primarily in the elementary school and a few special fields, the previous shortages have continued high and moved on to include the high school and many special fields.

Local school expenditures rose \$69,000,000.00 between the school year 1951-1952 and the year 1955-1956 in spite of greatly increased State aid. The next decade calls for an increase in expenditures greater than that which has taken place in the last decade.

It is, of course, imperative that all agencies focus attention upon the full utilization of staff and facilities, and that every new expenditure and program be scrutinized carefully. Nevertheless, it is realistic to suppose that the fate of public education for the next 10 years will be determined by the depth of conviction and confidence which the citizens of the State display toward institutions devoted to public education.

PROGRESS TOWARD MEETING THE NEEDS

Reference has been made to the great strides which have been taken by the school districts of the State in analyzing and meeting the critical situations which have confronted them. During 1955-1956, 1,877 classrooms were completed. This number exceeded the increase necessary to cope with the current increase in enrollment, and went some distance in meeting the backlog of needs accumulated from prior years. The State Teachers College construction project is nearing completion, and has resulted in an increase in total enrollment of more than 30% since its inception. The survey of future college facilities revealed that many private colleges and institutions in our State are building new facilities or are engaged in planning for expanded operations.

The problem of high school facilities for districts which were notified by their receiving high school districts that they could no longer accommodate them has moved further toward solution. Between 1953 and the end of the school year 1955-1956, there had been placed in operation or in the planning stages 19 new regional high school districts. Districts in many other areas of the State are studying regional proposals, and it is the expectation of the Department that either by expanding the receiving high school district plants or by the creation of new regional districts the problem of high school facilities will be met.

The Department is constantly engaged in a re-evaluation of sending-receiving relationships, along with the study of regional proposals, with the ultimate goal of providing secondary education which is both comprehensive and economical.

There is considerable evidence, at the State and local levels, that progress has been made in studying the most effective use of existing and proposed facilities. It is noted that many new building facilities are multi-purpose in nature. Districts which apply to the Commissioner for an extension of credit are always requested to submit their long-range plans for school building, so that sites can be acquired at reasonable cost, and so that comprehensive planning can produce the most efficient system possible.

Recruiting Staff

A number of factors have resulted in some effective recruitment of new and potential teachers. The improved minimum salary schedule of the State and the improvement of local salary schedules has increased the number of out-of-state teachers seeking employment in New Jersey. Parent-teacher associations, chambers of commerce, and other interested lay groups have given sincere support to teacher recruitment. More and more high schools are forming Future Teachers of America Clubs and through guidance are stressing the advantages of teaching as a profession. One tangible result has been a 30% increase in the freshman class of the State teachers colleges last fall as contrasted to the entering class in 1954.

Continuing efforts have been made by the State teachers colleges, the State University, and other institutions to provide extensive service in field

courses for the upgrading of teachers already in service. Enrollments in such courses are almost 50% greater than they were several years ago, a development which has significance when related to the 3,800 teachers who hold sub-standard certificates. Revision in teacher certification rules has allowed more flexibility for entrance into the teaching profession, without reducing the professional requirements for the permanent teaching certificate.

The expansion of enrollments in State teachers colleges has also resulted in the need to recruit for teacher college staffs. This has been aided by an improved salary scale, and by the coordinated efforts of all six colleges.

MEETING FINANCIAL NEEDS

During the year 1955-1956 State aid for current expense to local school districts amounted to \$62,000,000.00 which may be compared to \$37,000,000.00 in 1954-1955 and \$27,000,000.00 in 1953-1954. Under the State formula for current expense aid, increases in enrollment are reflected in increased aid within one year, whereas the lag was previously two years. While this aid has been of great benefit to all school districts in the State, it has especially assisted the districts with minimum financial resources, and has gone some distance in establishing a sound foundation program for all. For the first time, equalization of educational opportunity seems possible to achieve within the foreseeable future.

This year marked the first distribution of aid for school building purposes. The amount calculated was \$11,000,000.00, and this amount will be increased significantly in the ensuing year as more districts become eligible. The method of aiding school building programs in New Jersey is unique, in that it is based on realistic measures of need and effort, and is given as an annual appropriation rather than as a flat grant. Such a program should not only encourage districts to make a substantial effort in meeting their needs but should improve the financial attractiveness of local school bonds.

IMPROVING DEPARTMENTAL SERVICES

During the past two years, the Department of Education has been in a process of reorganization, in an effort to improve coordination, intercommunication, and ability to respond more effectively to the changes in education at all levels. During 1955-1956, illustrations of this process were:

- combining teacher certification and teacher education within the Division of Higher Education. The processes of accreditation, teacher preparation, and certification are obviously closely related.
- creating a Bureau of Research within the Division of Administration to coordinate research processes among all divisions, and to serve as a staff service for all.
- publishing a Department *Newsletter* which goes to every New Jersey school and affords easier communication with local schools and teachers.

- closing the Bordentown Manual Training School, since the functions it formerly performed are now carried out at local levels.
- initiating expanded workshops for all professional personnel working in the Department. Additional staff was made available for the development of new high school plans and programs, for the supervisory and consultative services in special education for the handicapped, and for the expanding operations in school building services.

Library, Museum, and Audio-Visual

Some concept of services in these agencies may be gleaned from these pertinent statistics :

1. Library services
 - a. Books and documents maintained—250,000
 - b. Books loaned and reports distributed—108,698
 - c. Field visits—498
 - d. Public school and institutional libraries serviced—600
 - e. Research legislative referrals—248
 - f. Records authorized for disposal—30,000 cu. ft.
 - g. Microfilm images—2,200,000
2. Museum services
 - a. Museum attendance—89,969
 - b. Special guided groups—685
 - c. Special exhibits—11
 - d. Demonstrations of folk industry—34
 - e. Lectures and concerts for adults—9
 - f. Free-time programs for children—39
 - g. Audio-visual requests filled—67,345
3. Audio-Visual services
 - a. Established two new county audio-visual centers
 - b. Expanded 16 centers already in operation
 - c. Surveyed effectiveness of local audio-visual programs
 - d. Conducted 600 groups through audio-visual demonstration center
 - e. Made 386 tape recordings of programs in 41 school systems.

School Building Services

The Division of Business and Finance cooperated with the State Tax Policy Commission in planning the new program for building aid, and sponsored a conference of school building plant specialists frequently consulted by New Jersey school districts. With increased staff, the Bureau of School Building Services was able to render advisory service to districts confronted by difficult problems in the development of plans. It advised with the School

Business Bureau in the holding of hearings for extension of credit to 102 local school districts, resulting in the approval of bond issues totaling \$81,125,750. The total amount expended by local school districts for capital purpose was \$96,311,628.

Division of Controversies and Disputes

This office cooperated in the preparation of 27 major items of school legislation, including:

- sick leave for school board employees
- tenure for regional school district teachers
- pupil transportation
- State aid for school construction
- optional methods of paying teachers' salaries
- setting up non-contributing pension system.

Twenty-two formal decisions were prepared for the consideration of the Commissioner. A major project was the work done concerned with the revision of Title 18, New Jersey Statutes, Annotated, for submission to the 1957 Legislature.

The marked turnover of school administrators and school board members has resulted in a mounting volume of requests for advice and clarification of regulations, etc., which constitute the prime service of this agency.

School for the Deaf

After some delay, construction of a modern nursery school unit began in the spring of 1956, to be completed early in 1957. This facility will reduce the waiting list for this school by 50%. The staff and students also constructed a power machine shop and needle trades shop addition. This resulted in freeing the former facilities which could then be utilized for badly needed classroom space.

The School was approved as a vocational high school, and also increased its offerings in commercial subjects. In cooperation with Trenton State Teachers College, it has begun the first in-service program for teachers leading to the degree of Master of Arts in Special Education. This new program is especially significant during a time of critical shortage of such specially trained teachers.

Health and Nutritional Services

The school lunch program continues to expand, as revealed by these statistics:

- total amount of money expended \$10,779,298.
- total amount of Federal aid \$2,005,671.
- number of lunches 16,126,713
- pints of milk 26,598,777.

Local school districts have been urged to improve health instruction, particularly in secondary schools, and to develop greater cooperation with community health services.

School Visitations

The number of school visitations has been increased, and a new pattern has developed. An enlarged team of personnel from the Division of Curriculum and Instruction and the Vocational Division goes to a school and is thus enabled to get a far more comprehensive view of the program. Such team visits are planned in inter-divisional staff meetings held by these two divisions. They are designed to promote a coordinated and strengthened approach to supervisory and consultative services to the local schools.

Other Services

The foregoing descriptions are not intended to portray the entire scope of departmental operations, but to illustrate how such operations reflect changing needs and conditions, as well as the objective of better coordination. For example, a State Teachers College Advisory Research Council has been formed with the assistance of the central Bureau of Research, for the purpose of collecting and disseminating research work performed by staff members in all six institutions.

SPECIAL STUDIES AND REPORTS

A. Better Libraries for New Jersey

Studies the status of public library services in New Jersey, and recommends an acceptable minimum program.

B. Department of Education NEWSLETTER

A series of four- and eight-page newsletters describing latest educational developments in New Jersey. Some are devoted to a single topic per issue. Copies may be obtained from the Division of Administration.

Closely related are the *EXCHANGE*, a newsletter issued by the Office of Special Education; the *SECONDARY EDUCATION NEWSLETTER*; and *DIVISION REVIEW*, published by the Division Against Discrimination.

C. Guide for Planning Facilities for School Health Services

One of a series of bulletins prepared to advise local districts engaged in planning new school buildings. This bulletin is distributed by the Division of Curriculum and Instruction.

D. Know Your Human Relations

A discussion pamphlet intended to help groups achieve a better understanding of human relation concepts and problems. It is available through the Division Against Discrimination.

E. New Jersey Undergraduates, 1956-1973

A study concerning the present status of higher education in New Jersey and estimating the probable demand during the next decade and a half, prepared for and issued by the New Jersey State Board of Education.

A companion publication is *The Closing Door to College*, a condensed version of the complete study. This is an attractive, well-illustrated publication intended chiefly for lay readers.

Copies of both forms of the study may be secured through the Division of Administration.

F. *Schoolhouse Planning and Construction Guide*

Lists standards acceptable for school construction in New Jersey. Available through the Division of Business and Finance.

G. *Science and Mathematics Teaching in New Jersey Public High Schools*

Describes current status, and highlights trends during the past 25-30 years. Lists some of the chief problems facing the schools and industry during the years ahead. Available through the bookstore of Jersey City State Teachers College.

H. *Vocational Guides and Surveys*

A series of studies, guides and surveys each dealing with a selected phase of the vocational education program. In most cases the titles are descriptive. All are available through the Division of Vocational Education.

1. *Industrial Arts Agriculture*
2. *Guide to Family Living Today and Tomorrow*
3. *A Resource Unit in Child Development as Related to Food and Nutrition*
4. *Understanding Family Finance* (Grades 11 and 12)
5. *Resource Materials for Learning Experiences in Family Relationships* (Junior and Senior Schools)
6. *Resource Unit in Family Finance*

I. State Museum Publications

1. *Natural Science Unit Programs*
2. *Museum Tours Programs*
3. *Catalogue on Early Arts and Crafts of New Jersey—The Potter's Art* (in preparation)
4. *The Archaeology of New Jersey, Vol. II. The Abbott Farm*
5. Bulletins 14 and 15 of the Archaeological Society of New Jersey
6. "Excavations of the RCA Indian Site, Princeton, New Jersey" (film)

STATE OF NEW JERSEY
STATE EXPENDITURES FOR EDUCATION*
1955-1956

Administration—State Department of Education			
Commissioner's Office		\$616,446.68	
Division of State Library, Archives and History		252,908.17	
Division of State Museum		90,375.72	
Division Against Discrimination		100,063.31	
		<hr/>	\$1,059,793.88
State Colleges and Schools			
Teachers Colleges			
Glassboro	\$666,615.40		
Jersey City	467,338.25		
Newark	572,184.62		
Paterson	476,994.51		
Montclair	1,168,858.66		
Trenton	1,249,541.84		
	<hr/>	\$4,601,533.28	
School for the Deaf—Trenton		768,118.42	
Manual Training and Industrial School—Bordentown		17,921.09	
School of Conservation—Lake Wapalanne		43,470.68	
Other Education Agencies			
State University of New Jersey		9,914,557.36	
Newark College of Engineering and Newark Technical School		666,974.00	
Debt Service (State Teachers College Construction)		1,288,437.50	
		<hr/>	17,301,012.33
State Aid			
County Superintendents (Salaries)		\$185,621.67	
Other Officers and Employees (Salaries and Expenses)		403,699.55 (A)	
Materials and Supplies		94,419.62	
Grants-in-Aid			
Evening Vocational Schools	\$184,575.19		
Industrial Schools	68,000.00		

Chapter 85, Laws of 1954

Formula	56,141,342.91		
Transportation	4,744,698.45		
Emergency Fund	108,500.00		
Atypical Pupils	1,238,619.51		
Teachers' Pension and Annuity Fund		62,485,736.06 (B)	
		15,296,741.00	
			78,466,217.90
State Capital Expenditures			
State Teachers Colleges		\$175,367.24	
New Jersey School for the Deaf		68,619.94	
The State University of New Jersey		4,242,537.68	
Newark College of Engineering and Newark Technical School		500,000.00	
			4,986,524.86
Special Funds			
Vocational Schools: Smith-Hughes			
State Share	\$61,286.18		
Federal Share	167,185.97		
			\$228,472.15
Vocational Schools: George-Barden			
State Share	\$113,442.37		
Federal Share	397,402.63		
			510,845.00
Teachers' Training Extension Program		20,688.05	
School Facilities Survey (Federal)		1,854.60	
Lunch Room Program (Federal)		1,089,727.00	
Special Milk Program (Federal)		915,943.82	
Agricultural College (Federal)		117,479.80	
State Teachers Colleges Construction Fund—Bond Issue		8,882,029.90	
			11,767,040.32
			\$113,580,589.29

(A) Includes Helping Teachers, County Attendance Officers, Supervisors of Child Study, Home and School Counselors, Visual Aid.

(B) Includes \$296,260.00 aid to County Vocational Schools.

* A detailed analysis by counties and local districts may be found in *Fifth Annual Report of the Commissioner of Education, Comparative Statistics of School Districts, 1955-56*. Available from the Division of Business and Finance.

STATE SUMMARY—LOCAL SCHOOL DISTRICTS

Day School: Total Average Enrollment	831,430.3
Resident Average Daily Enrollment	831,330.3
Special Classes	711
Home Instruction Pupils	1,902
Buildings Owned	2,055
Classrooms Used	31,424
Special Rooms	3,173

ENROLLMENT

Kindergarten	82,111
First Grade	92,644
Second Grade	84,912
Third Grade	90,072
Fourth Grade	78,962
Fifth Grade	67,670
Sixth Grade	65,966
Seventh Grade	69,241
Eighth Grade	65,540
Ninth Grade	60,149
Tenth Grade	48,956
Eleventh Grade	40,676
Twelfth Grade	35,992
Special	9,629
Total Day School	892,520
Junior College	
Evening School:	890
Vocational	4,285
Regular	7,190
Accredited	4,142
Foreign Born	3,196
Summer School	13,659

PERSONNEL

Superintendent	260
Assistant Superintendent	44
Principals	1,268
Supervisors	393
Teachers (Day)	
Regular	34,041
Part-Time	1,771
Special	776
Junior College	34
Teachers (Evening)	
Vocational	177
Regular	268
Accredited	99
Foreign Born	96
Teachers: Summer	536

	<i>Full Time</i>	<i>Part Time</i>
Secretary	193	366
Business Manager	13	4
Attendance Officers	204	375
Medical Inspectors	53	717
Dental Inspectors	21	269
Nurses	632	297
Janitors and Engineers	4,551	1,070

Bus Drivers	181	314
Maintenance	684	26
Bus Attendants	30	6
Recreation	133	134
Clerks and Secretaries	2,443	251
Cafeteria Employees	1,418	823
Others	201	162

FINANCIAL DATA

Net School Debt	\$447,163,336.43
Equalized Valuation per Pupil in Resident A.D.E.	\$27,806.57

REVENUES AND EXPENDITURES—1955-56

REVENUES

Free Balance July 1, 1955		
Current Operating	\$29,556,764.61	
Improvement Authorizations	78,475,417.45	
		\$108,032,182.06
State Aid		
Formula		55,964,032.92
Atypical Pupils		1,238,619.49
Transportation		4,744,698.44
Evening Vocational		65,625.19
Emergency		108,500.00
Federal Aid		
Vocational		250,256.47
P. L. 815 (Building)		1,298,850.00
P. L. 874 (Current Expense)		1,494,295.52
Other
Local Aid		
District Tax		
Current		204,112,360.02
Capital		4,580,554.06
Debt Service		17,022,464.37
Municipal Surplus		898,532.09
Tuition		16,262,838.57
Bonds and Notes		100,864,132.71
Miscellaneous		3,355,493.36
Adjustments		(3,871,837.42)
Total Funds Available		\$516,421,597.85

EXPENDITURES

Administration		
Salaries		\$8,412,376.46
Other		2,611,008.16
Supervision		
Salaries		15,774,771.99
Other		430,285.77
Instruction		
Salaries		162,973,482.26
Textbooks		3,615,727.45
Supplies		5,400,233.65
Other		686,074.45
Operation		
Salaries		18,318,137.30
Supplies		1,443,950.19
Fuel		4,079,650.32
Light, Water and Power		3,285,501.99
Telephone and Telegraph		622,536.90
Other		246,681.08
Coordinate Activities		
Salaries		5,415,220.43
Other		453,352.40

Auxiliary Agencies		
Cafeterias		1,894,928.54
Playgrounds		1,331,788.41
Athletics		1,467,478.02
Transportation		9,270,159.50
Library		1,618,937.62
Other		434,061.50
Fixed Charges		
Tuition		16,048,642.26
Pensions		2,513,177.56
Insurance		2,251,113.88
Other		288,331.76
Repairs and Replacements		
Buildings and Grounds		11,896,145.99
Equipment		3,091,776.49
Other		134,806.17
Day School Expenditures (Sub-Total)		<u>\$286,010,338.50</u>
Evening:		
Vocational		225,223.39
Regular		576,171.44
Foreign-Born Residents		70,156.00
Summer School		245,170.89
Junior College		160,611.37
*Debt Service		
Principal		11,614,954.17
Interest		5,586,519.43
Sinking Fund		383.86
Capital Outlay (Budget)		
Land		945,382.33
Buildings		1,515,867.74
Equipment		1,798,204.21
Improvement Authorizations		
Land		2,946,613.83
Buildings		84,882,003.14
Equipment		4,223,557.27
Total Expenditures		<u>\$400,801,157.57</u>
Free Balance June 30, 1956		
Current Operating	\$28,474,646.42	
Improvement Authorizations	87,145,793.86	
		<u>115,620,440.28</u>
Total		<u>\$516,421,597.85</u>

* Does not include municipal levy and expenditure for the following debt service for school debt of Chapter VI districts:

Principal		\$6,046,000.00
Interest		\$2,689,016.20
Sinking Fund		\$7,973.48

CAFETERIA FUND

Balance July 1, 1955	\$836,326.22
Income	9,726,651.24
	<u>\$10,562,977.46</u>
Expenses	\$9,627,124.09
Balance June 30, 1956	935,853.37
	<u>\$10,562,977.46</u>

GENERAL ORGANIZATION FUNDS

	<i>Athletics</i>	<i>Other</i>
Balance July 1, 1955	\$133,332.81	\$1,706,173.36
Receipts	1,266,176.68	7,096,070.50
	<u>\$1,399,509.49</u>	<u>\$8,802,243.86</u>
Disbursements	\$1,265,957.11	\$6,811,367.39
Balance June 30, 1956	133,552.38	1,990,876.47
	<u>\$1,399,509.49</u>	<u>\$8,802,243.86</u>

