EDUCATION BULLETIN

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
TRENTON

VOLUME XXIII | MAY, 1952 | NUMBER 3

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)

Basic Aims and Objectives of Education

1951

EDUCATION BULLETIN

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)

Basic Aims and Objectives of Education

1951

ADVISORY COMMITTEE

CHESTER ROBBINS, *Chairman*
ABLETT H. FLURY
CHARLES W. HAMILTON
JOHN A. MCCARTHY
ROGER H. MCDONOUGH
EVERETT C. PRESTON
THOMAS E. ROBINSON—Trenton
CARL M. BAIR—Toms River
JOHN S. HERRON—Newark
PAUL R. JONES—Moorestown
PAUL LOSER—Trenton
CURTIS H. THRELKELD—South Orange and Maplewood

EDITOR

CHARLES W. HAMILTON

ASSISTANT EDITOR

CHARLES H. JUNG

The EDUCATION BULLETIN is published three times a year by the New Jersey State Department of Education, 175 West State Street, Trenton 8, New Jersey.

STATE BOARD OF EDUCATION MEMBERS

1950-51

GUSTAV A. HUNZIKER, *President** ..... Little Falls

GEORGE O. SMALLEY, *Vice President*** ..... Bound Brook

ARTHUR E. ARMITAGE, SR. ..... Collingswood

JOHN S. GRAY ..... Newton

MRS. EDWARD L. KATZENBACH*** ..... Princeton

JOHN C. KINAHAN ..... Carney's Point

A. HARRY MOORE ..... Jersey City

AMOS J. PEASLEE ..... Clarksboro

MRS. HERBERT REIM ..... Maywood

MRS. OLIVE C. SANFORD ..... Nutley

RICHARD E. SWIFT**** ..... Margate City

HUGH C. THUERK ..... Morristown

JOHN H. BOSSHART, *Secretary* ..... Trenton

---

* Deceased May, 1951; succeeded by George O. Smalley, June, 1951.
** Succeeded Mr. Hunziker as President, June, 1951.
*** Succeeded Mr. Smalley as Vice President, June, 1951.
**** Deceased March, 1951.

ADVISORY COUNCIL

OF THE

DIVISION OF THE STATE LIBRARY, ARCHIVES AND HISTORY

1950-1951

MRS. ANITA C. METZGER, *Chairman* ..... Ventnor
REVEREND HENRY C. BECK ..... Pennington
STEPHEN W. MEADER ..... Moorestown
MRS. RICHARD L. MILLER ..... Summit
PROFESSOR CHARLES G. OSGOOD ..... Princeton
JOHN H. BOSSHART, *ex-officio* ..... Trenton

ADVISORY COUNCIL

OF THE

DIVISION OF THE STATE MUSEUM

1950-1951

DR. JULIAN T. BOYD, *Chairman* ..... Princeton
MRS. JOSEPH L. BODINE ..... Trenton
BYRON D. STUART ..... Westfield
LANCELOT ELY ..... Toms River
ROBERT WILLIAMS ..... Paterson
JOHN H. BOSSHART, *ex-officio* ..... Trenton

STAFF OF THE DEPARTMENT OF EDUCATION 1950-1951

JOHN H. BOSSHART, Commissioner of Education

CHESTER ROBBINS, Deputy Commissioner of Education; Division of Controversies and Disputes

CHARLES W. HAMILTON, Executive Assistant to the Commissioner; Director, Division of Administration

CHARLES D. ANDERSON,* Assistant Commissioner of Education, Division of Business

KENNETH F. WOODBURY, Assistant Commissioner of Education, Division of Business (April, 1951)

JOSEPH L. BUSTARD, Assistant Commissioner of Education, Division Against Discrimination

THOMAS J. DURELL, Assistant Commissioner of Education, Division of Elementary Education

JOHN A. MCCARTHY, Assistant Commissioner of Education, Division of Vocational Education

ROBERT H. MORRISON, Assistant Commissioner of Education, Division of Higher Education

HEBER H. RYAN,** Assistant Commissioner of Education, Division of Secondary Education

ABLETT H. FLURY, Assistant Commissioner of Education, Division of Secondary Education (March, 1951)

MRS. KATHRYN B. GREYWACZ, Director, Division of the State Museum

WILSON G. GUTHRIE, M.D., Director, Division of Health, Safety and Physical Education

CHARLES H. JUNG, Special Administrative Services

ROGER H. MCDONOUGH, Director, Division of the State Library, Archives and History

EVERETT C. PRESTON, Director, Divisions of Adult Education, Academic Credentials, and Teacher Certification

CHARLES M. JOCHEM, Superintendent, New Jersey School for the Deaf

JAMES E. SEGEAR, Superintendent, Manual Training and Industrial School

---

* Deceased March, 1951.

** Deceased December, 1950.

CONTENTS

Page

INTRODUCTION—BASIC AIMS AND OBJECTIVES OF EDUCATION . . . MUST BE SAFEGUARDED AND KEPT ALERT TO EXPANDING EDUCATIONAL NEEDS . . 119
- New Jersey Expands Its Educational Aims and Objectives to Meet Added Responsibilities . . . 119
- Divisions Review Specific Aims and Objectives . . . 120
- Audio-Visual Education Is Initiated in New Jersey . . . 120
- Deep Appreciation Expressed . . . 121

DIVISION OF CONTROVERSIES AND DISPUTES . . . 122
- New Legislation Enacted . . . 122
- Certain Decisions Cited . . . 122

DIVISION OF ADMINISTRATION . . . 123
- Activities Vary Widely . . . 123
- Certain Needs Are Pressing . . . 124
- A-V Aid Centers Formed . . . 124
- "Extra Routine" Activities Are Listed . . . 124

BASIC AIMS AND OBJECTIVES . . . IN ELEMENTARY EDUCATION . . . 125
- Objectives Are Listed . . . 125
- How Are New Jersey Schools Teaching the Fundamentals? . . . 126
- How Has the State Department Helped? . . . 127
- Guides Are Prepared . . . 128

BASIC AIMS AND OBJECTIVES . . . IN SECONDARY EDUCATION . . . 128
- Goals Long Established . . . 128
- Our Program Moves Forward . . . 129
- How Are We Helped? . . . 130
- What Is Ahead? . . . 130

BASIC AIMS AND OBJECTIVES . . . IN VOCATIONAL EDUCATION . . . 131
- Objectives Are Specific . . . 131
- Programs Have Job Preparatory Objectives . . . 132
- Rights and Responsibilities Must Be Learned . . . 132
- How Are the Basic Aims Reached? . . . 132
- Labor Organizations and Employers See Value in the Job Holding and Job Advancement Aims . . . 133

BASIC AIMS AND OBJECTIVES . . . IN THE DIVISION OF ACADEMIC CREDENTIALS . . . 134
- Both Increases and Decreases Noted . . . 134
- Certificates Issued and Financial Receipts for the Period 1941-42 to 1950-51 . . . 134
- Number of Qualifying Certificates Issued from 1941 to 1951 . . . 135
- Analysis of Academic Qualifying Examinations from 1941 to 1951 . . . 135
- Many Improvements Made . . . 136

BASIC AIMS AND OBJECTIVES . . . IN ADULT EDUCATION . . . 136
- What Are the Responsibilities of the Division? . . . 136
- Aims and Objectives of Adult Education Programs Are Listed . . . 137
- Types of Programs and Numbers Are Summarized . . . 137
- Characteristics, Methods, and Organization Are Varied . . . 137
- Community Adult Schools Served Many Areas . . . 138
- Services Rendered Cover Broad Field . . . 138
- The Field of Adult Education Is Growing . . . 138
- Problems to Be Faced . . . 138

Page

BASIC AIMS AND OBJECTIVES . . . IN DIVISION OF TEACHER CERTIFICATION 139
Certification Is a Vital State Responsibility 139
Basic Aims Enumerated 139
Emergency Necessitates Substandard Certification 140
Number of Certificates Issued by the State Board of Examiners from 1941 to 1951 140
Progress Is Made 141

BASIC AIMS AND OBJECTIVES . . . IN HEALTH, SAFETY, AND PHYSICAL EDUCATION 141
Physical Environment and Facilities Are Important Factors 142
Health Instruction Has Changed and Expanded 142
Physical Education Has Increased Responsibilities 143
Safety Education Involves Many Factors 144
School Lunch Program Has Expanded 144
School Health Services Have Limits 144

BASIC AIMS AND OBJECTIVES . . . IN HIGHER EDUCATION 145
Basic Aims and Objectives Are Listed 145
Colleges Establish Fields of Study 146
Summary and Outlook 147

BASIC AIMS AND OBJECTIVES . . . IN THE NEW JERSEY SCHOOL FOR DEAF 148
Education of the Deaf Is Normal Education "Plus" 148
Special Aim for Deaf Child 149
Early Admission Is Important 149
Health Education Is Continuous 149
Worthy Home Membership Is Stressed 150
Good Citizenship Developed 150
Ethical Values Are Also Developed 150
Vocational Efficiency Includes Proper Attitudes 150
Worthy Use of Leisure Encouraged 151
Fundamental Skills Augmented by Character and Citizenship Training 151

BASIC AIMS AND OBJECTIVES . . . IN THE DIVISION OF THE STATE LIBRARY, ARCHIVES AND HISTORY 151
The State Library Helps Community and School Libraries 151
How Can Public Libraries in New Jersey Be Improved? 152
Records Disposal Problem Was Solved by Microfilming 152
Archives Building Is Needed 153
The Law Library Services the Courts, the Legislature, and the Executive Department 153
Additional Staff Is Needed 153
Summary and Recommendations 154

BASIC AIMS AND OBJECTIVES . . . IN THE MANUAL TRAINING AND INDUSTRIAL SCHOOL 154
A Milestone Is Reached 154
Basic Aims, Objectives and Philosophy Interpreted 154
Suitable Terminal Courses Provided 155
We Look to the Future 156

BASIC AIMS AND OBJECTIVES . . . IN THE DIVISION OF THE STATE MUSEUM 157
Growth and Interest Shown 157
Exhibitions and Public Programs Are Varied 157
Audio Visual Extension Service Has Expanded 158
Educational Needs More Than Fundamentals 158

DIVISION OF BUSINESS (Statistical Appendix 1950-1951) 159
Part I—Statistical Summary by School Districts 161
Part II—Summary of Statistics 181

INTRODUCTION

Basic Aims and Objectives of Education . . .

MUST BE SAFEGUARDED AND KEPT ALERT TO EXPANDING EDUCATIONAL NEEDS

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

The State Board of Education and the Commissioner of Education present the following report for the year ending June 30, 1951.

The basic aims and objectives of education are concerned with the foundations, philosophy and fundamentals of education. If education is to serve effectively the needs and the interests of the society which establishes and supports it, and at the same time is to provide for the individual growth opportunities to the limit of his ability, interests and aspirations, then its foundations, philosophy and fundamentals must be constantly studied and safeguarded. Its basic aims and objectives must be clearly defined, vigorously promoted, and kept alert and responsive to the ever expanding educational needs and interests of the society it serves. The fundamentals—the three R's—must be retained but the increasingly complex social, economic, and political problems of the United States today demand that education enlarge its aims and objectives to include training to meet these problems successfully.

In the State Department of Education it is recognized that the function of the schools is to teach children and that few things are more important than the so-called fundamentals. Schools have been teaching well, not only the fundamentals, but such basic things as good character and better citizenship. But we must re-evaluate what we are doing. We must find ways to do a better job.

New Jersey Expands Its Educational Aims and Objectives to Meet Added Responsibilities

In the reports of the various divisions of the Department of Education which follow, it is clear that all levels of education in our Department, from elementary through higher and including adult education, are active not only in the fundamentals but also in the expanding aims and objectives of present day education. Both the Manual Training and Industrial School at Bordentown and the New Jersey School for the Deaf at West Trenton are alert to the problem of developing their students, even in the face of handicaps, to their highest economic and social competence. It is gratifying to the State Board of Education and the Commissioner of Education that the heads of the various divisions, institutions, and activities in the Department are alert to the expansion of the basic aims and objectives of education and are leading in the development of programs of training which will provide the additional skills needed, over and above, the fundamentals, for effective citizenship in our complex world.

Divisions Review Specific Aims and Objectives

In the Division of Elementary Education it is clearly indicated that a prime objective is to help a child acquire certain fundamental skills, information and attitudes which he will need in his future education and to carry out his responsibilities as a citizen in our democracy. Thus he must learn the basic skills of language and number work to the limit of his ability. He must be able to develop critical, independent thinking and should accumulate a body of significant information which is needed in the process of intelligent thinking. The pupils will develop attitudes which will make them competent citizens since this is a fundamental objective of the elementary school.

In the secondary school, in addition to the objectives established by the now famous Seven Cardinal Principles of Education, there will be others which will extend beyond the transmission of the cultural heritage. Therefore, in addition to the Cardinal Principles, there will be objectives which look toward personal competence in a democratic society and which are set forth in the publication of the National Association of Secondary School Principals "Imperative Needs of Youth."

Although the basic aims and objectives of programs of vocational education are job preparatory, much attention is paid to the development of good character and citizenship in order that young men and women may retain their positions of employment and that they may assume their places as good citizens of the community, the State and the nation. Young people trained in vocational schools must be able to understand the principles involved in a democratic society in which the individual has civic rights and responsibilities to exercise and to protect. These rights were not easily gained and must be constantly safeguarded.

The programs of the colleges and professional schools in New Jersey are planned to provide advanced education in the liberal arts and sciences and to train for specific employment in such professions as law, engineering, teaching, and accounting. The curriculums of these institutions and the regulations for licensing in the professions provide for the continuation of the basic education initiated by the secondary schools. These requirements are evidence that officials who plan the programs in higher education are fully aware of the need for men and women who are broadly educated and who have also attained specific competence in a professional field. Such an education is believed necessary for those who under our form of democracy are likely to assume places of leadership in the community, the State and the nation. We all recognize that although adult education is thought of as post-school study, it is many times a part of higher education and is a vital part of our educational structure.

Audio-Visual Education Is Initiated in New Jersey

The latest educational activity to be enlisted in the cause of education is in the Audio-Visual field. This activity has been established in the Division of Administration and is headed by the Coordinator of Audio-Visual Education. Through enabling legislation adopted during the year, eight county

audio-visual aid centers were established and put into successsful operation. The future holds great promise for the further development and expansion of this new educational medium.

Deep Appreciation Expressed

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, and other institutions with which the State 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 State 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
George O. Smalley
President
and
John H. Bosshart
Commissioner of Education

DIVISION OF CONTROVERSIES AND DISPUTES

The Division of Controversies and Disputes serves as a clearing house of information on the legal aspects of school problems for school board attorneys, board members, school officials, and the general public. Through conferences, letters, circulars, telephone calls, question-and-answer periods, information on the legal aspects of school problems was disseminated.

Legislative matters, such as preparing legislation, studying bills introduced in the Legislature, and conferences on legislation, continued to be a major concern.

Formal decisions were prepared in eight cases, exclusive of election contests and applications for a change of high school designation. Decisions in six election disputes and two applications for a change of high school designation were repared. As usual, many incipient disputes were settled before a formal decision was necessary.

Much time was spent with school board attorneys, board members, public school officials, and other persons interested in the schools in discussing the relation of the School Law to problems of school management and procedures. The Assistant Commissioner on several occasions participated in question and answer periods at meetings of teachers and school board members.

The preparation of legislation, the study of legislative bills, and conferences on proposed legislation continued to consume much time.

Grateful acknowledgment is made to the county superintendents of schools for their work in settling incipient disputes; to Mr. Thomas P. Cook, Deputy Attorney General, for his help in legal matters; and to Mr. Charles deF. Besore, Chief Counsel and Executive Director of the Law Revision and Bill Drafting Commission, for his assistance in drafting legislation.

New Legislation Enacted

Chapter 292, Laws of 1951, establishes a method of determining seniority and reemployment rights of tenure teachers whose positions are abolished.

Chapter 73, Laws of 1951, prohibits a board of education, without the consent of the Commissioner of Education, from calling more than two special school elections within six months for the purpose of raising the district tax.

Chapter 229, Laws of 1951, provides for annual audit of local school district accounts by registered municipal accountant or certified public accountant, qualified and versed in school district financial law.

Chapter 230, Laws of 1951, requires Commissioner of Education to publish an annual report of comparative financial statistics of local school districts.

Chapter 322, Laws of 1951, provides that the absence of any pupil from school because of a religious holiday shall be recorded as excused absence and that any such pupil shall not be deprived of any award by reason of such absence.

Certain Decisions Cited

In the case of *Howard E. Deily vs. Board of Education of the City of Jersey City, Hudson County,* it was held that when a position is abolished in a distinctive classification, the salary of the position is also abolished and the

incumbent of the abolished position is entitled only to the salary of the position in the classification which he holds as the result of the abolition of his former position.

In the case of *Alfred J. Colombo vs. Board of Education of the Borough of Hasbrouck Heights, Bergen County,* it was decided that when a vote of a majority of the legal ballots cast is required by law, rejected ballots cannot be considered in determining whether a majority of the legal ballots was cast for a proposition.

In the case of *Amadeus Valente vs. Board of Education of the City of Hoboken, Hudson County,* it was held that the appointment of an Assistant Superintendent of Schools without the previous nomination of the Superintendent of Schools is illegal and that a Superintendent of Schools cannot be deprived of the powers essential to the performance of his duties prescribed by law.

In the case of *Dorothy Mateer vs. Board of Education of the Borough of Fair Lawn, Bergen County,* it was held that periods of employment prior to the resignation of a tenure teacher who is subsequently reemployed, count toward the acquisition of tenure pursuant to subsection (c) of Section 1 of Chapter 43 of the Laws of 1940.

DIVISION OF ADMINISTRATION

Activities Vary Widely

The activities of this division run the full gamut of administrative problems and responsibilities. The Director of the Division, who is likewise the Executive Assistant to the Commissioner of Education, receives from the Commissioner assignments covering every conceivable phase of educational administration outside of the specific areas covered by the specialized divisions of elementary, secondary, higher, and vocational education, financial and legal matters. Yet many of these referrals may impinge on these specialized areas in securing the necessary information and cooperation involved in following the referrals through to successful administrative action and conclusions. In addition, the Director of the Division, as Executive Assistant to the Commissioner, carries a heavy load of activities for which he is responsible directly to the Commissioner. The Director of Special Administrative Services assists the Director of the Division in great many of these responsibilities. The Coordinator of Audio-Visual Education is the staff member in immediate charge of this specialized educational program, the administration of which is another of the many responsibilities of the Division of Administration.

Supervision of the administration of the New Jersey School for the Deaf, the Manual Training and Industrial School at Bordentown, the Division of State Library, Archives and History, and the Division of the State Museum, with particular reference to the budgetary, financial and personnel procedures of these institutions and divisions, requires a major portion of the time and energy of the professional personnel of this Division. The splendid cooperative spirit of the heads of these institutions and divisions with

the professional staff of the Division has been of inestimable value in the solution of the myriad of administrative problems, both routine and unusual, which continuously arise in these varied activities. A full discussion of the work of these institutions and divisions appears in the annual reports of their respective superintendents and directors and hence will not be duplicated in this report; reference will only be made to the outstanding need or achievement of each of these services.

Certain Needs Are Pressing

Special attention is called to the pressing need at the School for the Deaf for additions to the physical plant in order to meet the increasing demands as represented by a long waiting list of applicants for admission.

There is also an equally urgent need for funds for the rehabilitation of the physical plant and equipment, together with additional personnel for adequate plant maintenance at the Manual Training and Industrial School at Bordentown. A study should be made of the educational program in order to strengthen and increase the vocational offerings of the school.

A-V Aid Centers Formed

Special reference should be made to the State-wide Audio-Visual Education Program for which a coordinator was appointed in October, 1950. Through the interest and cooperation of many educators in the Department and throughout the State, eight county audio-visual aid centers were formed and were in operation during this period. These were the first centers to be formed under Chapter 228, P. L. 1950, the bill which authorized the establishment and maintenance of such centers and which provided matching funds for these centers up to $2500 per county.

The pioneer nature of the activities involving any new venture is about the same. Meetings had to be held, many problems had to be solved, and much organization work had to be done. Even though each of the eight centers is operating a little differently from its neighbor, all are operating very successfully.

A ninth center formed its organization during this period, but will not start operating until September, 1951. A number of other counties are considering the formation of a county audio-visual aid center and before another year passes it is anticipated that four or five additional centers will be formed.

The Audio-Visual Coordinator has responded to requests for assistance of many different kinds as well as a number of invitations to speak to educational as well as lay groups.

Testimony from the field clearly indicates that the legislation mentioned is helping to fill a long felt need, and that the program is operating most successfully considering the short period of time it has been under way.

"Extra-Routine" Activities Are Listed

In addition to the activities and responsibilities of this Division presented above, there are other duties and responsibilities which demand the time and energy of the personnel of the Division.

The Director of the Division, as Executive Assistant to the Commissioner of Education, assumes additional duties and activities beyond the rou-

tine administrative responsibilities discussed above such as the following:

Secretary of Staff and Council meetings.

Secretary of the New Jersey Education Committee for Civil Defense and Chairman of the Executive Committee of this group.

Visitors from foreign countries and others who are studying public education in New Jersey.

Editor of the EDUCATION BULLETIN and processing of all printed Department bulletins and guides, including the Annual Report.

Secretary of the Building Code Revision Committee.

Details involved in the processing of all news releases and mimeographing.

Arrangements needed for the annual meeting of the Superintendents; the State Fair; and the like.

The Director of Special Administrative Services also assumes additional duties and activities beyond the routine responsibilities in which he assists the Director of the Division, as follows:

Secretary of the Sub-Committee on Related Problems of the Civil Defense Committee.

Recording Secretary of the Commissioner's Committee on Articulation of Colleges and Secondary Schools.

Analyses of budgets and related data for Rutgers University, the State University of New Jersey; enrollment and appropriations, budgets and contracts; needs for buildings and increase in scholarship funds.

Analysis of budget and preparation of contract with Newark College of Engineering; supervision of expenditures of money for purpose appropriated; and such items as enrollments, appropriations and need for equipment.

The activities of this Division while many and varied and involving considerable responsibility, do not ordinarily assume a "glamorous" or "heroic" status! The efficient operation of the Division contributes to the program of administration in the Department of Education. The measure of the efficiency of these activities is the uninterrupted and effective operation of the machinery of administration.

Basic Aims and Objectives . . .

In Elementary Education

The elementary school must help children acquire certain fundamental skills, information, and attitudes which they will need in their future education and to carry out their responsibilities as citizens in our democracy.

Objectives Are Listed

1. It is the responsibility of the public schools to make sure that as each child goes through the elementary school he learns the basic skills of language and number up to the limit of his ability. By the time he goes to high school he should be able to read with understanding, to use oral and written language adequately for his needs, and to apply the number processes and relationships accurately and intelligently.

2. For effective citizenship, these educational tools must be utilized to promote the fundamental democratic skill of critical, independent thinking. Elementary pupils must use their reading skill to locate pertinent facts, to secure information from different sources, to

organize this information, and to distinguish between fact and opinion. They must use language skills in discussion, to pool their information and ideas, to compare their findings, and to reach conclusions based on all available skills and understandings to meet quantitative life situations competently.

3. Every child in the elementary school should be accumulating a body of significant information commonly needed by citizens in our democracy. This fundamental information is acquired as it is needed in intelligent thinking. It is remembered because it is used. From information which children use come basic understandings which affect their behavior.

4. The value of skills and information depends upon the use which pupils make of them. Therefore a fundamental objective of the elementary school is to develop attitudes which will make competent citizens. Children should be helped to become responsible and reliable, self-propelling and self-controlling. They should become more open-minded, willing to change their opinions if convinced that they are wrong. They should learn to cooperate, to be willing to work together for a common purpose. As they work together, they can appreciate the abilities of others and respect the rights of others. A sound social attitude is founded on the ability to get the point of view of other people. This is the sort of understanding which can overcome intolerance. It is the basis of the Golden Rule.

How Are New Jersey Schools Teaching the Fundamentals?

New Jersey elementary schools are making steady progress in teaching the fundamentals summarized above. During the past year certain trends in elementary education have been noted.

1. More attention has been paid to teaching the skills at a time when children are mature enough to learn them effectively. Formal reading instruction, for example, is not started until a child is able to learn to read successfully.

2. Children's experiences have been utilized increasingly in teaching language and number skills. Teachers have realized that children learn best when they understand and use what they are learning.

3. The teaching of fundamental information has been more closely connected with problems which are important to children. It has been found that children remember facts longer when they use them in their thinking.

4. Teaching the fundamentals has been based more on an understanding of the nature of children and how they learn. Groups of teachers in many parts of the State have engaged in studying the children with whom they work.

5. Many schools are finding that the fundamental skills can be taught better when children are well adjusted. Increasing emphasis is being placed on mental health as well as physical health.

6. Elementary school curriculums are becoming better adjusted to the individual needs and abilities of children. More attention has been paid to the education of slow learners and other handicapped children, and the abler children have been challenged by modern methods of teaching.

7. Increasingly pupils and teachers are planning and working together so that the children cooperate actively in

learning. There has been less waste motion in learning the fundamentals.

8. Home and school are learning together about the basic needs of children. A larger number of schools are enlisting the cooperation of parents through parent-teacher conferences and in developing school programs that meet the needs of the community.

9. More opportunities are being provided for children to develop the individual aptitudes which will make them productive, successful citizens in our democracy.

10. Children's progress has been measured and recorded more carefully. In practically all of our elementary schools, standardized tests are used to discover how each pupil is learning fundamental skills and cumulative records are kept to diagnose individual needs and to measure individual progress.

11. Pupils are being placed in the grades and groups which will enable them to work up to their maximum ability in acquiring fundamental skills and knowledge.

12. Our elementary schools are becoming more and more concerned with the vital importance of character and citizenship education. Children are given opportunities to exercise democratic self-control and social control, to accept responsibility, to respect the rights and abilities of others, and to work together for a common purpose.

How Has the State Department Helped?

The Elementary Division of the State Department of Education is charged with the duty of assisting the elementary schools of the state to teach the fundamentals effectively. Each local school district has the legal authority to prescribe a course of study which will meet the needs and abilities of its own children and satisfy the community. The State has the responsibility of seeing that the children in all communities receive the basic training needed by citizens in our democracy.

The members of the staff of the Elementary Division have met this responsibility in various ways. They have worked with professional organizations and groups concerned with elementary education, such as the elementary supervisors, the elementary school principals, the classroom teachers, the state teachers colleges, the New Jersey Conference on the Handicapped, and the New Jersey Association for Nursery Education, to formulate and attain basic objectives, in a democratic relationship, stimulating, guiding, and coordinating leadership. They have participated in professional meetings on a State or regional level, acting as consultants, conducting panels, making presentations, and evaluating. They have served on various committees and have been available for individual consultation by correspondence, telephone, and personal conference. They have spent as much time as possible in the field, visiting schools on call, to keep in touch with prevailing trends and to secure first-hand knowledge of the problems with which schools need assistance.

Much of the work of the central staff is carried on in cooperation with the county staffs of the State Department of Education—the 21 county superintendents and the 60 helping teachers who assist the teachers in nearly half of the local school districts. There has long been an evident need to clarify and record in some definite form the dual responsibilities of the county staffs and the central staff, the two

branches of the New Jersey system of control of public education. For two years a committee composed of the Elementary Division staff and representatives of the county staffs has been preparing a handbook analyzing the functions of the county staffs in their relation to the local schools and to the central staff. During the past year, all the county superintendents and helping teachers met with the staff of the Elementary Division and other members of the central staff in a week's "workshop" to revise the material submitted by the committee. The recommendations of this conference, based on the experiences and thinking of the entire group are being incorporated in a final edition of the handbook, "The County Staffs of the State Department of Education," which will soon be distributed in printed form to school administrators, boards of education, and others served by the State Department.

Guides Are Prepared

One of the most effective ways in which the Elementary Division can help the elementary schools of the State meet basic objectives is by compiling bulletins or guides describing the objectives and suggesting methods by which New Jersey schools have attained and can attain them. Two recent bulletins have focused on the teaching of the 3 R's. Elementary School Bulletin No. 16, "Arithmetic in Child Development," distributed at the beginning of the year, shows how children can acquire and use number skills intelligently and competently. School Bulletin No. 17, "Growth in Language from Kindergarten through High School," compiled by a committee of elementary and secondary school people, was issued later in the year. It describes a functional program by which pupils can make steady progress in reading and writing and the other language arts and skills throughout their public school career.

This past year, most of the elementary schools have struggled under the handicaps of shortages of trained teachers and adequae building facilities. The Elementary Division has attempted to minimize the handicaps by coordinating the efforts of the groups concerned with elementary education so that our schools could maintain progress in providing the fundamentals for elementary school children.

Basic Aims and Objectives . . .

In Secondary Education

Goals Long Established

In 1917, the Commission on Reorganization of Secondary Education set the pattern of thinking that has directed the activities of our high schools in the twentieth century. The now famous Seven Cardinal Principles of Education changed the exclusive feature of previous education to include a broadened outlook that made our schools co-partners with other agencies of society. By the inclusion of objectives that extended beyond the transmission of the cultural heritage it be-

came immediately evident that previous aims and objectives were not only restrictive but in many instances obsolete.

This new charter for secondary education set forth the following objectives; health, worthy home membership, command of the fundamental processes, vocation, civic education, ethical character, and worthy use of leisure time.

Between 1917 and 1947 our secondary schools made the greatest changes in structure and operation ever recorded in the history of education. Curriculum revision, building design, teacher training, and educational research are but a few of the adjustments that were made in an effort to implement the goals that had so clearly been set forth. Truly our secondary education was moving toward "Education for All American Youth."

Economic, legal and social forces called for increased education of the population. By 1947, concern for the development of each child to his highest capacity led to a restatement of the Cardinal Principles that looked toward personal competence in a democratic society. Titled the "Imperative Needs of Youth" this publication of the National Association of Secondary School Principals described the needs common to all youth. They include:

1. The development of salable skills for participation in economic life.
2. The maintenance of good health.
3. The understanding of the rights and duties of a citizen.
4. An appreciation of the conditions of successful family life.
5. The knowledge of how to purchase goods and services.
6. An understanding of the method of science.
7. The opportunity to develop appreciation of literature, art, music, and nature.
8. The ability to use leisure time well.
9. The development of insight into ethical values.
10. The ability to express thoughts clearly and to read, write, and listen with understanding.

Of importance to New Jersey is the fact that our own Dr. Heber H. Ryan was a member of the committee responsible for this statement of the "Imperative Needs of Youth."

Thus by the year 1951 our aims and objectives have not only been stated clearly but have reached the stage of universal acceptance by educational leaders in particular and society in general.

Our Program Moves Forward

In New Jersey we have moved rapidly, and at the same time, sensibly, toward the attainment of the objectives stated thus far.

1. The fundamentals (3 R's), the only concern of previous programs, are taught with functional purposes in mind. Boys and girls realize the importance of basic skills when practical applications are used.

The high school has the responsibility for continuing instruction in the fundamentals and for advancing the work to the highest level commensurate with the capabilities of the individual. In the place of arbitrary standards we are measuring achievement in terms of net gain of accomplishment of the individual.

2. The Single Curriculum, composed of constants and variables, when accompanied with careful guidance makes possible an adaptation of the schools' offerings to the needs of all students.

3. Under the title "Life Adjustment Education" many practical and functional courses are offered. A partial list includes: driver education includ-

ing behind-the-wheel instruction, family living, consumer education, science and life, home making for boys, refresher courses in arithmetic, and work experience programs.

4. Guidance departments have been organized in our secondary schools to assist pupils in making the most effective use of their high school experience.

5. Within the framework of the two-year required course in United States History, the foundations of our democratic society and the obligations of all citizens are made clear. While citizenship education permeates the entire curriculum, this course provides the historic basis for understanding the growth and development of our country.

6. Our enriched programs of art, music, and literature are contributing to the cultural development of youth and the community.

7. Many schools have expanded their programs of Health, Physical Education, and Safety well beyond the legal requirement of 150 minutes weekly. Courses in First Aid, Home Nursing, Personal Problems, and Home Safety are given, together with ample opportunity for physical activity.

8. Home Economics and Industrial Arts programs are to be found in nearly every high school. These courses give practical experience in doing the jobs found in every home, provide opportunities for exploration in vocational fields, and, in general, make for discriminating consumers.

How Are We Helped?

What influences operate to help our secondary schools move toward their goals?

The demands of industry and business require workers trained at increasingly higher levels. Cooperation between education and industry enables the school to follow-up its graduates, to make curriculum adjustments in line with on-the-job experiences, and to assist young people in proper placement in their initial position.

In New Jersey we are particularly fortunate in having a median high school enrollment of 650 pupils. The larger schools are better able to offer the enriched programs of varied opportunities that the aims of secondary education require.

Financial support of our schools by local communities, often made at great sacrifice, and the increasing aid by the state are evidences that New Jersey believes in its public schools and desires them to be among the best in the nation.

The requirements for certification of teachers and administrators are sufficiently high enough to insure well-trained personnel for our schools.

Citizen interest and support for the schools are evidenced by the formation, in many areas of our State, of advisory committees of citizens working with educational leaders on local and state problems.

What Is Ahead?

As the surging enrollments of the elementary schools reach the high school level the physical facilities of our high school buildings will be insufficient to carry the load. New buildings are being constructed; many more will be needed. Communities that are hampered with obsolete and inadequate facilities will be unable to give their enriched philosophy of secondary education an opportunity to function

and to prove its worth in our modern society.

Ahead lies the need for more research in all areas of education. The refinement of our tools of research will enable us to apply confidently the findings to the solution of the problems facing us.

Ahead lies the challenge to do all within our means to lower the rate of school leaving. Possibly through our efforts in the area of Life Adjustment Education we shall find the answer.

Ahead lies the challenge for teachers to teach in a truly democratic manner. Our democratic society in its early years gave birth to public education, nursed it to maturity, and now rightfully expects our schools to champion those principles of morality and citizenship that are essential to the perpetuity of democracy.

Basic Aims and Objectives . . .

In Vocational Education

Vocational education was incorporated in the educational system in New Jersey:

1. To prepare a person for gainful employment.
2. To assist a person to hold his place in the employment field in which he earns his daily bread.
3. To assist a person to advance in this field of employment.

Objectives Are Specific

These aims and objectives are broad in scope and apply to two main educational levels; the college level and the levels of less than college grade. The educational activities in the Vocational Division of the New Jersey Department of Education, however, are limited to job preparations of less than college grade. This is a limitation within the provisions of the federal acts for vocational education. It is a sound provision, because it clearly defines the area of operation of programs of job preparation. This limitation, however, does not restrict college graduates from participating in vocational programs that are intended to help persons hold a job or to advance on a job. Many of those who attend the evening classes in the field of agriculture, home economics, trades and industry, and distributive education have had a college education. Some have a master's degree or a doctor's degree in some specific field and they attend the vocational extension classes to keep abreast of new developments in their field of employment.

The farm owners in the vicinity of Minatola, many of whom are graduates of agricultural colleges, attend evening classes in vocational agriculture to learn modern methods of plant and animal disease control. This one class has been in operation each winter for 36 years. There are many other examples of college graduates participating in such courses as electronic controls, heat treatment of metal, traffic management, and household budget-

ing. The instruction in these classes is below the college level, but they are of interest to college graduates. These adult groups have a definite interest in the basic aim of job holding and job advancement.

Programs Have Job Preparatory Objectives

The basic aim of programs of vocational education for youth who are in the public high schools is job preparation and the effectiveness of these programs is measured by the ability of those who have participated in the vocational program to obtain and hold a job in the field for which they have been trained. This may seem to be a rather narrow objective, but the ability to hold a job will depend to a large degree upon the quality of the training given in the school. The development of job skills and knowledge may be a basic aim, but other job attributes are associated with the basic development. Holding the job depends upon character traits including punctuality, persistency, honesty, obedience, and job pride. Unfortunately these character traits are recognized by their absence rather than by their presence. They are more important than job skills and knowledge, because without these character traits other job assets become liabilities.

Another basic aim of job preparatory programs is the development of good citizens. Here again job effectiveness is not sufficient in these United States. Youth, in addition to being trained for profitable employment, must be prepared to assume their places as citizens of the community, the state and the nation. They must be able to understand the principles involved in a democratic society in which the individual has civic rights and also responsibilities to exercise and protect these rights which were not easily gained.

Rights and Responsibilities Must Be Learned

Another basic aim of the job preparatory programs in New Jersey involves a comparatively new field in all types of occupational life. Because it is a new field and the development has not been given too much attention, it is necessary to give emphasis to it in all programs of vocational education. This is an occupational democracy in which workers have been given rights for collective bargaining, selection of leaders, minimum wages, maximum hours of work, safe working conditions, compensation for injuries on the job and also off the job, financial aid to their families in case of death, and other benefits that were not available to those in gainful employment 30 years ago. New Jersey has been a leader in many phases of this occupational democracy. It is important, therefore, to acquaint in-school youth with the rights and responsibilities which will be theirs when they enter employment; out-of-school youth and adults should also be acquainted with these facts as part of the job holding and job advancement stages of vocational education.

How Are the Basic Aims Reached?

It would require an extensive report to narrate the steps taken to achieve the basic aims of vocational education in New Jersey, but it seems important to describe a few of the programs that have definite objectives and which accomplish the purposes for which they have been organized.

The job of homemaking is of greater importance than jobs in industry, agriculture or distribution. The foundations for work and citizenship are laid in the home and it is upon these foundations that job and civic competency must be built. It is true, under some circumstances, that the job of the educational system is to alter the home foundations, but this is done through the adult homemaking classes. The adult homemaking program in New Brunswick is doing much to improve home conditions in that community. The emphasis which is placed upon child development and child care is aiding in the preparation of the foundations for future growth of in-school youth. The adult homemaking program in the Jonathan Pitney Village in Atlantic City is helping men and women to maintain homes in a modern housing development, but here there is close community living that requires some guidance.

The vocational agriculture programs in the high schools have a basic aim of preparing youth for farming, but associated with the development of the basic aim is the Future Farmers of America program. This is a youth organization formulated and conducted by youth with the guidance of the vocational agricultural teachers. This organization would not be able to function without the close affiliation with vocational agricultural programs and the basic aims of these programs could not be achieved without the Future Farmers of America activities.

Labor Organizations and Employers See Value in the Job Holding and Job Advancement Aims

Previous mention was made of the development of an occupational democracy and the need for acquainting workers with their rights and responsibilities. Associated with the rights of collective bargaining is the agency selected by the workers to participate in the bargaining procedures. These agencies usually plan for seniority recognition for workers who are able to advance on their jobs. Recently the C.I.O. in Elizabeth requested service through the trade and industrial program to prepare workers to advance to jobs of machine operators. The basic aim of job advancement was accomplished through short units of instruction. The workers not only gained economically by their advancement, but their morale was also improved.

A number of displaced persons who were skilled tradesmen settled in a New Jersey community. They were needed in a tight labor market and their employer recognized the value of a short period of training in the trade and industrial shops to acquaint them with the machine and hand tools used in American industry. They also had to be trained to use the fraction-decimal system of measurement since they were accustomed to using the metric system in their home lands.

The job holding and job advancement purposes of vocational education for out-of-school youth and adults do not include the development of civic qualities or the preparation for an occupational democracy. It is desirable, therefore, to have these included in the program for out-of-school youth and adults. It is difficult, however, since the chief interests of these two groups are the job and their future on the job. Of course, the time available in part-time and evening vocational classes is too limited to improve very much civic competency or occupa-

tional democratic practices.

Job competency; ability to perform as a good citizen of the community, the state and the nation; and the assumption of rights and responsibilities in an occupational democracy are the basic aims of vocational education in New Jersey.

Basic Aims and Objectives . . .

In the Division of Academic Credentials

The Division of Academic Credentials is a service division which cooperates with certain professional boards in New Jersey in the maintenance of educational standards and prerequisites for entering upon the training required for each particular type of professional work. The Boards are as follows: Pharmacy, Medical Examiners, Nurse Examiners, Dentistry, Optometry, Public Accountants and Bar Examiners.

Specifically the duties of the members of the Division are:

1. Study the evaluation of educational credentials and the issuance of necessary certificates to be used as evidence of completing the required preprofessional training.

2. Professional advice and guidance to citizens in this State who are entering upon or pursuing additional programs of study leading toward the satisfaction of academic standards required for entrance in the particular professional field.

3. Cooperation with many agencies and institutions regarding high school equivalent examinations for those adults who have not completed their formal secondary school programs.

4. Assistance to colleges, schools and other agencies providing preliminary training for those who are completing their preprofessional education or those who are preparing for the high school equivalency examinations.

The present extent and growth of work done by the Division of Academic Credentials is indicated by Table I for the period 1941-42 to 1950-51.

During the past ten years there has been an increase of 457 certificates issued and $5,444 in receipts. A fee of five dollars is required for each certificate issued. Five dollars is also charged for each initial examination and three dollars for each subsequent examination.

Both Increases and Decreases Noted

Table II lists the certificates issued in the various professions for the last ten years. In the field of law there was

TABLE I
CERTIFICATES ISSUED AND FINANCIAL RECEIPTS FOR THE PERIOD 1941-1942 TO 1950-1951

Year	Total Certificates Issued	Total Receipts
1941-42	2630	$15,319.00
1942-43	2514	14,806.00
1943-44	2996	18,166.00
1944-45	2804	18,000.00
1945-46	3203	20,470.05
1946-47	3104	21,574.02
1947-48	3184	21,429.10
1948-49	3329	22,678.00
1949-50	3170	21,878.00
1950-51	3087	20,763.00

TABLE II

NUMBER OF QUALIFYING CERTIFICATES ISSUED FROM 1941 TO 1951

Year	CPA	Chiropody	Dental	Dental Hygienist	H. S. Equivalent	Law	Medical	Nurse	Optometry	Pharmacy	RMA	Totals
1941-42	121	7	169	..	23	205	236	1683	76	109	1	2630
1942-43	125	9	157	..	26	77	312	1649	58	95	6	2514
1943-44	121	7	114	..	25	67	294	2194	61	109	4	2996
1944-45	82	5	107	..	46	81	338	2019	27	96	3	2804
1945-46	147	12	138	..	89	419	604	1581	34	174	5	3203
1946-47	224	17	134	.	116	709	537	1098	85	181	3	3104
1947-48	400	20	157	...	80	709	397	1147	117	156	1	3184
1948-49	443	24	105	62	108	581	403	1154	193	254	2	3329
1949-50	417	12	132	23	84	536	334	1177	184	269	2	3170
1950-51	276	7	122	27	147	524	338	1272	147	223	4	3087

an increase of certificates issued from a low of 67 in 1943-1944 to 524 during 1950-51. Similarly, in the fields of medicine, optometry, pharmacy and public accountancy, an increase in certificates issued over the past years is indicated.

Decreases can be noted in the fields of dentistry and nursing. At the present time a very serious shortage of nurses exists and a campaign for recruitment of applicants to this profession is being conducted. The number of nurse certificates issued in 1941-42 was 1683; in 1950-51, 1272, a decrease of 411.

The number of certificates issued in the field of accountancy has decreased during the past year as compared with the three previous years. This difference is due to the change in the requirements from four years of high school education to four years of college education.

There is a decided increase in the number of high school equivalent certificates issued. In 1941-42, twenty-three persons were issued this certificate while during the year 1950-51, 147 certificates were issued. This is accounted for by: the large number of veterans desiring to further their education, and non-high school graduates who realize the need for a high school equivalent education for promotion in the business world and for qualifying for Civil Service examinations.

Table III indicates the number of persons taking the high school equivalency examinations during the past ten years; which has grown from 463 (1941-42) to 1084 (1950-51). The number of examination papers submitted has increased from 1331 to 3077, although currently there is a decrease compared to the preceding five years. Examination sessions are scheduled three times a year in the offices of the

TABLE III

ANALYSIS OF ACADEMIC QUALIFYING EXAMINATIONS FROM 1941 TO 1951

Year	No. of Applicants Examined	No. of Examination Papers Submitted
1941-42	463	1331
1942-43	824	2520
1943-44	514	1620
1944-45	680	2254
1945-46	890	3131
1946-47	1088	4019
1947-48	1043	3393
1948-49	1090	3857
1949-50	1307	4351
1950-51	1084	3077

Division of Academic Credentials of the State Department of Education, and the Newark State Teachers College. They are also given at the following schools during the year in cooperation with academic evening high schools: Camden, Clifton, Passaic, Hackensack and Somerville. In cooperation with the Bordentown Reformatory for Boys and The Clinton Reformatory for Women, examinations are given in these Institutions.

Advisory Committee meetings on high school equivalency education are held periodically to discuss the administration of the examinations and the work being done in the Division.

Many Improvements Made

Improvements in the services of the Division have been made as follows:

1. The elimination of a large amount of filing material which has accumulated over a period of time was approved. Correspondence is now being kept for a five year period only, after which all permanent information is transferred to filing cards.

2. Assistance has been given to members of military organizations, including Fort Dix and Fort Monmouth relating to the examinations and high school equivalency.

3. Provisions have been made for the use of student cooperative tests to take the place of some of our regular examinations. This will cut down the cost of the examination service.

4. Publicity has been given throughout New Jersey regarding the high school equivalency certificate. Since 1940 the Census indicates that almost half of the adults in New Jersey have not had an opportunity of completing an education beyond the eighth grade. The need for our service is therefore apparent. The high school equivalency certificate is accepted at most institutions of higher education in lieu of a high school diploma.

Basic Aims and Objectives . . .

In Adult Education

What Are the Responsibilities of the Division?

The primary responsibility of the members of the Division is to work with those persons and organizations responsible for the planning and maintenance of adult educational services, either under the leadership of, or in cooperation with, public school systems in our State. The public schools are in a logical position to render adult education services.

A secondary responsibility of the members of the Division, as far as time and staff allow, is to work with organizations, agencies, and individuals outside of the public schools in a cooperative manner so that the broader goals of adult education may be realized.

There are many interests which are common to all agencies and areas of adult education. The members of the Division of Adult Education endeavor to recognize the basic, common inter-

ests and needs, as well as the diversified and special areas and approaches in the broad field of adult education.

Aims and Objectives of Adult Education Programs Are Listed

The aims and objectives of New Jersey programs of adult education as developed by community and State leaders are:

(a) The development of an educated and understanding adult citizenry.

(b) The strengthening of home and family life.

(c) The protection and promotion of mental and physical health.

(d) The development of attitudes, loyalties, and habits essential to moral integrity and character.

(e) The cultivation of avocational and cultural interests and pursuits which will lead to a wholesome use of leisure time.

(f) The promotion of economic literacy.

(g) The provision of opportunities for good working and living relationships between individuals and groups of people.

(h) The development of vocational and business competency.

Types of Programs and Numbers Are Summarized

Activities in adult education can be classed both as informal and as those which result from a planned program of study and learning.

In our State during the past year more than a hundred thousand persons participated in adult educational classes or courses under varied auspices as follows:

Citizen Education for the Foreign Born	5,706
Community Adult Schools	32,941
Evening High Schools	3,340
Vocational Adult Education	21,149
State University (Rutgers) University College and Off-Campus Centers	5,439
State University (Rutgers) Extension Programs	9,596
College Extension Programs Other Than State University and State Teachers Colleges	11,445
Extension Programs, Professional Schools of Art, Business, Language, Music, and Health Institutes	3,674
General Adult Education—Industry & Professional Groups	*5,000
Home Study and Correspondence (may be duplicates in other figures)	*6,000
TOTAL	104,290

In addition to the above, many thousands of persons were engaged in classes and courses organized within professional groups, industries, social and civic clubs.

Characteristics, Methods, and Organization Are Varied

A. The following characteristics are typical of adult education programs:

Voluntary participation
Specific motivation by real needs and interests
Part-time attendance
Basic objectives similar to those found in elementary and secondary education
Community and neighborhood centered
Flexibility of setup
Lifelong in duration
Built upon increasing maturity of experience

B. The methods of education used within our community adult programs include:

Lectures and informal talks
Various types of discussions
Film forums
Demonstrations and exhibits
Radio and television broadcasts
Consultation and guidance
Learning by doing—skill practice
Class instruction.

C. Types of adult education opportunities offered in New Jersey are:

Community adult schools
Academic evening high schools
Vocational adult classes
Naturalization and citizenship classes
Home study and State High School Equivalency Examinations
Correspondence courses
Television and radio

*Estimated

On-the-job training within industry (vocational adult education

College and university extension programs.

Workshops, institutes conferences, and meetings

Films, newspapers, magazines, and other printed materials

Museums, exhibits, and demonstrations

The extent of some of the phases of adult education and the growth of its services can be measured through the statistics given in the annual reports of community centers submitted to the Division.

Community Adult Schools Served Many Areas

There were seventy-four adult education centers operating during the past school year with an enrollment of 32,941. The greatest number of enrollments was in business and avocational interests, and the second largest number was in the field of naturalization and citizenship. The largest number of enrollments by subjects was in the fields of typewriting and sewing.

The classes in naturalization and citizenship were conducted in thirty-nine centers. The enrollments have multiplied fourfold in the past six years, and it is expected that they will continue to increase. Many communities are planning to organize classes to meet the needs of all foreign born.

Services Rendered Cover Broad Field

The members of the Division of Adult Education work with community, State, and National leaders in the field of adult educational services in the following ways:

Assistance in the organization of community adult educational programs

Evaluation and strengthening of existing programs

Publication of bulletins, studies, and statistics which help adult leaders to keep in touch with needs, interests, and latest developments in adult educational services

Development of standards

Training of community adult education leaders through conferences, consultation, workshops, and institutions

Provision of assistance to individuals and organizations interested in obtaining and giving adult educational services

The Field of Adult Education Is Growing

Among the outstanding developments in adult education in our State and throughout the country during the past year have been:

The organization of a strong new Adult Education Association of the United States of America.

The growing interest and participation of adults in courses and classes related to economic literacy and money management.

The completion and introduction of standards for the classes in naturalization and citizenship.

The growing interest of business and professional organizations in the development of adult educational opportunities in areas of particular concern.

The development of a variety of training courses in the area of civil defense.

The steady growth in organizational strength and membership of the New Jersey Association for Adult Education.

The steady growth of participants in adult education programs, especially in those states that have given some financial aid to communities for the development of programs.

The extension of adult educational services beyond courses and classes to include television and radio programs; institutes and workshops; demonstrations; home study programs; forum discussions, including the use of films; program planning services for community organizations; adult guidance services.

The recognition of the particular groups of people and areas of endeavor, including out-of-school youth, young adults, older persons, the handicapped, worker and management education, conservation of natural resources.

The recognition of, and provision for, the professional training of adult education leaders.

Problems To Be Faced

Among the problems to be solved in the development of more adequate and complete adult education services for

the people in our State are the following:

The adequate training of adult education leaders. The soundness and value of the entire adult education program depends largely upon the quality of educational leadership given.

The provision of adequate financial aid to maintain educational services. Increasingly, adult education is recognized as an integral and vital part of the educational program of the State or community. Both the State and the local communities have a part in the establishment of adult educational services. State aid is needed to reinforce local support.

Adaptation of services and programs to communities of various sizes and kinds. The needs and interests of our adults vary according to vocations, organizations, age, and economic and social backgrounds.

Basic Aims and Objectives . . .

In Division of Teacher Certification

Certification Is a Vital State Responsibility

Certification rules, regulations, and standards which are basic requirements of all those who serve in the public schools are formulated by the State Board of Examiners. They relate to experience, education, health, character, and other pertinent qualifications. They are approved by the State Board of Education and include a wide range of instructional, supervisory, administrative, and allied fields. These requirements are of vital importance in the State's educational program. They affect not only the entrance of new individuals into the educational service but also the promotion and adjustments of many persons already employed. They condition the transfer of educators from other states to New Jersey. Furthermore, these rules, regulations, and standards are necessarily interrelated with the programs of educational training on a full-time undergraduate as well as a part-time basis. Certificates to teach, based upon certified scholastic records, are issued by the State Board of Examiners in accordance with the State Board of Education rules and regulations.

Basic Aims Enumerated

The basic aims and objectives in Teacher Certification are:

1. Maintenance of standards of professional training and experience and other personal requirements requisite to certification for educational service in the public schools of New Jersey.

2. Provision of information and guidance to individuals seeking to meet these standards approved by the State Board of Education.

3. Cooperation with teacher training institutions in matters relating to the preparation of students to meet certification standards.

4. Provision of studies and information related to teacher certification to other divisions of the State Department of Education pertinent to teacher supply and demand.

5. Cooperation with local school officials in matters relating to certification of teachers.

6. Cooperation with agencies and

institutions out of our State relating to teacher certification.

The extent of this service in terms of individual certificates issued, renewed, or endorsed during the year ending June 30, 1951, compared with previous years is indicated in Table I. The total receipts are also given.

The service rendered to individuals during the past year numerically reached a peak compared with the past ten years, and totalled 7,674 certificates issued. This was an increase of 1,371 over the preceding year and was more than double the number ten years ago. The primary causes for the increase in the services rendered relate to increasing pupil enrollments in our public schools and resulting increases in staff personnel, to increasing staff turnover due to teacher shortages, and to the necessary provisional certification and renewals of substandard certification. The number of renewals of certificates during 1950-1951, mostly provisional and temporary, has more than doubled the number issued the first years of the decade.

Emergency Necessitates Substandard Certification

Previous to 1949-50, the number of endorsements made upon existing certificates was so limited that no specific individual accounting was given to them. Most of the endorsements are of a provisional nature and provide for less than standard professional preparation because of the emergency teacher shortage with which we are faced. If the various types of substandard certification issued, 3055, including temporary and provisional certificates and provisional endorsements and renewals, approximately three-fourths of which are substandard, are compared with regular standard certificates or standard endorsements and renewals issued, 3399, the seriousness of our teacher shortage situation can be appraised. The greatest number of substandard certificates and endorsements, emergency, temporary, and provincial, with renewals of same are in the elementary field and is most serious. During the past year, a total of 2209 substandard elementary certificates and endorsements and renewals was issued.

Many teachers, much to their credit, are working to bring their provisional certificates up to standard requirements and will achieve this goal within a few years. However, while this effort on their part is most commendable, we are still faced with the prob-

TABLE I

NUMBER OF CERTIFICATES ISSUED BY THE STATE BOARD OF EXAMINERS FROM 1941 TO 1951

Year	Provisional & Temporary	Limited	Permanent	Renewals	Endorsements	Total	Fees Receipts
1941-42	52	1914	937	802	....	3725	$14,515
1942-43	1908	858	618	556	....	3940	16,920
1943-44	792	1450	669	417	....	3328	14,555
1944-45	768	1229	1084	779	....	3860	15,405
1945-46	888	1521	1284	819	....	4512	18,465
1946-47	1107	1545	1080	961	....	4693	18,660
1947-48	1098	1581	1005	1251	....	4935	18,420
1948-49	1031	1981	1147	1617	....	5776	20,795
1949-50	841	2033	1303	1676	450	6303	20,885
1950-51	846	2581	1326	1606	1315	7674	22,800

lem of the entrance into the teaching profession of increasing numbers of teachers with the substandard preparation.

In the specific subject matter areas, the greatest number of substandard certificates is being issued in the fields of music and art. We have also a definite shortage of teachers which results in the issuance of many substandard certificates for instructors of slow learners. In the auxiliary services field, the number of substandard school nurse certificates is greater than that of the regular standard certificate.

Progress Is Made

Considerable progress has been made during the past year in the development of the services of the teacher certification division. Among the areas are the following:

1. *Revision of the Rules Concerning Teachers Certificates.*

The Eighteenth Edition of the Rules Concerning Teachers Certificates effective July 1, 1951, was approved by the State Board of Education and has been published in printed form and distributed to those concerned. The work on the revision was done by the members of the Board of Examiners in cooperation with various organizations in the field of education throughout the State. A great deal of credit is due to the members of the State Board of Examiners for their work. The rules and regulations have been widely praised in other states for format as well as for content. They are printed in loose-leaf form so that individual rules and regulations may be reprinted without cost of reprinting the entire booklet. They are appropriately concise and yet clearly stated.

2. *Extension of the work of reciprocity in cooperation with the six New England States and New York.*

Several meetings of the committee on interstate reciprocity in teacher certification have been held. These have furthered cooperation among the members of the state divisions dealing with certification relating to common standards and requirements, processes and procedures relating to administration of certification, and standards for the approval of institutions involved in teacher training. The work of the New England States, New York, and New Jersey reciprocity certification committee has been given wide publicity throughout the country and similar groups have been organized in the South, Middle West, and the West to promote additional bases for reciprocity. The leadership of New Jersey in this work has been widely recognized.

Basic Aims and Objectives . . .

In Health, Safety, and Physical Education

The functions of this Division are varied and cover physical environment, health instruction, physical education, safety education, nutrition and school lunch, and health services. Each contributes its share to the com-

plete health program.

The basic aims and objectives of this Division can only be attained by the proper functioning of each activity and by the close interrelationship of all. These are the bases for the attainment and maintenance of a healthy body and a sound mind for all pupils. The physical and mental health of teachers and other school personnel is also an objective but to a lesser degree.

The school's duty is to provide health instruction, nutritional services, physical activities, and a healthful and safe environment. All of these contribute to pupil and community health.

Physical Environment and Facilities Are Important Factors

The entire school building and its grounds and playing fields can be helpful or harmful to the health and safety of pupils. Every classroom, auditorium, cloak room, hallway, staircase, gymnasium, cafeteria and basement has a definite relationship for good or bad to the pupils' health.

In 1950-1951, continued efforts have been made to make the influence of these inanimate objects beneficial. Benefit has resulted from working with the school consulting architect in the Business Division. A major problem is to provide adequate facilities from a health viewpoint in the construction of new buildings, and in the improvement and maintenance of present buildings. Inspection of school buildings and grounds is another factor in the promotion of a healthful and safe environment.

Personal conferences with school administrators and health personnel have also been helpful. Local, county and state meetings have assisted by bringing the school into closer association with the community on all of these levels.

Especially important items which have been considered in their relationship to school health are lighting, seating, water supply, hand washing facilities, toilets and showers. Another important factor is an office in which the health services are centered. Every school should have at least one room devoted to this purpose. The larger schools should have three rooms.

Health Instruction Has Changed and Expanded

The aims and objectives in health instruction have changed in the past years. Originally there was only the effort to meet the requirements of the school law in relation to hygiene and first aid, also to alcohol, narcotics and tobacco. The classroom instruction has been increased to include nutrition, sex education and family living, home nursing, automobile driver education, and community health. Bulletin No. 18, Health Education in the Elementary School, has continued to be useful to the elementary schools.

A bulletin similar to Bulletin No. 18 is being prepared by a committee. It will be "A Guide for Health Education in the Secondary School." Most of its preparation took place in the past school year and it should be completed in the spring of 1952.

A ten-day workshop on health education was held at Trenton State Teachers College. The New Jersey Tuberculosis League, the New Jersey Department of Health and the New Jersey Department of Education were sponsors. The New Jersey Tuberculosis League provided funds for this undertaking. School personnel from kindergarten through teachers college

attended. All 21 counties were represented and there were forty-three participants.

In the past year four institutes were held on health and physical education. These were at Morristown, Newark, Trenton and Glassboro. These meetings were for school administrators.

Home nursing has been emphasized in the past year. It is recognized as one of the best functional types of health teaching.

Many films have been reviewed and evaluated as to their fitness for school use. The State Museum has secured numerous films and other teaching aids which give instruction in first aid, narcotics, safety, automobile driver education, and cancer.

The Division has promoted sex education and family living in those communities that require it. The Advisory Social Hygiene Committee to the Commissioner of Education has been of great assistance in preparing and providing teaching material.

Education regarding the use of narcotics has been given more attention than in previous years. The number of school age users of narcotics is negligible. The greatest number of addicts is found in the older group from 18 to 25. However this does not lessen the need for a strong course of study in the high school. A bulletin stating the problem was sent to all high school principals. Also an instructional guide on narcotic education was prepared and distributed for the use of teachers.

Physical Education Has Increased Responsibilities

In addition to the basic educational aims and objectives of physical education, during the past few years there is the increasing responsibility of assisting in the transition of pupils from school to military life.

The basic aims and objectives, except for this military influence, continue to be a sound and healthy body and mind, character education, good citizenship, emotional stability, and the acquiring of social attributes.

Intramural and intersholastic athletics have been emphasized. Also there is a trend toward more formalized physical education activity programs.

Conferences, meetings, school visits, workshops, and committee meetings have been held with state, county and local groups. The preparation and distribution of physical education bulletins has been helpful. Among these publications are "Physical Education Emergency Program," "Director of Athletics' Duties" and "Suggestions for Physical Education and Gymnasium Facilities."

Conferences with city physical education directors were held at Trenton, Newark and Elizabeth. The New Jersey State Interscholastic Athletic Association has been in close cooperation with this Division and fifteen council meetings have been attended in addition to the clinic and athletic tournaments.

Recreation conferences were held. Camp areas were visited and year-round camping programs studied. A survey was made as to program facilities and personnel of day camps. This latter activity increases each year.

Some of the needed changes in the present physical education program are financial assistance to athletic programs, more training in physical education in teachers colleges for the students who will become classroom

teachers, certification of coaches, and more emphasis on intramural athletics.

Safety Education Involves Many Factors

The basic aim of the school is to provide a safe environment for all pupils and school personnel. The other objective is to instruct the pupils in the principles of safe living at school, at home, and in the community.

There are many factors involved in providing a safe school physical environment. Some of these are the type of building, building materials, location, architecture, fire exits and escapes, fire extinguishers and water hoses. Equipment, furniture, and supplies used in the school have to be considered in relation to safety. The heating system, storage of supplies, fuel tanks and bins, and the disposal of inflammable materials, all are involved.

In addition to the school building, the school grounds, playing and athletic fields, highways, and school buses are factors.

Automobile driver education has been emphasized in the past few years. Classroom instruction for all pupils is the basic aim. Behind-the-wheel instruction is increasing in importance. Sixty-four high schools had this type of safety teaching in the past year.

Safety has been promoted by school committees and community safety councils. There is increased cooperation between the school and the community.

School Lunch Program Has Expanded

This part of the work of the Division includes two main areas—nutrition education and the provision of food by the school for the pupils. The two are interrelated as the school lunch is an educational experience as well as one of nutrition. In the classroom nutrition is taught largely in correlation with other health subjects.

The National School Lunch Program has increased in size and importance in the past few years. The growth of this program is evidenced by the figures since 1944. In that year, 813 schools were in this program, 111,000 pupils were fed, 17,000,000 A, B, and C lunches were served, and of this number 25 per cent were A lunches. In 1950, 1067 schools participated, 158,000 pupils were fed, 26,000,000 A, B, and C lunches were served, and the percentage of A lunches increased to 43 per cent.

The Division assists the local schools in their nutrition program by monthly newsletters, State school lunch meetings, State school lunch workshops, and county meetings.

Recommendations that might be considered for improving the lunch program are:

1. Increased State personnel
2. A study made relative to certification of lunchroom directing personnel
3. A study made of retirement and social security plans for personnel

School Health Services Have Limits

The basic aims and objectives of the health services are to assist the parents to keep every child in the best state of physical and mental health he is capable of attaining. Physicians, dentists, and nurses are the functioning agents of the school health services. For the past ten or twelve years there has been a trend toward increasing the health service work in public schools. Many specialists in fields of health tend to overemphasize

the functions that the school should provide in the various health areas.

The number of school physicians during the past year was 618. This is two less than in the previous year. There were 732 school nurses, an increase of ten. The number of dentists remains the same, giving service to 218 schools.

The school medical examination is a screening test. It does not attempt to make a complete examination or a final diagnosis, but it should be a good screening examination. For several years the content and scope of this examination has been studied and recommendations made. The Medical Society of New Jersey and the New Jersey Council for the Improvement of School Health Services have given assistance in this project. The New Jersey Department of Health has given assistance and advice to this Division.

In all communities throughout the State there has been increased interest in the school health program, especially the health services. One evidence of this accentuated awareness and willingness to help is found in the offers of assistance in the form of equipment and supplies.

Basic Aims and Objectives . . .

In Higher Education

The programs of the colleges and professional schools in New Jersey are planned to provide advanced education in the liberal arts and sciences and to train for specific employment in such professions as law, engineering, teaching and accounting. The curriculums of these institutions and the regulations for licensing in the professions provide for the continuation of the basic education initiated by the secondary schools. These requirements are evidence that officials who plan the programs in higher education are fully aware of the need for men and women who are broadly educated and who have also attained specific competence in a professional field. Such an education is believed necessary for those who under our form of democracy are likely to assume places of leadership in the community, the State and the nation.

Basic Aims and Objectives Are Listed

The colleges and professional schools depend upon the courses incorporated in their curriculums and upon their programs of student activities to attain the aims and objectives of a broad and sound education for their students.

The college programs are intended to help the student attain to a reasonable degree understandings and appreciations of:

1. The principles of physical and mental health as applied to the individual and the community.
2. The need for the attainment of an acceptable and ready command of spoken and written English.
3. Literature with emphasis on the writings of English and American authors.

4. The development of contemporary world culture with special emphasis upon the rise of Western civilization.
5. The growth and development of the United States as a nation and its place in world affairs.
6. The social, economic, geographic, political, and industrial concepts inherent in the nature of the community, the state, the nation, and the world.
7. The mathematical and scientific concepts and methodology which influence contemporary civilization.
8. The aesthetic values in human experience and the contribution of the arts to personal employment.
9. The ethical values which give meaning and dignity to man and the standards of human relationships and social goals derived from these values.
10. Those experiences and activities designed to foster the development of an individual with a wholesome personality.

Colleges Establish Fields of Study

In planning their curriculums to contribute toward the basic aims and objectives, ten fields of study under a variety of titles are established or in the process of being established in the various colleges. These ten fields of study which are described in the following paragraphs continue the programs of the secondary schools and strive for higher attainments in the same objectives recognized as basic in those institutions.

1. *Communication Arts*
   College courses in this field are designed to develop greater power to express thoughts and to understand better the speaking and writing of other people.
2. *Ideals in American Literature*
   Since the birth of our nation American authors have expressed the ideals of the United States in great literature. The colleges are stressing an understanding of these ideals in the literature they teach.
3. *Biology and Health Improvement*
   The attainment of better health is a cardinal objective of secondary education. Through their courses in biology and related sciences, colleges stress the scientific bases foundational to attainment of health standards.
4. *Physical Science and Technological Progress*
   The use of today's scientific knowledge may well determine whether mankind is to be destroyed or a better world is to be built. The colleges are relating our store of scientific knowledge to every day living with an emphasis on man's responsibility to use it for the benefit of himself and his fellow men.
5. *Human Behavior and the Development of Philosophy*
   An understanding of human behavior may lead to cooperation rather than conflict. When that understanding is related to philosophy which is an explanation of what man considers of value there may result more unity among the college students, many of whom are destined to become leaders. The college courses in psychology and philosophy are emphasizing what is of value to man in his society.
6. *The United States Among Contemporary World Powers*
   Today the United States is one of the dominant powers of the world. The colleges in teaching United States history are showing how American leadership developed and what its development means to our citizens in terms of choosing public officials and in rendering services to their government.
7. *Material Resources and Economics*
   The United States was endowed with many resources. Our use of that endowment is governed by our system of economics. Until our people, and especially our leaders, recognize the need for conservation, and relate closely our use of our resources to conservation through our economic system, great waste may continue. Some of our colleges are combating this danger with planned courses for their students.
8. *Sociology and Government Organization*
   Living together and sharing material resources has been a continuing problem for man. An historical and a contemporary study of how people have lived together, and the organized forms of government which different peoples have developed in order to improve their group living is receiving increased attention in college courses.

9. *Mathematics in Human Affairs*
More and more colleges are recognizing that all of their students need a better understanding of measurement and quantitative relationships in order to carry out their responsibilities as citizens. To meet this need several colleges are stressing mathematics as that subject contributes to an understanding of contemporary life.
10. *Understanding the Arts*
There is much evidence to show that man for ages has valued the beautiful as expressed through art. To help students understand and appreciate art, college courses are offered not to produce artists, but to develop appreciation and judgment concerning music, painting, sculpture and architecture as these arts contribute to home and community life.

The colleges in stressing the above fields as highly desirable for men and women who are almost sure to become leaders in their communities and professions are recognizing as basic those values which by common consent of the people are considered enduring and worth transmitting to future generations as a part of their heritage.

Summary and Outlook

1. New Jersey colleges and universities enrolled 30,703 full-time students in 1950-51. This was a drop of 11% from the number of such enrollments in 1950 and a decrease of 22% from the peak enrollments of 1948. The number of veterans enrolled ranged from 38% in the senior classes to 10% in the freshman classes.
2. During 1950-51, our colleges and universities lost 5,613 veterans and gained 1,765 non-veteran students. It is believed that the number of non-veteran students entering our institutions of higher learning will gradually increase due to the following factors:
   a. The demand of business and industry for additional trained technicians.
   b. The demand of the public schools for additional teachers because of the greatly increased enrollments.
   c. The demand by New Jersey youth for increased opportunities for professional training in medicine, public health, social service, dentistry, and veterinary science.
   d. The demand on the part of professions such as law, nursing, engineering, and accountancy for longer professional training.
   e. The demand on the part of an increasing number of college graduates to continue to study for the master's or the doctor's degree.
   f. The increasing popular demand for higher education as preparation for life in a democracy.
3. Full-time enrollments in professional schools located in New Jersey decreased from 2,854 in 1950 to a total of 1,786 in 1951. This represents a decline of approximately 38%. During the same period, part-time enrollments in these schools decreased about 14%.
4. In 1949, a total of 13,087 students enrolled in summer session courses. The number of such students dropped to 11,818 in 1950—a decrease of 10%.
5. During the year covered by this report, the number of professional on-the-job training programs in New Jersey decreased 41% from 992 to 587. It is anticipated that many more of these programs will be inactivated during the coming year.
6. The shortage of elementary teachers was greater in 1950 than in 1949. There is every indication that this situation will continue to grow worse unless more space and additional training facilities are provided in our teachers colleges, and unless some method is found to attract increasing numbers of well-qualified young men and women to those institutions.
7. The shortage of qualified secondary teachers is decreasing. In some fields, surpluses of such teachers have developed. Those teachers with sub-standard certificates who are still teaching in our high schools are rapidly completing the courses necessary for standard certification.
8. Graduates of liberal arts colleges who have completed intensive summer courses for elementary teachers are teaching with fair success. Continued efforts are being made to recruit college graduates who will prepare for teaching in elementary grades through attendance at summer sessions.
9. The Haledon Campus of Paterson State

Teachers College is nearing completion. Plans have been made to occupy the site during the early part of the fall semester.

10. On June 30, 1951, the School of Conservation at Lake Wapalanne completed its second full year of operation. The basic purpose of the School is to provide instruction in the conservation of human and material resources. Approximately 600 different persons have enrolled in institutes and courses offered at the School.
11. Child guidance clinics should be expanded in the State teachers colleges to provide clinical experience for college students in training and consultation for teachers in-service.
12. There are many small elementary schools in New Jersey with teachers who are not especially well qualified in such subjects as music, fine and industrial arts, home economics, library studies, and physical education. In order that such schools may subsequently have teachers who can help each other with these special subjects, it is probable that some of the teachers colleges will develop dual curricula for elementary teachers. Such curricula will prepare for teaching the basic elementary program and, in addition, provide more than average competence in one special field.
13. A curriculum leading to a degree should be organized and offered in the late afternoons, evenings, Saturdays, and during the summer sessions for school nurses who wish to complete the requirements for the degree of Bachelor of Science.
14. New Jersey is desperately short of well-qualified teachers in home economics. A curriculum for training such teachers should be established in one of the State teachers colleges.
15. Careful study should be made concerning curricula in social service and occupational therapy as part of the State's program in teacher education.
16. As compared with the better high school plants in New Jersey, the State teachers colleges are in great need of new buildings. Science buildings, demonstration schools, and dormitories are desperately needed. Priority should be given to these needs.
17. Increasing college facilities in urban communities will meet the needs of many who cannot finance their education while attending college away from home.

Basic Aims and Objectives . . .

In the New Jersey School for the Deaf

Education of the Deaf is Normal Education "Plus"

The basic aims and objectives of the education of the deaf are the same as those for the child with normal hearing. They follow the seven cardinal principles of education—health, worthy home membership, citizenship, ethical values, vocational efficiency, worthy use of leisure, and knowledge of the fundamental processes. Put in other words, the objectives of education are to develop the child's personality and abilities in such a way that he will obtain the optimum satisfaction for himself and at the same time be a cooperative member of society. This necessitates an understanding of his environment, a mastery of his environment, leading the group life in a democracy, the ability to make a living, the development of his cultural life—an appreciation of the good, the beautiful and the true—the acquisition of a scientific attitude of mind, and, most important of all, the training in those habits and attitudes which will aid in the realization of these objectives.

Special Aim For Deaf Child

For the deaf child, there is another special and distinctive aim and objective. Because of his deafness he has been deprived of the opportunity to acquire the normal means of communication—speech and a comprehension of English. The child with normal hearing acquires this means of communication without any special training and without any special effort on his part—it is largely a concomitant of maturation. Not so with the deaf child. While an infant, he sees the lips of the people around him move but does not know that any voice accompanies these movements of the lips. While his organs of speech, from a physiological point of view, are in perfect order, he has nothing to imitate, and so, despite the fact that he has a voice which he manifests in laughing, crying and unarticulated interjectional sounds, he does not learn to talk. He does not know that things have names nor that thoughts can be expressed by verbal means.

The additional aim of the school for the deaf, therefore, is to give the deaf child this means of communication—to teach him to speak, to read the lips, and to acquire a command of the English language; in other words, to integrate him, as far as possible, into a hearing world. This problem is to a large extent the primary reason for the existence of special schools for the deaf and it affects to some degree the method of procedure in all phases of the deaf child's education, academic, vocational, social and religious.

Early Admission Is Important

Children are admitted at the age of four into the Reception Center. This early admission is important because the sooner the teaching of speech is started, the greater the likelihood of the development of pleasant voices. The curriculum of the Lower School emphasizes speech training and voice development throughout all its grades. The acoustic program utilizes any residual hearing the child may possess. Group hearing aids have been installed in several classrooms, and a number of children have been fitted with individual aids. This group has shown marked progress in speech and language comprehension.

The curriculum of the Middle and Upper School resembles more that of the regular public school. The same text books are used, but they require considerable supplementation by teachers' notes and explanations. Since the question of communication remains the paramount problem in the education of the deaf, great stress is still placed on the correction of and the improvement in speech, and an extension of the vocabulary and general use of English.

As to the general aims and objectives of education, the New Jersey School for the Deaf is organized to follow the cardinal principles. In the nature of things there is considerable overlapping in the various departments, but this is as it should be because we are concerned with the whole child, and not with separate, unintegrated aspects.

Health Education Is Continuous

Health education begins when the child enters and continues throughout his whole school life. The little children are taught cleanliness, to brush their teeth, to eat wholesome food, and generally to take care of themselves. In the upper grades the curriculum includes formal lessons in

physiology and hygiene. The director of our health department discusses with the girls their intimate personal problems and instructs them in personal hygiene. The older girls also receive a regular course in nursing and child care. The physical education program for both boys and girls stresses, in addition to intramural sports, corrective exercises for posture and other physical faults.

Worthy Home Membership Stressed

Our pupils live in small groups and learn their individual responsibilities to the other members of the group. They take care of their own rooms and share in other household duties. In the classroom, problems of family life —duty to parents, how to get along with brothers and sisters, financial problems—are discussed. The girls receive formal instructions in home economics, child care, family relations, and preparation for marriage.

Good Citizenship Developed

In addition to the course in social sciences which stresses citizenship and problems in democracy, the students learn to apply some of the principles in practical experience.

They take part in student government and assume responsibility for a number of school and campus activities. They participate in community affairs such as Red Cross Drives, Cancer Drives, Junior Red Cross, Hobby Show, Window Painting, etc.

Ethical Values Are Also Developed

Our school, being a residential school, stands *in loco parentis* and therefore provides religious instruction in the respective faiths of the students' parents. The Catholic children go to Mass every Sunday, the Protestant children attend various Protestant churches, and the Jewish children are taken to the Temple on Saturday. In addition to Sunday School, taught by members of the regular faculty and lay volunteers from the community, there is a period of special instruction one afternoon a week under the direction of a Priest, a Protestant Pastor, and a Rabbi.

In this connection, the development of the cultural life might be mentioned too. All students receive art instruction, primarily for the purpose of learning to appreciate things beautiful. They live in attractive environments, in rooms decorated in beautiful color schemes, with the right kind of pictures on the walls, and all the furniture in keeping. They absorb this atmosphere and go home and frequently change the home environment.

Frequent auditorium programs on ethical and cultural topics also emphasize this phase of their education.

Vocational Efficiency Includes Proper Attitudes

The boys' and girls' vocational departments provide both pre-vocational and vocational training in a great variety of trades and occupations.

Particular attention is given to vocational civics stressing the point that, besides skill, the proper attitude towards the job, towards the employer and the place of employment is of paramount importance.

A system of trial employment in industry while living at school gives the student a realistic experience in what shop conditions and shop requirements are. At the same time he receives help and guidance in any difficulties he may have on the job.

Worthy Use of Leisure Encouraged

School Clubs and cultivation of hobbies form the foundation for leisure time activities which the student may carry into his after school life.

A Snack Bar, conducted entirely by the students themselves, gives them the experience of boys and girls getting together for friendly chats under pleasant and wholesome conditions.

Fundamental Skills Augmented by Character and Citizenship Training

This covers largely the academic training discussed above. We graduate our students academically on the basis of their having completed the Junior High School curriculum. A few continue through the high school grades and prepare for college.

Thus, the aims of the New Jersey School for the Deaf are not merely to teach skill, and give information but to be a general socializing agency, developing all sides of the deaf child so that he becomes a happy, self-supporting, law abiding, tax payer and cooperative member of society.

Basic Aims and Objectives . . .

IN THE DIVISION OF THE STATE LIBRARY, ARCHIVES AND HISTORY

The State Library Helps Community and School Libraries

One of the intimate points of contact between the State Library Division and our local communities is the work carried on in assisting the school libraries of the State. Governor Driscoll has stated that the "library is the heart of the university." To an ever increasing degree this is true of the secondary school library also and thus becomes one of our basic aims. The appointment of a School Library Supervisor has made possible the implementation of plans long projected to improve our secondary and elementary school libraries. Through class visits, by meeting with school superintendents, helping teachers and classroom teachers, our Supervisor has been able to assist many schools throughout the State to improve the quality of their book collections and physical facilities. While much has been accomplished, much remains to be done, and many schools in the State lack library facilities of any kind. To assist these the State Library lends traveling library collections ranging from 50 to 200 books to supplement meagre local resources and provides aid to school libraries through a matching fund arrangement. Requests for reference materials beyond the scope of the average school library are forwarded to the Bureau of Library Services in Trenton and, if available, the material is supplied from the Bureau's collections. When the materials are not available in the State Library, every effort is made to borrow them from other libraries to relend to the requesting institution.

How Can Public Libraries in New Jersey Be Improved?

A public library becomes truly effective only when it is adequately staffed by highly trained professional librarians and when it has a good book collection and adequate quarters. Of the approximately 300 public libraries in this State a high percentage are so small, poorly organized, and inadequately financed that they are unable to furnish efficient library service to their respective communities. Many of them suffer from lack of professional leadership and the shortage of trained librarians in New Jersey appears to be a serious problem at the present time. In July 1950, Commissioner Bosshart appointed a special committee to consider the problem of the professional education and training of librarians in New Jersey. The committee suggests that regional libraries be created within the State, that better salary scales be provided for professional library personnel, and that provision be made for a program of graduate library school training in the State. Specifically, the committee recommends that a co-educational graduate library school be established at Rutgers University, the State University in New Brunswick. It further recommends that a training program be instituted consisting of workshops, short courses and institutes, to be offered for librarians in service who are unable to undertake a full academic program. The committee estimates that it will cost approximately $30,000 a year to carry on such a program of professional library education. It was unanimous in feeling that "this expenditure is worthwhile in terms of the positive value which would accrue to the libraries of the State."

Records Disposal Problem Was Solved By Microfilming

In 1920 a public records statute was enacted setting forth certain standards and regulations for controlling the records of all State offices as well as those of counties and municipalities. Under this act, no public record in New Jersey may be destroyed without the specific approval of the Archives and History Bureau, the successor agency to the former Public Record Office. To help State agencies control their great quantities of records, a microfilm unit was established in the Bureau of Archives and History in 1949. Since then, millions of records have been microfilmed and many additional millions destroyed without microfilming after a careful survey had determined that they were of no further use to the State. One particular phase of this activity deserves special mention. Early in 1951, Governor Driscoll ordered that all essential State records be microfilmed to guard against disaster, whether of a military or civil nature. An immediate survey was conducted by the Bureau of Archives and History and a series of conferences was held with representatives from each executive department to establish priorities. For five intensive months the microfilm unit concentrated its activities upon photographing those records "which would be needed to get us back in business the morning after disaster strikes." Payroll records, civil service personnel records, pension records and other similar data affecting the rights of individuals were placed on microfilm and copies stored in a safe place away from the Trenton area. While this special project cut seriously into the normal activities of the microfilm unit the re-

sult more than justified the interruption of the regular program. It is a highly satisfactory feeling for State officials to know that the basic records of their departments are microfilmed and placed in permanent safe storage.

Archives Building Is Needed

It becomes increasingly apparent that an archives building especially devoted to the preservation of basic State records is needed in New Jersey. This building could be relatively small in size but should be constructed either adjacent to the State House or in the immediate vicinity thereof. The building should also contain rooms where more important documents could be effectively displayed in a manner worthy of the great history and tradition of the State. A simple dignified building similar to the Hall of Records in Maryland or Delaware would serve our needs and provide a fitting repository for New Jersey's historic records.

The Law Library Serves the Courts, the Legislature and the Executive Dept.

The Library's services to the Courts, the Legislature and the Executive Department have been measurably increased during the past year with the appointment of a trained lawyer-librarian as Head of the Bureau of Law Library. This appointment of a trained lawyer-librarian as Head of the Law Library Bureau has wrought significant changes in the short span of twelve months. Service to the Courts has been improved, significant research has been performed for some of the most important committees of the Legislature and close cooperation has been developed between the library and the executive department. These improvements have been made with a staff that is woefully inadequate for the tasks it has been assigned. It is not generally realized that, in addition to the research mentioned heretofore, the library compiles a detailed up-to-date record of the proceeding of the Legislature, maintains a complete file of legislative bills and journals, and assists the Court by mailing Court Reports to all members of the Judiciary. It remains open at all hours when the State Legislature is in session. This clerical work is voluminous and, since it must be accurately performed, is time consuming in its very nature.

Additional Staff Is Needed

Another grave defect is in the catalog. Over a period of years the library has acquired a splendid collection of law books and related materials, perhaps the finest in New Jersey. Unfortunately, the catalog of the Law Library does not adequately reflect these rich resources. A full time cataloger-bibliographer is needed if our present book resources are to be fully exploited and if the library is to keep pace with the tremendous volume of new materials in the legal field. In the legislative reference bureau, also, additional research specialists and clerical assistants should be provided. The library staff is further handicapped in the performance of its duties by the physical limitations of the present quarters. The "monumental" character of the reading room makes it inefficient to administer and it is difficult to re-arrange furniture in a manner that is made possible when a modular plan is used. It is suggested that a survey be made of the present State Library quarters to determine whether a more modern and useful arrangement can be made.

Summary and Recommedations

To sum up, the Library Division has made important advances in four separate and distinct areas. Through its strengthening of the public and school libraries, the Division has materially assisted the Department of Education in its goal of providing the best possible education for all the children of the State. Through its work in the field of records administration, it has performed significant service in microfilming vital State records and destroying millions of other records to create needed space. Through its service to the Bench and Bar, the Library is helping to improve the quality of briefs submitted to the Courts. Through its work in providing legislative research, it is helping to improve the quality of the legislation being written for the people of the State.

The following recommendations are offered as a means of improving the State Library's operating efficiency and of assisting all New Jersey libraries by supplying additional trained staff and facilities for book storage:

A. *Improvements to State Library*
   1. Construction of State Archives and Records Building.
   2. Appointment of State Archivist.
   3. Additional research staff for Law and Legislative Reference.
   4. Architectural survey to explore possibilities of modernizing present quarters.

B. *Assistance to New Jersey Libraries*
   1. Establishment of graduate library school at Rutgers University.
   2. Provision of funds to operate "storage library.'
   3. State grants-in-aid to promote regional library service.

Basic Aims and Objectives . . .

In the Manual Training and Industrial School

A Milestone Is Reached

The school year 1950-51 marked the end of a great era in the life of the Bordentown Manual Training School. It was during this year that the capable and esteemed leader of this institution, Dr. William R. Valentine, after thirty-five years of faithful and fruitful service, terminated his tenure of office as Principal of the school. Dr. Valentine's retirement became effective October 1, 1950. Following Dr. Valentine's retirement, the Assistant Principal, Mr. P. B. Hunt, served as Acting Principal until the newly elected Principal, James E. Segear, assumed office on February 1, 1951.

Basic Aims, Objectives and Philosophy Interpreted

The Bordentown Manual Training School is an effort on the part of the people of New Jersey to provide a wholesome environment and suitable learning experience for those pupils of high school age in the State who otherwise could not enjoy them. These are the children who come from broken families, from unsatisfactory homes and from neighborhoods that are morally and spiritually weak. The enrollment of the school also includes many pupils from normal home situations who along with the others, help to provide a suitable balance in the

every-day life of the school. The nature of this school, as a boarding institution, affords an opportunity for pupils to be completely removed from undesirable experiences and to be placed under the protective supervision of the school for the full twenty-four hours of each day. Because this is a secondary school, pupils do not enroll here until they have attained at least 13 years of age. This means that, because of the kind of environment they come from, many of the pupils enter the school with a background of many years of unhappiness, failures, family discord and other serious frustrations. The school recognizes its responsibility to these pupils and earnestly strives to help them effect the necessary emotional, social and personality adjustments. In attempting to help pupils who have been the victims of disturbing influences of serious proportions, it becomes very important for the teachers and advisors to have a working knowledge of the psychological foundations of human behavior. Incidentally, such knowledge and skill are often indispensable in dealing effectively with the parents of these children.

The citizenship objective is of paramount importance in this school. To be able to resolve major personal conflicts and disturbances within a frustrated child, to the point where he or she will live and work within the bounds of the law, morality and the "Golden Rule," is a worthy accomplishment. Toward this end, the school strives to help the child develop an appreciation for vocational, cultural and social accomplishment that will serve as a foundation for a satisfying life.

Considerable emphasis is placed upon the selection of one's associates. This becomes of particular concern to us when our pupils return to their homes for holidays and extended vacations. Much of the good that the school has done can be wrecked within a short time through faulty companionship. We urge our pupils always to surround themselves with worthwhile people—people who can help them and whom they can also help.

Equally important is the development of self pride. One can hardly be expected to manifest any real interest in proper conduct and satisfying surroundings until these things first become of personal significance. Our pupils are often reminded of the poet's words of wisdom:

"To thine ownself be true;
And it must follow as the night the day:
Thou cannot then be false
To any man."

Suitable Terminal Courses Provided

Since most of the pupils who come to this school cannot be expected to continue full time, formal education after graduation, it becomes the duty of the school to offer a program that will provide suitable terminal courses for vocational placement. At the same time, the school has an obligation to those pupils who have the ability, desire and other requisites for continuing their formal training beyond the secondary level. The present program of the school meets these two obligations by requiring each pupil to pursue both academic and vocational courses, spending one-half day in each division. The academic program is modified for those who have no reasonable expectation of entering a college or technical school. Before beginning the vocational course in the junior year, pupils rotate through sev-

eral exploratory, industrial arts courses.

An important part of the program of the school is the work experience that is required of all pupils. This serves the dual purpose of, (1) contributing to the maintenance of the school's physical plant and, (2) teaching pupils, in a very practical way, the art and dignity of labor.

Our cultural emphases are made chiefly through the activities of our choir, boys quartette, band, dance group, dining room, and through life in the dormitories. Special mention is due the choir which regularly fulfills numerous engagements in all sections of the State, thereby making a substantial public-relations, good-will contribution to the school and the State. Our dance group appears annually in the University of Pennsylvania's "Cultural Olympics" and compares very favorably with some university groups.

Our military organization comprises all of the male students and is one of the finest aspects of our school program. It is largely through the military organization that discipline is strengthened, leadership and followership are developed, and pupils are inspired to improve and achieve.

Numerous clubs and other co-curricular activities provide opportunities for pupils to learn parliamentary procedure, to enjoy athletics as participants or observers, and to participate in organized or informal recreation

Religious and moral instruction is given each Sunday afternoon during an organized devotional service in which teachers and pupils participate. In addition, similar instruction is frequently given in the house meetings held in all dormitories.

We Look to the Future

In order that the school may continue to adequately meet the needs of the children of the State, periodic evaluations must be made of its program. During the school year 1950-51, a series of faculty meetings was held for the purpose of beginning a critical examination of the school program. At the final meeting of the year, in June 1951, several of the top State officials addressed the Bordentown faculty and pledged their interest and support in the continuing effort for improvement. It is planned that this continuing effort shall be in the form of additional meetings in the series, during which small faculty groups will meet, sometimes with the State leaders and supervisors in their particular fields of interest. These meetings are to be of the "Work Shop" type and findings finally and properly agreed upon are to be incorporated in a revised Manual Training School program. Some of the important questions to be studied are:

(1) Should any vocational courses be added or discontinued?
(2) Is our general plan of vocational training adequate?
(3) In what ways can our work-experience program be improved?
(4) How can better coordination between the academic and vocational program be achieved?
(5) In what ways can the faculty contribute to improved business practices of the school?
(6) Is our academic "Program of Studies" satisfactory?
(7) Do we provide adequate and effective counselling and guidance for our pupils?
(8) Is the moral and spiritual emphasis of the school adequate?
(9) What additional incentives can we offer pupils for improvement in conduct and scholarship?
(10) In what ways can our testing program be improved?

(11) Is our health and physical education program adequate?
(12) What additional contributions can we make toward a better grasp of the fundamental or "tool" subjects?

Those of us who are privileged to serve at the Bordentown Manual Training School are impressed, as are conscientious educators everywhere, with the enormity of the problems that confront us. We find compensating satisfaction, however, in the fact that the rewards are great in terms of the characters we help to mold, the lives we help to brighten and the souls we help to save.

Basic Aims and Objectives . . .

In the Division of the State Museum

Growth and Interest Shown

Sixty years ago the Legislature of New Jersey established the present State Museum as the "Museum of the Geological Survey" and made provision for the preservation, study and exhibition of the Survey's collections of minerals, rocks, and fossils—the tangible evidences of the geologic history of the State. Over the period of years, these specimens have been used not only by geologists and other scientists for identification and study, but through exhibition they have given the student and even the casual visitor to the Museum a better understanding of the physical formation of the State, the significance of the remains of ancient plant and animal life found in New Jersey, and the present day variance in soils and plant life. Since that time, by other legislative action, additional collections and exhibits of present-day animal life have extended the scope of the Museum; and more recently vast collections of Indian artifacts have been acquired chiefly through excavation of local sites. Reproduced in the Museum are life groups of birds and mammals; other exhibits portray how animals survive or why they become extinct. Human history exhibits are arranged to show the primitive tools of the New Jersey Indians, and how they lived in relation to their surroundings. All these exhibits provide a background for a fundamental knowledge of life.

It is significant that in the twelve month period of this report, 101,990 persons visited the exhibits and attended the programs presented at the Museum. This interest points to the increasing desire of the public to see and learn more about our heritage in the cultural and natural history of the State. Guided tours which were given to 326 school and adult groups were an important part of interpreting the exhibits and developing the visitor's interest from his own personal experience.

Exhibitions and Public Programs Are Varied

Modernization of exhibits progressed during the year to the extent that case lights were installed in the geology section. Publications included the release of Bulletin #4 of the Museum's popular leaflet series, on *New*

Jersey's Geologic Past by Dr. Carroll Lane Fenton.

Stressing the culture of the State, the Museum presented a series of eight special exhibitions, fifteen lectures and five musicals. The exhibit schedule included:

The 60th Anniversary Exhibition—a Retrospective Show of Paintings by John Marin, one of the greatest living New Jersey artists, whose work is full of a zest for life and love of nature.

Seventy-five Photographic Studies by Members of New Jersey Camera Clubs. A group of these photographs was sent on an eight months' tour of the State.

Sixty Watercolors by Living New Jersey Artists, the work of citizens assembled through community art clubs.

The field of research was represented by an exhibition of RESEARCH AT RUTGERS, the State University of New Jersey, and showed some of the special studies and many fields of scientific research which are being investigated in our State University. Protection against enemies, crucial for living in our world of today, was shown in a series of panels of CIVIL DEFENSE prepared by the Museum in cooperation with the Division of Civil Defense and the Department of Health. These panels were also made available as a loan exhibit.

Audio-Visual Extension Service Has Expanded

Another aid in teaching basic and specialized subjects is the audio-visual material provided through the Extension Service of the Museum. Close to 93,000 educational films, slides and exhibits in varied subject areas were circulated to schools and community groups throughout the State during the year. With the cooperation of evaluating committees of teachers and specialists, new instructional films were added to the Museum's circulating collections, and a series of four annotated film catalogues in seven subject areas were compiled for publication.

The most important development in one of the services of the Museum was the establishment of an organized state program of audio-visual education made possible through the enactment, in June 1950, of the County Educational Audio-Visual Aids Centers Law. This program was initiated by the Museum in 1914 as recorded in the annual report for that year.

Another step forward was the creation of the position of State Coordinator of Audio-Visual Education and the appointment of the Coordinator in October, 1950. During the early part of the year, the ground work for launching this program was prepared by the Audio-Visual Steering Committee. Before June 30, centers were organized in the following counties: Morris, Ocean, Monmouth, Cape May, Cumberland, Somerset, Mercer, Middlesex and Hunterdon. The Coordinator also began work on the project to secure television channels for New Jersey which will open a new field of educational activities.

Education Needs More Than Fundamentals

As this report of Museum activities takes form, the realization emerges that if we are to uphold our way of life in today's complex world, we can no longer be concerned only with the fundamentals of education. We must prepare ourselves and our children with knowledge in many fields and through broadening experiences. To do this, all facilities—the home, the church, the school, libraries, museums, and others—have an important place in our preparation for living.

STATISTICAL APPENDIX

1950-51

STATISTICAL APPENDIX
1950-51

PART I

The tabulated data by counties and school districts that constitute the first part of the Statistical Appendix will serve to indicate the size of the educational programs to be found in the various school districts of the State and provide pertinent financial information related to the operation of these programs. Statistics regarding vocational schools are not included in these tables.

PART II

This summary shows the receipts and expenditures with balances in all school accounts supplemented by certain educational statistics which are part of the Annual Report of the Commissioner of Education.

ACKNOWLEDGMENT

The tabulations and comparative studies to follow were prepared cooperatively by the Staff of the Business Division under the direction and supervision of Edward W. Kilpatrick, III, Director of Business Service. All data used were taken from the Annual Reports made by Officials of Local School Districts and County Superintendents of Schools.

KENNETH F. WOODBURY

PART I

STATISTICAL SUMMARY BY SCHOOL DISTRICTS

Fiscal Year, July 1, 1950-June 30, 1951

	Enrollment 1950-51 (1)	No. of Teachers 1950-51 (2)	No. of Buildings 1950-51 (3)	Resident Enrollment 1950-51 (4)	Assessed Wealth Per Pupil Enrolled (5)	Assessed Wealth Per Pupil in Resident Enrollment (6)	Net School Indebtedness June 30, 1951 (7)	Net Bonded Debt Per Each $1,000 of Assessed Wealth (8)	Cost of Education Per Pupil in Average Enrollment (9)	Cost of Education Per Pupil in A.D.A. (10)	Per Cent Attendance June 30, 1951 (11)	1951 TAX RATES School (12)	Local (13)	Total (14)
ATLANTIC														
Absecon	360	13	1	459	$3,749.54	$2,940.82	.....	...	$186.43	$200.22	92.3	$4.64	$2.15	$8.41
Atlantic City	7,504	363	18	6,883	12,725.46	13,873.58	.....	...	291.58	318.90	91.4	2.02	4.28	7.87
Brigantine	227	7	1	269	6,288.39	5,306.56	$73,000.00	$51.14	204.79	229.00	90.3	4.06	5.34	11.00
Buena Vista	799	27	6	973	1,759.59	1,444.92	54,000.00	38.41	208.25	225.36	93.1	10.91	2.17	14.66
Corbin City	47	4	1	59	1,892.74	1,507.78	.....	...	230.30	255.90	90.8	8.04	1.98	11.64
Egg Harbor City	794	40	4	548	2,050.84	2,971.47	32,000.00	19.65	197.42	213.10	92.7	5.20	5.43	12.24
Egg Harbor Twp.	681	23	7	821	2,439.25	2,023.30	57,000.00	34.31	229.85	260.25	88.8	7.47	4.87	13.90
Estell Manor	46	2	3	69	3,457.26	2,304.34	.....	...	251.75	283.22	88.5	4.72	2.79	9.12
Folsom	53	2	1	64	5,257.85	4,354.16	.....	...	270.92	285.97	96.0	4.31	.73	6.65
Galloway	556	19	4	818	3,031.26	2,060.36	.....	...	166.24	184.92	90.4	4.94	2.84	9.40
Hamilton	578	19	3	707	4,170.54	3,409.58	165,000.00	68.45	197.65	216.80	90.9	3.86	1.61	7.09
Hammonton	1,364	60	4	1,249	2,793.54	3,050.75	141,000.00	37.00	222.10	238.11	93.3	5.95	2.19	9.76
Linwood	316	13	2	397	2,801.31	2,229.76	14,000.00	15.82	181.36	198.63	90.7	6.07	3.58	11.26
Longport	42	1	..	82	43,710.40	22,388.25	2,500.00	.14	206.04	255.21	97.8	1.21	7.07	9.88
Margate City	726	28	1	837	9,063.22	7,861.29	.....	...	203.63	222.88	91.5	2.56	7.64	11.81
Mullica	286	8	3	343	3,486.08	2,906.76	14,500.00	14.54	159.86	173.47	92.6	3.91	1.32	6.84
Northfield	431	18	2	527	2,971.59	2,430.28	25,000.00	19.52	178.00	193.41	91.5	6.06	4.46	12.12
Pleasantville	2,726	106	6	2,116	2,107.91	2,715.58	631,000.00	109.81	168.23	183.43	91.7	5.30	5.97	12.88
Port Republic	73	3	1	93	2,078.77	1,631.72	.....	...	200.96	210.76	94.7	7.38	.36	9.32
Somers Point	376	19	2	480	3,919.41	3,070.21	.....	...	239.51	263.52	93.6	5.45	5.38	12.45
Ventnor City	771	36	3	1,089	13,510.47	9,565.27	336,000.00	32.26	275.55	303.08	91.7	2.42	6.64	10.68
Weymouth	133	5	2	161	1,074.14	887.33	2,817.03	19.72	193.68	209.01	93.5	14.81	.04	16.29
TOTAL	18,889	816	75	19,044	$7,459.75	$7,399.04	$1,547,817.03	$10.98	$234.18	$255.47	91.7	$2.75	$4.56	$8.89

	Enrollment 1950-51	No. of Teachers 1950-51	No. of Buildings 1950-51	Resident Enrollment 1950-51	Assessed Wealth Per Pupil Enrolled	Assessed Wealth Per Pupil in Resident Enrollment	Net School Indebtedness June 30, 1951	Net Bonded Debt Per Each $1,000 of Assessed Wealth	Cost of Education Per Pupil in Average Enrollment	Cost of Education Per Pupil in A.D.A.	Per Cent Attendance June 30, 1951	1951 TAX RATES School	Local	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
BERGEN														
Allendale	339	17	1	438	$6,927.36	$5,361.54	$334,000.00	$142.23	$248.51	$268.89	92.0	$3.24	$2.99	$6.99
Alpine	65	5	1	85	40,522.80	30,988.02	.....	...	418.86	454.26	89.9	1.24	1.10	3.15
Bergenfield	2,944	117	5	2,941	5,859.80	5,865.78	991,000.00	57.45	198.09	214.09	92.5	3.48	2.38	6.65
Bogota	1,266	60	4	1,044	6,066.20	7,356.14	94,000.00	12.24	259.66	277.39	93.6	3.38	2.66	6.78
Carlstadt	567	27	3	755	9,609.92	7,216.99	49,000.00	8.99	232.54	247.08	93.6	2.92	2.52	6.24
Cliffside Park	2,077	110	5	1,830	7,016.73	7,963.80	442,000.00	30.33	255.15	274.27	93.0	3.67	3.00	7.46
Closter	830	36	2	735	5,047.53	5,699.93	149,500.00	35.68	214.18	237.45	90.3	3.98	2.24	6.96
Cresskill	576	19	2	718	6,858.05	5,501.72	527,800.00	133.61	188.13	206.08	90.7	3.99	3.14	7.93
Demarest	327	14	2	399	7,120.05	5,835.23	268,000.00	115.11	206.65	223.62	92.2	5.20	1.44	7.44
Dumont	2,625	102	4	2,424	3,936.37	4,262.78	670,000.00	64.84	172.47	198.46	91.6	3.82	2.88	7.49
East Paterson	1,908	58	4	2,297	7,363.01	6,116.07	648,000.00	46.13	168.73	183.52	91.8	2.83	2.46	6.09
East Rutherford	1,465	72	5	1,108	6,945.15	9,182.90	199,000.00	19.56	264.13	283.98	93.0	2.76	2.47	6.03
Edgewater	437	27	2	563	54,217.31	42,083.41	.....	...	403.75	454.72	89.1	.84	2.17	3.80
Emerson	275	11	1	355	7,599.69	5,887.09	61,000.00	29.19	196.47	213.01	92.6	3.14	2.05	5.99
Englewood	3,520	162	7	3,086	10,700.44	12,205.30	1,163,000.00	30.88	274.84	300.08	91.6	2.31	2.79	5.85
Englewood Cliffs	92	6	2	106	28,198.79	24,474.42	.....	...	336.35	374.56	89.2	1.51	1.60	3.91
Fair Lawn	4,111	172	6	4,111	7,152.47	7,152.47	1,513,000.00	51.46	217.77	236.49	92.1	4.06	2.14	6.99
Fairview	1,008	44	4	1,239	7,576.12	6,163.62	40,000.00	5.24	213.23	229.09	92.9	3.00	2.92	6.73
Fort Lee	1,358	66	6	1,340	11,533.50	11,688.43	778,000.00	49.67	268.55	298.77	89.8	2.58	2.45	5.78
Franklin Lakes	334	22	1	396	7,708.38	6,501.52	130,595.00	50.49	208.78	231.10	90.7	4.00	1.38	6.18
Garfield	3,566	171	9	3,565	6,823.58	6,825.50	201,000.00	82.60	233.43	248.60	93.8	2.72	3.26	6.76
Glen Rock	1,168	51	4	1,384	9,459.23	7,982.93	427,000.00	38.65	241.80	260.81	92.0	3.16	1.57	5.52
Hackensack	4,880	211	8	4,300	9,535.13	10,821.26	497,500.00	10.69	250.07	272.41	91.8	2.29	2.92	5.94
Harrington Park	271	11	1	331	6,389.03	5,230.89	48,000.00	27.72	208.34	231.26	94.3	4.34	1.32	6.46
Hasbrouck Heights	1,325	60	3	1,323	7,448.16	7,459.42	2,700.00	.27	266.54	290.32	91.5	3.66	2.41	6.88
Haworth	275	12	1	352	7,410.29	5,789.28	.....	...	221.37	236.86	92.8	3.70	2.92	7.43
Hillsdale	731	27	1	886	6,362.21	5,249.18	196,000.00	42.14	197.32	214.21	92.1	3.87	2.13	6.77
Hohokus Boro.	348	18	1	446	10,672.02	8,327.04	174,500.00	46.99	256.06	278.33	91.8	3.20	.94	4.94
Leonia	1,372	66	3	1,109	7,054.07	8,726.94	224,000.00	23.1 4	292.68	316.88	92.3	3.03	2.96	6.77
Little Ferry	660	28	2	885	4,719.80	3,519.85	.....	...	207.03	222.34	93.6	4.08	3.64	8.52

Lodi	3,702	167	6	2,779	2,933.25	3,907.48	778,424.00	71.69	205.45	222.15	92.5	4.12	4.02	8.94
Lyndhurst	3,277	139	8	3,277	4,759.92	4,759.92	180,000.00	11.25	202.33	216.06	93.7	3.53	2.84	7.16
Mahwah	614	25	6	773	10,643.25	8,454.01	18,000.00	2.75	209.11	235.45	88.3	2.17	1.53	4.49
Maywood	1,343	47	1	1,557	7,347.21	6,337.38	403,000.00	40.84	176.53	191.88	91.7	3.29	2.36	6.45
Midland Park	663	28	1	785	6,218.46	5,252.02	65,000.00	15.77	219.44	242.98	90.5	3.83	1.75	6.38
Montvale	266	11	2	346	6,195.67	4,763.15	.....	...	235.87	260.70	89.8	3.62	1.81	6.24
Moonachie	373	11	2	443	2,684.37	2,260.20	.....	...	174.60	188.85	92.1	4.67	1.52	6.98
New Milford	1,189	35	2	1,360	7,517.23	6,572.05	382,000.00	42.74	163.50	177.23	92.0	3.51	1.53	5.77
North Arlington	1,708	79	4	1,712	7,426.03	7,408.68	185,000.00	14.59	226.06	240.31	94.0	2.92	2.93	6.65
Northvale	251	11	1	286	4,607.37	4,043.53	.....	...	222.93	239.49	93.5	4.06	1.59	6.45
Norwood	305	11	2	390	5,809.96	4,543.69	285,000.00	160.83	194.79	212.49	93.2	3.87	2.59	7.26
Oakland	312	9	1	397	8,855.16	6,959.22	176,200.00	63.78	194.31	209.84	92.3	3.19	1.68	5.67
Old Tappan	113	3	2	148	6,160.90	4,703.93	9,000.00	12.94	175.00	187.00	93.6	3.91	.11	4.82
Oradell	581	27	1	672	11,758.62	10,166.31	282,000.00	41.28	262.72	283.37	93.0	2.84	2.33	5.94
Palisades Park	1,265	54	2	1,516	6,387.25	5,329.73	201,000.00	24.88	226.42	247.02	91.6	3.48	1.85	6.12
Paramus	1,026	45	2	1,227	11,913.79	9,962.15	593,500.00	48.55	203.80	214.18	91.3	2.53	1.24	4.57
Park Ridge	768	39	1	564	3,679.99	5,011.06	97,500.00	34.50	243.08	260.63	93.0	3.85	1.77	6.40
Ramsey	1,609	70	2	878	2,919.54	5,350.28	172,000.00	36.61	225.54	244.30	92.3	3.36	1.68	5.84
Ridgefield	964	43	3	1,160	9,932.51	8,254.27	49,000.00	5.12	273.71	298.57	92.1	3.31	2.22	6.31
Ridgefield Park	1,746	92	5	1,741	5,712.60	5,729.02	117,000.00	11.73	277.13	298.58	92.6	4.32	2.66	7.77
Ridgewood	3,760	164	7	3,345	8,447.09	9,495.09	2,037,000.00	64.14	278.81	303.32	91.9	3.22	1.80	5.80
River Edge	1,642	63	4	1,812	5,995.99	5,433.46	553,000.00	56.17	177.62	193.49	91.4	3.55	2.41	6.76
River Vale	225	9	2	298	8,193.35	6,186.25	21,900.00	11.87	213.58	230.73	90.2	2.95	1.18	4.93
Rochelle Park	436	21	1	566	10,020.32	7,718.83	104,200.00	23.85	214.45	231.41	91.8	2.98	2.42	6.17
Rockleigh	..	..	..	32	.....	13,784.53	2,500.00	5.67	207.65	332.24	..	1.18	.53	2.52
Rutherford	2,284	112	6	2,285	8,534.97	8,531.24	438,636.00	22.50	278.40	301.47	92.3	3.41	2.07	6.18
Saddle River Boro.	143	7	1	186	11,654.90	8,960.48	185,000.00	111.00	245.51	271.35	90.1	3.15	1.55	5.58
Saddle River Twp.	1,048	34	5	1,269	5,546.62	4,580.66	281,000.00	48.34	189.73	207.54	91.4	3.99	1.89	6.68
So. Hackensack	240	9	2	286	8,801.88	7,386.19	.....	...	187.13	202.01	92.8	1.84	2.34	4.97
Teaneck	5,743	247	9	5,732	7,000.72	7,014.15	2,078,000.00	51.68	230.94	237.37	92.7	1.70	3.72	6.22
Tenafly	2,251	105	5	1,889	7,072.16	8,427.44	625,000.00	39.26	261.33	280.11	93.2	3.28	2.04	6.10
Teterboro	..	..	..	4	.....	713,808.75	.....	...	316.40	316.40	..	.04	1.54	2.38
Upper Saddle River	120	4	3	161	11,374.58	8,477.94	93,000.00	68.13	207.13	225.96	91.9	2.26	1.67	4.73
Waldwick	479	18	1	609	6,363.38	5,005.02	87,100.00	28.58	246.47	251.02	91.0	4.52	2.57	7.89
Wallington	919	39	3	1,179	5,569.80	4,341.52	379,500.00	74.14	231.39	245.30	94.3	5.16	3.15	9.11
Washington Twp.	..	..	..	216	.....	7,570.43	.....	...	250.77	286.60	..	3.04	2.32	6.15
Westwood	1,591	69	3	1,104	5,252.95	7,570.15	108,000.00	12.92	249.07	267.48	93.1	2.98	2.18	5.92
Woodcliff Lake	184	11	1	241	8,790.81	6,711.65	.....	...	262.34	301.00	90.7	3.59	1.55	5.94

	Enrollment 1950-51	No. of Teachers 1950-51	No. of Buildings 1950-51	Resident Enrollment 1950-51	Assessed Wealth Per Pupil Enrolled	Assessed Wealth Per Pupil in Resident Enrollment	Net School Indebtedness June 30, 1951	Net Bonded Debt Per Each $1,000 of Assessed Wealth	Cost of Education Per Pupil in Average Enrollment	Cost of Education Per Pupil in A.D.A.	Per Cent Attendance June 30, 1951	1951 TAX RATES		
												School	Local	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
BERGEN (Continued)														
Wood-Ridge	879	44	2	793	10,448.66	11,581.81	57,000.00	6.21	266.14	284.07	93.6	2.32	1.92	5.02
Wyckoff	811	32	2	1,012	6,691.22	5,362.23	217,500.00	40.08	223.60	244.91	91.7	2.19	4.29	7.23
TOTAL	85,550	3,736	211	85,581	$7,444.96	$7,442.26	$21,090,555.00	$33.11	$228.83	$247.85	92.3	$2.97	$2.49	$6.26
BURLINGTON														
Bass River	80	3	1	107	$5,901.38	$4,412.24	.....	...	$219.84	$243.74	91.4	$3.80	$.53	$6.42
Beverly	418	17	3	544	3,452.08	2,652.51	$15,000.00	$10.40	169.34	177.52	94.0	4.71	.99	7.78
Bordentown City	1,226	43	3	697	2,260.15	3,975.53	41,000.00	14.80	145.11	155.75	93.2	2.57	2.41	7.06
Bordentown Twp.	..	..	..	358	.....	4,902.19	.....	...	168.06	181.21	..	1.48	..	3.56
Burlington City	2,269	104	8	1,887	3,239.78	3,895.63	583,000.00	79.31	221.63	235.77	94.0	2.92	..	5.02
Burlington Twp.	462	20	3	598	4,404.96	3,403.16	11,000.00	5.41	232.16	247.21	94.0	5.05	..	7.14
Chesterfield	218	6	1	278	4,536.19	3,557.16	.....	...	172.96	192.44	89.1	2.63	..	4.72
Cinnaminson	409	19	2	552	5,848.06	4,333.07	8,000.00	3.34	215.98	232.11	93.1	3.57	.87	6.54
Delanco	360	18	2	462	3,729.09	2,905.78	14,000.00	10.43	228.59	245.96	93.2	6.68	1.19	9.96
Delran	282	10	2	359	4,241.94	3,332.11	.....	...	186.50	204.03	92.3	3.17	.64	5.90
Eastampton	107	3	1	133	2,201.36	1,771.02	.....	...	141.57	164.06	89.7	6.95	.23	9.26
Edgewater Park	199	8	1	235	5,211.75	4,413.36	9,000.00	8.68	209.27	223.09	93.3	3.54	..	5.62
Evesham	349	12	1	429	3,068.26	2,496.09	3,000.00	2.80	185.12	200.94	91.0	4.25	.06	6.40
Fieldsboro	82	3	1	104	2,010.23	1,584.99	.....	...	174.47	194.52	90.3	5.89	.85	8.82
Florence	1,151	61	4	1,151	5,863.33	5,863.33	708,000.00	104.91	256.88	272.99	94.2	4.99	2.25	9.32
Hainesport	228	7	1	228	2,999.73	2,999.73	7,500.00	10.97	161.93	180.23	90.0	5.29	.84	8.22
Lumberton	174	5	1	186	4,090.66	3,826.74	.....	...	150.67	176.14	84.9	4.52	.13	6.74
Mansfield	292	10	1	373	3,555.70	2,783.55	.....	...	164.80	198.50	93.1	3.62	..	5.70
Maple Shade	760	31	3	977	3,655.36	2,843.47	94,000.00	33.84	189.04	203.23	93.1	5.37	2.80	10.26
Medford Lakes	..	..	..	69	.....	8,080.94	5,000.00	8.97	226.21	249.62	..	3.19	3.23	8.50
Medford	437	16	1	494	4,503.88	3,984.20	134,000.00	68.08	168.22	183.97	91.4	3.24	.91	6.24
Moorestown	2,085	80	6	1,535	3,380.25	4,591.41	116,550.00	16.54	193.71	207.87	93.1	4.65	1.83	8.58
Mt. Holly	1,193	42	4	1,008	3,962.45	4,689.69	15,000.00	3.17	161.28	275.98	91.6	3.92	2.87	8.88
Mt. Laurel	348	11	3	554	4,042.95	2,539.61	2,500.00	1.78	176.84	203.28	89.4	4.43	..	6.52

New Hanover	151	6	1	187	3,302.26	2,666.53	12,000.00	24.07	263.31	290.88	91.3	1.38	.12	3.58
North Hanover	173	4	1	246	2,506.66	1,762.81	.....	...	190.57	210.36	90.4	6.51	..	8.60
Palmyra	1,309	66	4	894	2,992.00	4,380.90	285,000.00	72.77	215.32	231.16	93.1	3.99	1.68	7.76
Pemberton Boro.	630	28	1	191	1,005.18	3,315.53	14,000.00	22.11	194.45	214.03	90.8	2.79	1.18	6.06
Pemberton Twp.	975	26	2	1,158	2,292.77	1,930.44	80,200.00	35.88	166.47	188.36	88.9	4.20	.15	6.44
Rancocas Valley Reg.	712	36	2	479	9,500.62	14,122.00	166,000.00	24.54	217.16	236.28	92.0	..	..	..
Riverside	890	44	2	887	3,897.10	3,910.29	205,000.00	59.10	225.04	239.91	93.7	5.54	1.90	9.52
Riverton	297	13	1	379	9,075.61	7,112.02	15,000.00	5.56	195.16	211.38	92.1	2.79	2.33	7.20
Shamong	164	3	1	187	2,055.95	1,803.07	20,500.00	61.79	183.71	204.78	89.7	5.29	1.74	9.12
Southampton	453	16	1	552	2,205.66	1,810.08	.....	...	155.94	161.99	90.7	4.32	.48	6.44
Springfield	232	8	1	305	4,641.06	3,530.25	9,000.00	8.36	187.10	198.94	92.0	3.13	.22	5.44
Tabernacle	193	5	1	236	1,724.26	1,410.09	.....	...	158.67	180.12	87.6	7.51	..	9.60
Washington	86	4	1	101	3,431.07	2,921.50	.....	...	252.50	285.56	92.8	4.32	.91	7.32
Westampton	..	..	..	143	.....	2,838.99	.....	...	190.42	211.58	..	6.53	..	8.62
Willingboro	108	5	1	158	2,612.96	1,786.08	.....	...	188.88	216.07	90.8	7.44	..	9.52
Woodland	94	3	1	121	2,673.63	2,077.03	.....	...	251.92	267.82	89.5	4.63	1.61	8.32
TOTAL	19,596	796	74	19,542	$3,496.96	$3,571.04	$2,573,250.00	$36.87	$195.20	$211.25	92.4	$4.10	$1.28	$7.46

CAMDEN

Audubon	1,900	78	3	1,582	$4,044.72	$4,857.75	$178,000.00	$23.16	$201.88	$216.64	93.2	$2.94	$1.97	$6.40
Barrington	458	14	1	572	5,595.93	4,480.66	10,000.00	3.90	149.61	162.83	91.4	3.24	2.81	7.52
Bellmawr	824	30	2	999	2,591.40	2,137.45	10,000.00	4.68	155.17	167.99	92.9	2.56	2.65	6.68
Berlin Boro.	355	11	2	424	4,709.18	3,942.83	6,000.00	3.59	199.86	216.42	93.8	3.69	.90	6.08
Berlin Twp.	383	12	3	383	1,784.18	1,784.18	33,000.00	48.29	98.76	109.03	90.7	4.32	1.82	7.62
Brooklawn	294	11	1	355	4,598.27	3,808.14	47,000.00	34.77	177.00	195.34	91.2	3.89	.30	5.68
Camden	16,055	644	38	16,055	9,013.28	9,013.28	1,507,000.00	10.41	194.62	210.45	92.5	2.06	2.47	5.96
Chesilhurst	..	..	1	55	.....	2,807.36	.....	...	251.37	275.90	..	2.54	3.47	7.50
Clementon	525	18	3	492	3,671.16	3,917.40	43,000.00	22.31	148.86	161.33	92.3	4.67	1.65	7.80
Collingswood	2,542	111	9	1,958	5,957.70	7,734.66	886,500.00	58.54	197.64	212.82	92.9	2.77	1.49	5.72
Delaware	1,338	48	5	1,677	7,114.79	5,676.56	189,000.00	19.85	187.55	201.99	92.6	2.69	1.38	5.56
Gibbsboro	156	5	1	196	8,691.51	6,917.73	.....	...	162.20	176.77	91.8	1.95	.19	3.62
Gloucester City	1,983	77	8	1,917	5,398.83	5,584.71	60,000.00	5.60	189.26	210.34	90.0	2.80	2.54	6.82
Gloucester Twp.	1,125	36	5	1,366	3,855.44	3,175.23	131,500.00	30.32	160.72	173.89	92.2	3.59	1.58	6.64
Haddon Twp.	1,323	60	7	1,807	9,407.67	6,887.85	714,000.00	57.37	165.19	177.44	92.2	2.87	1.56	5.92
Haddonfield	2,212	95	9	1,526	5,921.23	8,583.07	469,000.00	35.81	208.11	221.82	93.8	2.55	1.99	6.00
Haddon Heights	1,687	66	4	1,024	4,292.71	7,072.08	391,000.00	53.99	229.16	244.59	93.7	2.89	1.67	6.02
Hi Nella	..	..	..	61	.....	2,658.36	.....	...	136.57	147.08	..	3.80	1.03	6.30
Laurel Springs	187	9	1	240	6,264.95	4,881.43	.....	...	193.26	211.49	90.9	2.95	1.38	5.82
Lawnside	373	10	1	442	1,888.54	1,593.72	.....	...	127.95	144.11	90.1	4.53	2.59	8.60

	Enrollment 1950-51	No. of Teachers 1950-51	No. of Buildings 1950-51	Resident Enrollment 1950-51	Assessed Wealth Per Pupil Enrolled	Assessed Wealth Per Pupil in Resident Enrollment	Net School Indebtedness June 30, 1951	Net Bonded Debt Per Each $1,000 of Assessed Wealth	Cost of Education Per Pupil in Average Enrollment	Cost of Education Per Pupil in A.D.A.	Per Cent Attendance June 30, 1951	1951 TAX RATES School	Local	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
CAMDEN (Continued)														
Lindenwold	540	17	3	540	3,314.40	3,314.40	55,000.00	30.73	139.01	154.77	89.9	5.26	2.19	8.96
Magnolia	319	10	1	404	3,985.39	3,146.88	22,000.00	17.30	149.41	163.47	91.9	2.97	2.56	7.04
Merchantville	1,116	51	1	552	3,803.60	7,689.88	120,400.00	28.36	230.43	246.52	93.5	2.94	1.69	6.10
Mt. Ephraim	525	17	1	648	4,972.33	4,028.50	.....	...	150.02	160.46	93.6	3.41	2.52	7.42
Oaklyn	588	29	2	686	5,906.51	5,062.72	65,600.00	18.89	230.54	242.56	94.8	3.68	2.17	7.34
Pennsauken	2,967	105	11	3,518	7,729.07	6,518.52	451,000.00	19.67	185.93	198.65	92.7	2.29	1.59	5.36
Pine Hill	328	9	1	369	2,715.69	2,413.94	.....	...	123.08	140.31	89.3	5.33	2.86	9.66
Pine Valley	..	..	..	..	.....	.....	.....	...	...	...	..	..	4.27	5.76
Runnemede	616	23	2	780	3,880.94	3,064.95	2,000.00	.84	167.11	179.71	93.3	3.46	2.39	7.32
Somerdale	294	8	1	306	2,863.91	2,751.60	.....	...	123.45	134.49	91.8	2.86	3.27	7.64
Stratford	184	6	1	227	4,507.97	3,654.04	.....	...	159.27	172.75	92.6	3.48	1.65	6.62
Tavistock	..	..	..	..	.....	.....	.....	...	...	...	..	..	3.19	4.67
Voorhees	290	8	4	362	3,767.53	3,018.19	13,500.00	12.36	172.93	195.36	90.3	4.07	1.20	6.76
Waterford	469	14	3	470	2,961.43	2,955.13	7,000.00	5.04	134.04	144.53	92.8	4.43	1.35	7.26
Winslow	891	29	12	885	2,294.22	2,309.78	63,200.00	30.92	132.77	144.22	92.2	4.74	.83	7.08
Woodlynne	296	12	1	379	7,397.80	5,777.70	.....	...	165.79	179.52	93.4	2.37	2.03	5.90
Lower Camden Co. Reg. H. S.	894	37	1	833	9,931.42	10,648.69	213,000.00	23.99	204.44	216.79	94.3	..	..	..
TOTAL	44,037	1,710	149	44,090	$6,517.37	$6,509.54	$5,687,700.00	$19.82	$181.74	$196.36	92.5	$2.49	$2.13	$6.10
CAPE MAY														
Avalon	52	2	1	65	$49,521.59	$39,617.27	.....	...	$236.24	$253.74	91.9	$.44	$5.00	$6.70
Cape May City	586	28	3	440	10,045.15	13,378.32	$500.00	$.08	254.31	273.63	93.0	1.67	5.74	8.65
Cape May Point	..	..	..	16	.....	24,111.75	.....	...	311.68	356.21	..	.84	5.57	7.67
Dennis Twp.	378	12	7	447	2,231.58	1,887.11	.....	...	159.53	173.48	92.2	4.69	.54	6.49
Lower Twp.	431	12	1	524	5,078.44	4,177.11	16,000.00	7.31	165.29	184.14	90.3	3.00	1.54	5.79
Middle Twp.	1,128	45	8	1,027	1,940.81	2,131.68	158,500.00	72.40	180.21	197.01	91.5	6.01	2.09	9.36
North Wildwood	396	15	2	418	17,246.54	16,338.82	.....	...	292.41	314.10	93.1	1.48	5.01	7.75
Ocean City	1,215	56	3	967	14,142.61	17,769.66	158,000.00	9.19	282.93	302.07	93.6	1.53	5.69	8.45

Sea Isle City	126	6	1	173	16,321.67	11,887.46	.....	...	269.82	289.88	92.7	1.80	5.37	8.43
Stone Harbor	97	4	1	116	34,111.54	28,524.31	.....	...	276.64	290.90	95.1	.69	4.27	6.23
Upper Twp.	253	9	7	345	5,808.36	4,259.46	.....	...	214.93	233.50	90.9	4.20	.24	5.70
West Cape May	124	5	2	163	4,255.67	3,237.44	.....	...	188.51	211.36	87.9	4.28	1.78	7.32
West Wildwood	..	..	..	48	.....	10,626.58	.....	...	216.79	233.47	..	1.42	6.77	9.37
Wildwood	987	44	2	847	12,230.49	14,252.06	.....	...	271.88	292.40	92.9	1.49	4.34	7.10
Wildwood Crest	210	9	1	268	17,731.62	13,894.18	24,000.00	6.45	216.01	235.09	94.4	1.57	4.45	7.11
Woodbine	259	10	2	302	3,098.18	2,657.05	.....	...	174.42	196.58	90.8	4.58	1.79	7.63
TOTAL	6,242	257	41	6,166	$10,021.16	$10,144.67	$357,000.00	$5.71	$231.01	$250.08	92.4	$1.82	$4.63	$7.71
CUMBERLAND														
Bridgeton	4,004	171	7	3,144	$4,112.35	$5,237.23	$222,000.00	$13.48	$179.97	$193.32	93.0	$2.42	$1.98	$5.67
Commercial	523	20	9	617	1,723.31	1,460.76	.....	...	159.39	174.39	91.0	6.60	1.35	9.22
Deerfield	285	11	4	349	2,591.58	2,116.33	18,000.00	24.37	188.14	200.69	93.1	5.32	..	6.59
Downe	290	10	2	351	3,049.30	2,519.36	.....	...	195.35	217.06	90.9	4.84	.01	6.13
Fairfield	586	13	3	688	1,663.59	1,416.95	42,000.00	43.08	129.84	144.55	89.5	5.74	.06	7.07
Greenwich	206	7	4	241	3,115.46	2,663.01	.....	...	187.88	203.62	92.1	3.74	.31	5.32
Hopewell	404	12	1	502	3,730.97	3,002.61	24,000.00	15.92	185.77	202.05	91.4	3.70	..	4.97
Landis	4,254	157	19	3,891	4,751.72	5,195.02	140,000.00	6.93	201.49	220.82	91.3	3.22	1.45	5.94
Lawrence	418	14	2	491	2,537.37	2,160.12	.....	...	168.70	185.37	90.8	4.14	.58	5.99
Maurice River	411	15	6	545	2,982.71	2,249.34	.....	...	165.10	184.26	89.8	5.95	.78	8.00
Millville	2,827	106	7	2,574	4,614.54	5,068.11	198,000.00	15.18	182.05	197.32	92.3	3.17	2.34	6.77
Shiloh	54	2	1	86	4,911.20	3,083.78	.....	...	211.26	220.59	94.9	3.87	.17	5.31
Stow Creek	222	6	1	244	2,256.80	2,053.32	15,000.00	29.94	190.55	207.25	91.3	4.69	..	5.96
Upper Deerfield	1,023	30	1	1,278	2,584.29	2,068.65	85,000.00	32.15	157.56	166.06	95.0	3.38	.27	4.92
TOTAL	15,527	574	67	15,001	$3,933.12	$4,071.03	$744,000.00	$12.18	$179.74	$195.17	92.1	$3.24	$1.57	$6.08
ESSEX														
Belleville	5,086	208	10	5,084	$8,282.11	$8,285.37	$505,000.00	$11.98	$242.97	$260.68	93.2	$2.98	$2.63	$6.58
Bloomfield	6,663	328	14	6,518	11,447.75	11,702.42	1,453,500.00	19.06	301.67	329.57	91.6	2.65	1.77	5.39
Caldwell Boro.	2,428	118	6	1,835	7,288.34	9,643.65	1,138,000.00	64.31	258.32	282.19	91.5	3.00	1.35	5.37
Caldwell Twp.	262	11	2	343	23,421.08	17,890.16	.....	...	285.89	310.45	92.5	2.33	.87	3.77
Cedar Grove	673	36	2	822	9,694.17	7,956.42	396,000.00	60.55	265.90	294.88	90.3	3.98	1.95	6.41
East Orange	7,831	360	12	7,825	15,010.07	15,021.58	2,279,500.00	19.39	311.90	337.69	92.4	2.08	2.29	5.34
Essex Fells	296	17	1	356	18,323.81	15,235.53	6,515.18	1.20	303.20	333.23	92.4	2.14	1.31	4.43
Glen Ridge	1,231	69	5	1,203	13,359.54	13,670.48	1,024,334.00	62.29	365.74	394.13	92.8	2.86	1.97	5.79
Irvington	7,426	330	11	7,385	10,687.20	10,746.54	2,493,150.00	31.41	266.38	289.98	91.9	2.69	2.98	6.63
Livingston	1,784	76	8	2,047	8,512.46	7,418.77	973,000.00	64.07	238.50	260.16	91.7	3.46	1.54	5.97

	Enrollment 1950-51 (1)	No. of Teachers 1950-51 (2)	No. of Buildings 1950-51 (3)	Resident Enrollment 1950-51 (4)	Assessed Wealth Per Pupil Enrolled (5)	Assessed Wealth Per Pupil in Resident Enrollment (6)	Net School Indebtedness June 30, 1951 (7)	Net Bonded Debt Per Each $1,000 of Assessed Wealth (8)	Cost of Education Per Pupil in Average Enrollment (9)	Cost of Education Per Pupil in A.D.A. (10)	Per Cent Attendance June 30, 1951 (11)	School (12)	Local (13)	Total (14)
												1951 TAX RATES		
ESSEX (Continued)														
Millburn	2,375	118	7	2,373	14,883.07	14,895,61	1,020,000.00	28.86	322.81	348.47	92.6	2.58	1.82	5.37
Montclair	6,067	334	21	6,019	14,114.78	14,227.35	2,796,000.00	32.65	353.57	385.65	91.7	2.83	2.36	6.15
Newark	58,820	2,432	72	58,654	12,228.00	11,637.18	8,058,767.12	11.81	305.17	336.78	90.5	2.50	3.51	6.92
North Caldwell	168	9	1	234	14,060.71	10,094.87	8,000.00	3.39	285.30	312.81	90.3	2.77	.74	4.49
Nutley	4,090	204	7	4,085	8,648.50	8,659.09	595,000.00	16.82	277.73	299.06	92.9	3.18	2.05	6.20
Orange	4,630	223	10	4,708	10,477.86	10,304.27	713,500.00	14.71	253.44	271.64	93.3	2.38	2.83	6.17
Roseland	308	16	1	216	9,808.67	13,986.44	141,000.00	46.67	281.06	313.93	90.1	3.57	.12	4.68
South Orange	5,893	291	15	5,893	13,663.15	13,756.53	1,845,000.00	22.91	321.32	348.20	92.3	2.67	2.00	5.70
Verona	1,759	86	6	1,741	9,159.77	9,254.47	508,500.00	31.56	278.92	300.39	92.6	3.09	1.84	5.90
West Orange	4,361	208	11	4,349	11,827.59	11,860.22	3,220,000.00	62.43	291.76	313.33	93.1	2.81	2.06	5.85
TOTAL	122,151	5,474	222	121,690	$11,655.74	$11,699.90	$29,174,766.30	$20.49	$298.30	$326.01	91.5	$2.59	$2.83	$6.40
GLOUCESTER														
Clayton	796	36	2	587	$2,024.83	$2,745.76	$173,000.00	$107.34	$184.34	$199.89	92.2	$5.09	$ .90	$6.94
Deptford	1,268	35	7	1,558	2,400.63	1,953.78	129,000.00	42.38	154.14	171.44	89.6	5.09	1.38	7.48
East Greenwich	377	14	3	479	5,595.14	4,403.69	13,000.00	6.16	169.23	194.10	94.6	3.46	.20	4.66
Elk	378	12	2	462	2,619.69	2,143.39	30,000.00	30.30	161.75	175.19	92.5	3.87	1.21	6.08
Franklin	886	29	7	1,091	2,034.40	1,652.13	.....	...	167.68	183.00	91.7	5.81	.98	7.80
Glassboro	1,503	60	4	1,000	2,660.68	3,999.01	312,000.00	78.02	199.92	218.52	91.5	4.42	1.55	6.94
Greenwich	545	24	1	661	22,548.60	18,591.50	.....	...	231.97	248.50	93.3	1.01	1.06	3.07
Harrison	396	12	3	483	3,718.57	3,048.76	145,000.00	98.47	202.99	219.57	94.4	5.18	.55	6.70
Logan	388	12	4	508	3,194.24	2,439.69	.....	...	203.38	218.44	93.2	5.63	1.19	7.82
Mantua	571	20	3	729	3,878.61	3,037.98	3,000.00	1.36	170.72	190.43	90.9	4.22	1.10	6.30
Monroe	899	28	4	1,138	2,832.69	2,237.77	3,000.00	1.18	182.64	202.37	90.5	6.09	.45	7.52
National Park	433	13	5	528	2,064.63	1,693.15	2,000.00	2.24	153.04	167.17	91.7	5.27	3.25	9.54
Newfield	151	5	1	200	3,213.59	2,426.26	.....	...	215.82	234.87	91.9	5.86	2.77	9.56
Paulsboro	2,083	85	4	1,641	2,269.33	2,880.57	154,500.00	32.68	177.62	186.47	93.1	3.89	3.61	8.46
Pitman	1,437	62	4	1,611	4,149.82	3,701.60	147,600.00	24.75	203.20	218.15	93.2	3.30	2.02	6.28
South Harrison	165	5	2	249	3,083.16	2,043.06	.....	...	186.68	202.46	93.1	5.89	1.45	8.36

Swedesboro	722	35	3	611	4,661.50	5,508.36	104,000.00	30.90	238.04	256.16	92.9	3.52	1.59	6.10
Washington	411	14	3	513	3,721.23	2,981.34	5,500.00	3.60	191.52	209.65	91.4	4.48	..	5.50
Wenonah	233	9	2	287	6,410.24	5,204.13	.....	...	180.30	195.68	91.6	2.58	1.27	4.86
West Deptford	955	31	7	1,177	8,031.22	6,516.41	39,000.00	5.08	168.81	183.43	92.3	2.36	.58	3.94
Westville	645	24	3	796	4,949.52	4,010.60	.....	...	148.55	163.58	90.7	2.57	2.46	5.98
Woodbury	2,375	98	5	1,695	4,148.57	5,182.89	516,000.00	52.37	194.39	209.85	92.7	2.80	2.18	5.90
Woodbury Heights	197	7	1	270	4,319.01	3,151.28	9,000.00	10.58	164.98	175.78	91.8	4.13	1.16	6.30
TOTAL	17,814	670	80	18,274	$4,145.72	$4,041.36	$1,785,600.00	$24.18	$177.82	$193.02	92.1	$3.29	$1.49	$5.77
HUDSON														
Bayonne	8,010	519	13	8,024	$17,433.39	$17,402.97	$1,922,000.00	$13.76	$337.97	$374.29	90.3	$2.35	$3.35	$7.44
East Newark	185	10	1	259	21,821.22	15,586.58	.....	...	276.23	300.01	93.9	1.42	2.29	5.45
Guttenberg	575	30	1	741	10,226.15	7,935.28	.....	...	222.37	240.30	92.8	2.32	2.01	6.07
Harrison	1,442	86	3	1,377	25,334.04	26,529.91	49,373.29	1.35	387.97	414.20	93.7	1.50	1.43	4.66
Hoboken	5,660	312	10	5,656	14,387.76	14,397.93	1,463,000.00	17.97	315.10	346.09	91.1	2.11	4.11	7.92
Jersey City	29,630	1,447	42	29,479	16,105.25	16,187.75	7,182,178.61	15.05	377.59	410.13	92.1	2.33	3.40	7.33
Kearny	4,702	219	9	4,705	17,094.29	17,083.39	2,035,000.00	25.32	288.72	309.43	93.3	1.93	1.41	5.09
North Bergen	4,564	196	7	5,426	14,108.15	11,866.86	.....	...	231.80	254.31	91.0	1.62	3.33	6.68
Secaucus	888	41	3	1,056	9,826.60	8,263.28	195,213.06	22.37	259.14	282.26	92.2	2.83	2.23	6.79
Union City	6,501	339	9	5,830	9,731.16	10,851.16	1,369,000.00	21.64	293.02	321.78	91.1	2.42	3.61	7.77
Weehawken	1,788	99	5	1,516	17,419.13	20,544.47	767,000.00	24.63	326.43	361.14	90.4	1.65	2.68	6.07
West New York	4,796	300	6	4,595	9,831.33	10,261.38	827,000.00	17.54	335.79	367.27	91.4	2.97	3.20	7.89
TOTAL	68,741	3,598	109	68,664	$15,125.98	$15,142.94	$15,809,764.96	$15.21	$335.84	$366.44	91.7	$2.23	$3.18	$7.15
HUNTERDON														
Alexandria	97	3	1	313	$10,031.18	$3,108.70	$104,000.00	$106.88	$176.72	$192.85	89.0	$3.62	$.80	$5.41
Bethlehem	159	4	1	189	4,788.62	4,028.52	12,000.00	15.76	244.41	270.70	90.6	3.61	.23	4.82
Bloomsbury	124	4	1	122	4,173.53	4,241.95	15,000.00	28.98	156.49	162.70	96.7	3.57	1.84	6.39
Califon	176	5	1	123	2,715.66	3,885.82	.....	...	138.59	150.95	92.1	2.90	1.19	5.08
Clinton Town	372	17	1	183	3,285.72	6,679.17	5,500.00	4.50	180.19	195.21	92.3	3.92	2.02	6.93
Clinton Twp.	303	9	4	466	6,741.49	4,383.81	.....	...	183.94	203.43	89.6	3.49	.60	5.07
Delaware	275	7	5	371	6,568.80	4,869.06	230,000.00	127.32	162.02	178.17	90.6	3.14	1.06	5.18
East Amwell	210	7	1	251	7,248.05	6,064.11	66,000.00	43.36	205.51	222.94	91.9	2.48	.86	4.32
Flemington-Raritan	1,309	59	3	1,005	5,006.24	6,520.57	449,000.00	68.52	219.87	237.35	92.6	2.99	.77	4.74
Franklin	162	6	1	196	6,603.20	5,457.75	18,000.00	16.83	203.87	224.92	90.1	3.09	.74	4.82
Frenchtown	499	22	2	212	1,998.99	4,705.18	56,000.00	56.14	205.74	219.24	94.0	3.02	2.54	6.55
Glen Gardner	161	4	1	141	1,719.57	1,963.48	.....	...	107.66	123.24	87.5	4.30	.27	5.56
Hampton	310	11	1	212	1,772.35	2,591.64	.....	...	142.04	155.27	91.5	2.89	1.90	5.77

	Enrollment 1950-51	No. of Teachers 1950-51	No. of Buildings 1950-51	Resident Enrollment 1950-51	Assessed Wealth Per Pupil Enrolled	Assessed Wealth Per Pupil in Resident Enrollment	Net School Indebtedness June 30, 1951	Net Bonded Debt Per Each $1,000 of Assessed Wealth	Cost of Education Per Pupil in Average Enrollment	Cost of Education Per Pupil in A.D.A.	Per Cent Attendance June 30, 1951	1951 TAX RATES School	Local	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
HUNTERDON (Continued)														
High Bridge	630	24	1	387	2,891.30	4,706.76	85,000.00	46.67	165.25	179.42	92.1	3.13	1.47	5.58
Holland	285	10	1	307	6,474.39	6,010.43	.....	...	215.47	232.31	92.6	..	..	.98
Kingwood	245	6	6	303	4,983.47	4,029.53	46,000.00	37.68	163.23	182.12	89.3	2.70	1.29	4.97
Lambertville	779	39	3	632	3,809.64	4,695.75	56,000.00	18.87	202.35	217.85	92.9	3.73	1.88	6.54
Lebanon Boro.	109	4	1	139	4,607.39	3,612.99	.....	...	171.25	187.11	93.0	3.42	.40	4.81
Lebanon Twp.	51	2	3	318	20,265.05	3,250.06	6,000.00	5.81	241.95	269.25	87.2	4.53	1.91	7.43
Milford	196	9	1	171	14,363.86	16,463.84	3,600.00	1.28	233.14	251.98	92.3	1.48	1.08	3.54
Readington	630	20	3	803	4,289.36	3,365.25	262,000.00	96.95	191.30	208.72	91.6	3.98	1.61	6.58
Stockton	107	3	1	87	2,437.19	2,997.46	.....	...	132.23	140.57	93.4	3.88	.57	5.44
Tewksbury	150	5	4	280	10,812.49	5,792.40	150,711.20	92.92	199.74	230.18	92.4	4.37	3.06	8.41
Union	157	5	3	211	6,474.55	4,817.55	.....	...	178.33	202.11	87.1	2.59	.72	4.29
West Amwell	135	4	4	233	8,384.94	4,858.23	.....	...	166.26	190.26	88.7	2.47	1.41	4.86
TOTAL	7,631	289	54	7,655	$4,941.67	$4,926.17	$1,564,811.20	$41.50	$195.25	$212.69	91.8	$3.04	$1.21	$5.23
MERCER														
East Windsor	1,022	41	4	924	$5,288.39	$5,849.27	$303,500.00	$56.15	$234.18	$251.87	93.0	$3.16	$1.12	$5.44
Ewing	1,925	67	5	2,472	10,058.09	7,832.45	1,315,000.00	67.92	211.53	232.57	91.3	2.76	1.07	4.98
Hamilton	6,441	243	16	6,441	5,958.96	5,958.96	2,438,030.00	63.52	213.98	232.40	92.1	3.56	2.07	6.75
Hopewell Boro.	327	12	1	313	11,027.42	11,520.66	18,732.78	5.19	202.21	219.06	92.0	3.13	1.48	5.77
Hopewell Twp.	1,139	45	6	1,200	4,425.13	4,200.19	66,267.09	13.15	224.72	240.37	93.4	3.02	1.45	5.63
Lawrence Twp.	1,055	38	5	1,365	10,074.06	7,786.18	40,857.50	3.84	239.45	259.20	92.8	3.13	.94	5.23
Princeton Boro.	1,829	88	3	1,004	10,324.50	18,808.28	484,521.17	25.66	315.72	337.45	93.5	2.07	1.36	4.55
Princeton Twp.	629	26	2	825	14,495.45	11,051.68	708,000.00	77.65	283.46	305.50	91.7	2.66	.54	4.36
Trenton	14,350	622	23	13,582	11,976.49	12,653.21	3,707,000.00	21.57	286.97	313.78	91.5	2.35	2.54	5.98
Washington	291	9	3	352	6,427.79	5,313.88	39,000.00	20.85	284.86	323.45	88.0	2.45	1.00	4.62
West Windsor	399	15	2	506	16,668.01	13,143.35	.....	...	252.06	271.82	92.4	1.47	..	2.64
TOTAL	29,407	1,206	70	28,984	$9,889.05	$10,033.38	$9,120,908.54	$31.36	$256.57	$279.19	91.9	$2.57	$2.06	$5.79

MIDDLESEX														
Carteret	1,741	88	5	1,741	$7,697.80	$7,697.80	$250,500.00	$18.69	$278.81	$300.99	92.7	$3.18	$4.16	$8.91
Cranbury	330	13	1	394	5,754.43	4,819.70	116,000.00	61.09	235.90	252.85	94.9	3.93	.96	6.47
Dunellen	1,234	61	3	863	4,401.96	6,294.35	29,000.00	5.34	285.37	306.99	93.0	3.84	2.42	7.85
East Brunswick	770	28	5	973	4,405.83	3,486.63	251,000.00	73.99	216.56	236.95	90.8	5.73	1.65	8.96
Helmetta	67	3	1	77	17,312.50	15,064.12	.....	...	359.57	394.93	91.7	1.82	.58	3.99
Highland Park	1,626	77	4	1,430	6,048.68	6,877.73	151,000.00	15.35	272.86	294.90	92.5	3.79	2.06	7.42
Jamesburg	773	33	3	443	1,413.74	2,466.86	80,000.00	73.21	184.32	202.50	91.0	4.97	2.81	9.37
Madison	1,187	38	8	1,447	2,483.33	2,037.12	247,200.00	83.86	184.29	203.93	89.8	7.78	..	9.50
Metuchen	1,902	77	3	1,654	4,874.74	5,605.66	562,000.00	60.61	209.26	229.16	91.3	3.51	3.34	8.42
Middlesex	809	37	3	1,033	7,598.65	5,950.93	.....	...	232.85	251.69	92.0	3.36	2.00	6.94
Milltown	417	20	2	544	7,204.92	5,522.89	.....	...	243.59	271.98	92.7	4.03	.29	5.91
Monroe	653	19	2	766	2,807.02	2,392.93	45,000.00	24.55	185.79	205.82	90.3	5.47	.48	7.53
New Brunswick	4,604	232	8	3,919	10,248.10	12,039.36	949,000.00	20.11	282.66	308.52	91.6	2.40	2.31	6.30
North Brunswick	786	31	4	983	11,545.37	9,231.60	356,000.00	39.23	240.38	260.46	92.3	3.34	.99	5.92
Perth Amboy	5,261	259	12	5,186	11,227.32	11,389.69	891,209.23	15.09	287.03	314.28	91.3	2.48	3.56	7.61
Piscataway	1,289	45	4	1,611	5,512.45	4,410.65	376,000.00	52.92	227.80	246.58	92.3	4.96	2.05	8.60
Plainsboro	123	4	2	192	13,939.76	8,930.16	.....	...	228.71	249.12	90.2	2.31	..	3.90
Raritan	2,835	96	7	3,255	5,854.35	5,098.95	930,600.00	56.07	201.05	220.48	91.3	3.74	.48	5.80
Sayreville	1,135	49	5	1,012	14,533.68	16,300.13	171,000.00	10.36	259.85	283.13	91.8	1.79	1.49	4.86
South Amboy	455	31	3	454	12,925.02	12,953.49	34,000.00	5.78	477.64	514.93	92.7	2.62	2.26	6.47
So. Brunswick	660	22	4	821	5,977.75	4,805.50	150,000.00	38.02	233.01	259.57	89.4	3.74	..	5.32
So. Plainfield	1,438	54	4	1,657	5,315.23	4,612.73	328,000.00	42.91	208.99	230.19	91.4	4.09	2.49	8.15
South River	1,887	84	4	1,841	3,576.39	3,665.75	113,000.00	16.74	224.37	242.14	92.7	4.42	1.42	7.43
Spotswood	356	15	2	412	4,732.11	4,088.90	.....	...	188.90	205.35	91.6	4.04	1.84	7.46
Woodbridge	5,945	235	23	5,934	4,776.78	4,785.64	778,000.00	27.40	225.71	243.26	92.8	4.12	1.72	7.44
TOTAL	38,283	1,651	122	38,642	$7,077.69	$7,011.93	$6,808,509.23	$25.13	$244.09	$265.73	91.9	$3.21	$2.27	$7.06
MONMOUTH														
Allenhurst	..	..	..	72	.....	$31,229.19	.....	...	$243.15	$280.88	...	$.61	$4.25	$6.41
Asbury Park	3,111	125	4	2,133	$8,143.91	11,877.97	.....	...	215.90	233.75	92.4	1.37	3.98	6.85
Atlantic Highlands	558	29	1	458	5,252.78	6,399.68	$123,000.00	$41.96	203.87	222.56	91.7	3.59	2.84	7.98
Atlantic Twp.	261	9	1	300	6,318.60	5,497.18	111,800.00	67.79	228.78	250.93	92.8	3.61	1.34	6.49
Avon	185	8	1	231	16,022.81	12,832.12	44,000.00	14.84	242.44	263.10	94.1	1.77	3.68	6.96
Belmar	588	27	1	650	12,637.94	11,432.47	190,000.00	25.57	254.29	275.65	93.0	1.99	1.94	5.48
Bradley Beach	501	23	1	656	12,405.39	9,474.24	15,000.00	2.41	241.08	265.29	91.7	2.42	1.91	5.84
Brielle	150	6	1	213	10,029.97	7,063.36	.....	...	200.72	220.30	92.6	2.35	3.70	7.59
Deal	..	..	..	189	.....	31,608.20	5,523.75	.92	240.15	264.47	..	.85	3.52	5.91
Eatontown	430	13	1	525	4,461.90	3,654.50	95,000.00	49.51	182.05	199.34	90.6	4.87	2.22	8.64

	Enrollment 1950-51	No. of Teachers 1950-51	No. of Buildings 1950-51	Resident Enrollment 1950-51	Assessed Wealth Per Pupil Enrolled	Assessed Wealth Per Pupil in Resident Enrollment	Net School Indebtedness June 30, 1951	Net Bonded Debt Per Each $1,000 of Assessed Wealth	Cost of Education Per Pupil in Average Enrollment	Cost of Education Per Pupil in A.D.A.	Per Cent Attendance June 30, 1951	1951 TAX RATES School	Local	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
MONMOUTH (Continued)														
Fair Haven	479	17	2	601	7,673.71	6,115.98	227,500.00	61.89	199.19	214.57	92.2	3.54	2.39	7.47
Farmingdale	101	4	1	144	5,100.85	3,577.68	24,000.00	46.59	258.19	276.15	93.3	4.93	.46	6.92
Freehold Boro.	1,478	74	5	1,093	5,153.33	6,968.55	353,000.00	46.35	246.39	270.33	91.1	3.16	1.95	6.62
Freehold Twp.	521	15	1	648	4,019.51	3,231.74	115,000.00	54.91	172.67	190.50	91.1	4.00	.46	6.00
Highlands	453	14	1	569	4,545.12	3,618.52	96,000.00	46.63	190.88	209.02	91.5	3.59	6.21	11.31
Holmdel	184	6	3	249	6,932.55	5,122.85	13,750.00	10.78	220.16	238.50	92.8	3.45	1.69	6.68
Howell	839	28	1	1,213	3,943.67	2,727.73	272,000.00	82.21	203.18	223.89	91.4	7.62	.26	9.43
Interlaken	..	..	..	149	.....	9,359.80	.....	...	252.20	273.28	..	2.47	3.45	7.47
Keansburg	632	23	1	801	6,716.06	5,299.06	206,500.00	48.65	211.31	232.91	91.0	2.91	3.39	7.83
Keyport	1,271	51	4	957	3,279.26	4,355.22	39,000.00	9.36	213.45	236.07	90.5	3.65	2.42	7.57
Little Silver	433	15	1	505	7,276.06	6,238.68	152,000.00	48.25	200.80	217.16	92.5	3.58	1.13	6.24
Long Branch	3,591	157	10	3,227	5,482.21	6,100.59	472,000.00	23.98	255.74	275.34	92.8	3.44	2.93	7.87
Manalapan	725	20	3	874	2,762.50	4,029.80	8,000.00	3.99	154.31	169.92	91.1	3.55	1.38	6.45
Manasquan	1,207	51	5	470	3,240.38	8,321.57	152,000.00	38.86	198.30	217.41	91.2	2.82	3.48	7.85
Marlboro	527	17	5	623	3,477.34	2,941.51	118,000.00	64.39	231.73	262.66	87.8	4.36	1.70	7.60
Matawan	1,449	61	3	1,305	3,480.86	3,864.95	51,000.00	10.11	236.59	260.38	90.8	3.86	2.52	7.90
Middletown	2,784	110	10	2,587	3,674.74	3,954.57	593,000.00	57.96	212.19	233.98	90.7	4.54	1.88	7.92
Millstone	419	11	3	497	2,531.43	2,134.33	8,181.11	7.71	192.74	211.52	90.9	4.92	1.58	8.05
Monmouth Beach	119	5	1	143	11,001.50	9,155.10	.....	...	229.40	246.89	92.6	2.60	3.24	7.38
Neptune City	435	15	2	554	4,335.67	3,404.36	38,000.00	20.15	174.67	187.04	94.0	3.89	4.00	9.43
Neptune Twp.	2,117	98	7	2,043	5,111.27	5,296.41	133,000.00	12.29	298.17	318.55	93.6	4.26	2.67	8.48
Oceanport	308	11	1	374	11,483.32	9,456.86	168,000.00	47.50	204.85	219.69	92.9	2.58	1.80	5.93
Ocean Twp.	960	44	2	1,227	6,673.50	4,927.62	361,000.00	59.71	207.94	224.84	92.2	4.09	3.58	9.20
Raritan	393	11	3	501	2,519.24	1,976.17	153,000.00	154.54	160.63	180.10	89.9	7.36	3.08	11.92
Red Bank	2,169	102	5	1,896	5,787.12	6,620.39	67,000.00	5.34	295.26	319.51	92.4	3.59	2.38	7.48
Roosevelt	165	5	1	187	$2,980.48	$2,629.79	.....	...	194.23	212.12	91.8	5.88	3.09	10.47
Rumson	672	34	3	514	10,514.56	12,746.66	$69,000.00	$9.77	278.52	305.52	91.1	2.34	2.14	6.02
Sea Bright	109	5	1	136	13,763.81	11,031.29	.....	...	252.78	269.77	94.3	2.58	3.64	7.76
Sea Girt	14	1	1	168	226,588.57	18,882.38	.....	...	223.69	244.61	88.0	1.09	3.14	5.77
Shrewsbury Boro.	243	8	1	272	10,437.82	9,324.96	92,000.00	36.27	220.89	244.03	91.2	3.42	1.84	6.80

Shrewsbury Twp.	602	22	3	714	2,784.05	2,347.33	130,000.00	77.57	243.50	267.67	91.2	4.79	1.78	8.09
So. Belmar	..	..	..	172	.....	5,697.38	.....	...	260.21	275.75	..	3.83	4.57	9.94
Spring Lake	242	13	1	240	28,412.26	28,649.03	46,000.00	6.69	253.17	271.76	93.2	.94	2.83	5.28
Spring Lake Heights	197	9	1	271	3,917.63	2,847.85	66,000.00	85.52	231.47	253.67	90.9	6.83	3.87	12.24
Union Beach	574	15	2	740	2,500.17	1,939.32	.....	...	166.26	186.24	90.7	4.95	4.35	10.84
Upper Freehold	933	37	4	707	2,625.97	3,465.39	30,000.00	12.24	182.23	201.50	90.3	3.84	.66	6.02
Wall	1,192	41	6	1,465	3,127.79	2,544.93	360,000.00	96.56	202.79	223.88	90.4	6.70	.63	8.88
West Long Branch	341	11	1	471	6,600.91	4,779.00	179,000.00	79.52	197.47	211.19	92.4	4.20	2.04	7.74
TOTAL	34,662	1,401	116	34,734	$5,986.90	$5,974.49	$5,377,254.86	$25.91	$223.97	$244.20	91.6	$3.14	$2.68	$7.34

MORRIS

Boonton Town	1,689	76	3	996	$4,112.37	$6,973.66	$144,000.00	$20.73	$248.77	$273.22	91.1	$3.59	$2.83	$7.44
Boonton Twp.	136	5	1	182	8,388.71	6,268.49	.....	...	226.28	255.86	88.8	3.16	1.54	5.72
Butler	1,386	66	2	512	2,608.55	7,061.43	26,000.00	7.19	270.95	294.60	91.9	3.69	2.01	6.72
Chatham Boro.	1,534	70	3	1,449	5,693.69	6,027.68	520,000.00	59.54	232.22	254.47	93.2	3.90	2.57	7.45
Chatham Twp.	508	18	1	595	5,342.69	4,561.49	208,000.00	76.64	245.54	270.05	91.6	5.13	.98	7.11
Chester	336	10	1	429	7,875.55	6,168.26	106,000.00	40.06	206.43	239.56	87.8	2.76	2.01	5.74
Denville	1,049	35	4	1,287	4,649.60	3,789.76	.....	...	186.05	213.74	86.5	4.97	3.67	9.65
Dover	2,381	100	5	1,694	4,079.83	5,734.40	200,000.00	20.59	228.60	249.47	91.6	3.03	1.89	5.90
East Hanover	394	20	3	492	6,661.91	5,334.95	54,000.00	20.57	285.35	311.85	91.2	3.19	..	4.21
Florham Park	418	16	1	508	9,062.42	7,456.87	352,200.00	92.98	226.30	250.75	89.2	3.12	1.78	5.92
Hanover	594	24	4	714	7,209.81	5,998.07	120,000.00	28.02	250.62	277.43	91.4	3.79	1.85	6.64
Harding	289	11	1	347	12,648.70	10,534.51	237,500.00	64.97	263.14	295.70	90.7	2.70	1.19	4.91
Jefferson	471	18	4	652	9,986.23	7,213.98	335,000.00	71.22	198.26	239.57	85.8	2.44	1.12	4.58
Kinnelon	186	7	1	249	8,486.85	6,339.57	107,200.00	67.91	244.68	270.81	89.8	3.72	.98	5.71
Lincoln Park	609	20	3	764	3,008.76	2,398.35	224,100.00	122.30	164.89	203.75	89.0	5.88	2.03	8.93
Madison	1,686	87	6	1,483	7,857.39	8,932.94	776,000.00	58.58	289.18	316.09	91.5	3.67	1.84	6.52
Mendham Boro.	249	12	1	292	6,666.16	5,684.50	59,000.00	35.54	254.92	280.13	90.8	3.99	2.95	7.95
Mendham Twp.	191	6	2	258	8,231.23	6,093.66	.....	...	253.45	282.27	89.3	3.36	2.97	7.34
Mine Hill	263	10	2	346	4,429.73	3,367.10	.....	...	205.07	227.12	90.6	4.50	2.43	7.95
Montville	654	23	5	815	3,433.25	2,755.03	14,000.00	6.24	198.14	235.89	89.9	5.32	.72	7.06
Morris Plains	380	17	1	475	7,821.36	6,257.09	145,000.00	48.79	271.20	300.10	90.2	4.68	2.08	7.78
Morristown	2,740	134	6	2,097	7,996.27	10,448.16	1,334,500.00	60.91	285.93	315.02	90.8	2.80	2.13	5.94
Morris Twp.	943	51	6	1,127	9,573.03	8,010.09	116,500.00	12.91	346.30	380.26	91.4	3.68	1.64	6.33
Mountain Lakes	708	36	2	673	6,073.27	6,389.12	102,000.00	23.72	292.24	315.75	92.5	4.32	1.85	7.18
Mt. Arlington	114	4	2	137	10,241.11	8,521.80	.....	...	246.64	291.25	83.9	1.98	2.44	5.44
Mt. Olive	400	12	2	547	7,111.02	5,200.01	170,420.25	59.91	169.72	190.02	91.2	2.62	2.66	6.30
Netcong	529	22	2	386	2,481.68	3,401.06	56,650.00	43.15	180.32	194.22	92.8	4.09	1.17	6.27
Parsippany-Troy Hills	1,321	45	6	1,654	6,210.33	4,960.00	477,000.00	58.14	204.39	230.48	89.9	3.79	2.46	7.26

	Enrollment 1950-51 (1)	No. of Teachers 1950-51 (2)	No. of Buildings 1950-51 (3)	Resident Enrollment 1950-51 (4)	Assessed Wealth Per Pupil Enrolled (5)	Assessed Wealth Per Pupil in Resident Enrollment (6)	Net School Indebtedness June 30, 1951 (7)	Net Bonded Debt Per Each $1,000 of Assessed Wealth (8)	Cost of Education Per Pupil in Average Enrollment (9)	Cost of Education Per Pupil in A.D.A. (10)	Per Cent Attendance June 30, 1951 (11)	1951 TAX RATES School (12)	Local (13)	Total (14)
MORRIS (Continued)														
Passaic Twp.	538	21	4	622	5,064.36	4,380.43	51,000.00	18.72	238.60	259.92	91.8	4.36	3.17	8.54
Pequannock	941	34	3	1,137	4,329.93	3,583.52	390,000.00	95.72	202.28	222.46	90.5	4.90	2.17	8.08
Randolph	534	22	2	951	4,627.55	2,598.44	63,000.00	25.49	215.69	241.31	89.4	4.67	2.06	7.74
Riverdale	198	8	1	255	5,018.38	3,896.62	60,000.00	60.38	221.52	239.37	92.3	4.78	.70	6.49
Rockaway Boro.	853	36	3	723	2,786.86	3,287.96	.....	...	213.31	232.25	91.8	5.95	3.03	9.96
Rockaway Twp.	637	21	3	859	7,350.74	5,451.02	10,000.00	2.14	189.23	212.40	88.9	3.38	2.66	7.05
Roxbury	1,600	67	5	1,212	3,117.47	4,115.47	325,000.00	65.16	213.58	240.46	88.8	3.74	1.25	6.00
Washington Twp.	338	11	2	419	5,964.10	4,811.13	175,000.00	86.81	209.10	231.37	90.8	3.25	2.48	6.75
Wharton	563	28	2	543	4,333.10	4,492.70	.....	...	209.60	230.42	90.9	4.76	3.37	9.11
TOTAL	28,360	1,203	105	27,881	$5,685.75	$5,783.43	$6,959.070.25	$43.16	$237.26	$261.65	91.5	$3.60	$2.07	$6.64
OCEAN														
Bay Head	92	4	1	120	$23,464.32	$17,989.32	$43,000.00	$19.92	$234.96	$251.57	92.1	$1.66	$2.73	$6.51
Beach Haven	384	13	1	194	7,696.24	15,233.80	.....	...	168.39	185.33	90.8	1.70	3.53	7.30
Berkeley	185	8	2	295	10,389.86	6,515.67	12,000.00	6.24	248.59	271.96	91.0	3.31	1.52	6.93
Brick	645	21	3	817	5,238.10	4,135.34	177,500.00	52.54	203.14	228.81	88.5	4.23	2.50	8.83
Eagleswood	74	2	1	111	2,634.26	1,756.17	.....	...	156.58	180.25	94.5	5.22	.03	7.37
Island Beach	..	..	..	3	.....	191,150.00	.....	...	95.89	95.89	..	.01	.25	2.38
Island Heights	122	4	1	158	7,472.99	5,770.28	1,900.00	2.08	201.40	228.25	92.4	3.87	3.80	9.73
Jackson	559	16	1	726	2,167.26	1,668.73	111,000.00	91.62	199.38	219.63	90.5	9.07	1.78	12.97
Lacey	143	5	4	179	7,561.44	6,040.60	.....	...	206.36	238.56	87.2	2.50	3.38	8.00
Lakehurst	179	6	2	226	3,256.11	2,578.95	.....	...	157.59	176.74	91.3	4.63	..	6.74
Lakewood	2,162	77	4	1,580	3,463.49	4,739.29	643,000.00	85.87	190.21	210.72	90.2	4.21	4.01	10.28
Lavallette	83	3	1	111	32,946.93	24,635.99	16,000.00	5.85	242.17	267.51	91.1	.96	2.75	5.82
Little Egg Harbor	110	4	2	142	4,656.44	3,607.10	47,000.00	91.76	239.65	261.99	93.9	4.06	.44	6.58
Long Beach	25	1	1	364	286,096.80	19,649.51	316,500.00	44.25	252.60	278.58	93.0	1.78	3.51	7.41
Manchester	61	2	2	157	8,582.46	3,334.59	.....	...	230.39	252.26	92.3	3.88	.94	6.94
Mantoloking	..	..	..	11	.....	193,756.18	.....	...	265.32	294.80	..	.05	1.47	3.64
Ocean Twp.	42	2	1	103	8,669.05	3,534.95	.....	...	221.88	243.53	94.6	3.81	1.05	6.98

Ocean Gate	63	3	2	89	15,725.14	11,131.28	13,500.00	13.63	249.87	279.46	91.0	2.27	2.59	6.98
Plumsted	287	8	1	352	2,681.13	2,186.03	22,600.00	29.37	191.68	211.68	92.3	5.57	1.35	9.03
Point Pleasant	581	22	1	750	4,258.53	3,298.94	186,000.00	75.18	206.01	226.24	90.9	5.20	3.97	11.28
Point Pleasant Beach	839	38	2	426	5,487.53	10,807.60	66,000.00	14.34	253.28	278.47	91.0	2.46	3.44	8.02
Seaside Heights	109	5	1	143	24,842.61	18,935.98	14,000.00	5.17	284.17	322.92	93.6	1.36	3.96	7.43
Seaside Park	159	6	2	164	16,717.62	16,207.94	13,000.00	4.89	252.20	271.47	92.3	1.57	5.46	9.15
Stafford	217	6	1	262	5,758.66	4,769.58	70,000.00	56.02	162.87	184.49	89.4	3.33	1.28	6.73
Toms River	2,065	78	8	1,803	4,973.22	5,695.89	670,800.00	65.32	207.70	226.62	91.6	4.12	2.58	8.82
Tuckerton	400	21	2	261	1,592.19	2,440.13	60,000.00	94.21	208.85	233.05	89.3	5.96	2.00	10.07
Union	452	18	2	241	1,459.10	2,736.58	96,000.00	145.56	181.07	201.05	89.9	4.87	1.82	8.79
TOTAL	10,038	373	49	9,788	$6,265.87	$6,425.91	$2,579,800.00	$41.02	$205.90	$226.88	90.7	$3.10	$3.00	$8.22
PASSAIC														
Bloomgindale	442	17	1	591	$5,715.43	$4,274.48	$20,000.00	$7.92	$207.96	$225.16	92.8	$3.83	$1.42	$6.13
Clifton	9,247	354	15	9,239	9,484.06	9,492.28	3,431,500.00	39.13	232.97	253.19	92.0	3.07	1.59	5.55
Haledon	637	26	2	781	10,738.23	8,758.32	8,000.00	1.17	206.96	219.87	93.9	2.23	.82	3.94
Hawthorne	2,259	100	5	2,011	8,989.10	10,097.65	494,000.00	24.33	215.70	230.05	93.8	2.32	1.35	4.55
Little Falls	783	36	4	783	9,711.95	9,711.95	368,000.00	48.39	220.21	237.61	92.7	3.11	1.98	5.97
North Haledon	440	18	1	564	8,457.17	6,597.79	44,800.00	12.04	211.65	226.88	92.8	2.70	1.10	4.68
Passaic	7,104	367	12	7,105	13,366.19	13,364.31	2,009,000.00	21.16	317.87	349.14	91.0	2.43	2.57	5.89
Passaic Co. Reg. H. S.	659	33	1	633	28,079.68	29,233.03	380,400.00	20.56	293.94	315.62	93.2	..	..	..
Paterson	17,886	840	30	17,669	10,443.22	10,571.48	4,967,000.00	26.59	243.21	260.84	93.1	2.35	2.10	5.33
Pompton Lakes	1,362	54	2	970	5,571.05	7,822.44	248,000.00	32.68	201.76	219.02	92.2	2.62	1.29	4.79
Prospect Park	382	17	1	495	11,747.51	9,065.76	6,000.00	1.34	222.40	236.08	93.4	2.08	1.16	4.12
Ringwood	347	13	1	399	11,203.43	9,743.33	35,000.00	9.00	245.40	267.71	91.7	2.28	1.69	4.86
Totowa	693	26	1	693	10,783.69	10,783.69	500.00	.07	174.52	190.01	91.9	2.22	1.83	4.94
Wanaque	610	21	2	770	5,413.07	4,288.27	17,500.00	5.30	182.33	195.85	93.2	1.90	3.95	6.73
Wayne	2,173	77	6	2,378	8,517.49	7,783.23	917,000.00	49.54	226.59	250.13	91.0	3.30	1.12	5.30
West Milford	563	21	4	693	15,278.91	12,412.74	192,000.00	22.32	240.05	266.45	89.9	1.78	1.80	4.47
West Paterson	433	20	4	431	7,914.47	7,951.19	56,000.00	16.34	201.51	213.15	94.5	3.28	2.75	6.91
TOTAL	46,020	2,040	92	46,205	$10,163.28	$10,122.58	$13,194,700.00	$28.21	$244.68	$264.59	92.4	$2.55	$1.98	$5.41
SALEM														
Alloway	347	9	1	440	$2,281.96	$1,799.64	$5,967.82	$7.54	$153.70	$167.59	91.4	$4.73	$1.77	$7.63
Elmer	221	7	1	278	3,886.01	3,089.24	.....	...	161.81	171.51	95.4	5.08	1.62	7.76
Elsinboro	145	4	3	177	3,750.23	3,072.22	50,000.00	91.95	127.14	136.59	93.0	3.91	.87	5.90
Lower Alloway Creek	253	7	4	326	3,050.79	2,367.64	.....	...	163.84	178.68	91.9	4.07	1.45	6.63
Lower Penns Neck	1,452	55	3	1,837	17,441.97	13,786.47	934,000.00	36.88	242.09	261.23	93.3	1.49	.88	3.49

	Enrollment 1950-51	No. of Teachers 1950-51	No. of Buildings 1950-51	Resident Enrollment 1950-51	Assessed Wealth Per Pupil Enrolled	Assessed Wealth Per Pupil in Resident Enrollment	Net School Indebtedness June 30, 1951	Net Bonded Debt Per Each $1,000 of Assessed Wealth	Cost of Education Per Pupil in Average Enrollment	Cost of Education Per Pupil in A.D.A.	Per Cent Attendance June 30, 1951	1951 TAX RATES School	Local	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
SALEM (Continued)														
Mannington	327	11	9	385	5,541.10	4,706.34	225,745.50	124.59	166.94	181.82	91.3	3.62	.47	5.21
Oldmans	283	9	2	351	2,817.01	2,271.26	.....	...	155.55	166.96	92.9	4.29	.39	5.80
Penns Grove-Upper Penns Neck	2,725	97	8	2,467	3,114.66	3,440.39	720,987.52	84.95	188.89	200.69	94.1	4.64	2.10	7.85
Pilesgrove	1,261	54	3	972	3,016.72	3,913.66	305,532.53	80.31	206.63	222.23	93.0	3.89	.69	5.69
Pittsgrove	491	14	4	599	3,392.01	2,780.43	28,000.00	16.81	180.37	204.64	90.0	3.29	..	4.41
Quinton	350	10	2	421	2,902.37	2,412.90	14,000.00	13.78	144.57	159.07	90.8	3.77	1.04	5.93
Salem	2,117	92	5	1,678	3,182.53	4,015.15	375,000.00	55.66	192.77	207.06	93.1	4.41	1.21	6.32
Upper Pittsgrove	452	15	2	556	3,169.33	2,576.51	.....	...	180.99	190.84	94.7	4.59	..	5.02
TOTAL	10,424	384	47	10,487	$5,184.57	$5,153.43	$2,659,233.37	$49.20	$188.52	$202.42	93.1	$2.98	$1.06	$5.15
SOMERSET														
Bedminister	205	11	3	232	$17,302.44	$15,288.79	.....	...	$306.68	$340.14	89.8	$2.09	$1.25	$4.27
Bernards	791	31	3	1,018	4,522.21	3,513.82	$77,000.00	$21.53	247.56	269.26	91.2	5.85	2.16	8.94
Bernardsville	1,026	48	3	605	4,601.31	7,803.21	87,000.00	18.43	272.80	291.75	93.5	3.37	2.25	6.56
Bound Brook	1,725	86	6	1,096	3,973.85	6,254.47	467,000.00	68.13	246.11	262.00	93.9	3.51	2.66	7.07
Branchburg	312	9	3	409	6,578.81	5,018.56	172,000.00	83.80	218.83	242.05	90.2	4.23	.82	5.98
Bridgewater	1,745	80	6	2,335	8,705.80	6,506.04	100,000.00	6.58	242.03	263.73	92.0	3.59	1.37	5.89
Far Hills	56	4	1	71	17,907.13	14,123.92	.....	...	412.19	445.98	93.7	2.88	2.36	6.18
Franklin	1,253	43	6	1,575	4,732.75	3,765.16	202,000.00	34.06	235.10	254.50	92.6	4.93	1.79	7.65
Green Brook	152	5	1	226	8,833.06	5,940.82	54,000.00	40.22	204.41	224.32	92.8	4.60	1.34	6.88
Hillsborough	644	21	4	770	6,231.73	5,211.99	306,000.00	76.25	200.84	218.91	92.2	3.61	1.24	5.79
Manville	1,067	35	3	1,440	5,063.01	3,751.55	17,500.00	3.23	190.78	206.34	94.2	3.60	3.29	7.82
Millstone	..	..	..	49	.....	4,120.69	.....	...	197.34	224.88	..	4.11	.34	5.36
Montgomery	264	9	3	349	7,758.66	5,869.01	.....	...	242.95	269.12	90.0	3.26	1.01	5.20
North Plainfield	2,444	111	7	1,993	5,009.28	6,142.84	777,000.00	63.47	235.21	252.49	93.1	3.85	2.14	6.92
Peapack-Gladstone	161	10	1	208	12,238.98	9,473.44	205,000.00	104.04	340.57	369.10	91.3	4.00	.84	5.78
Rocky Hill	51	2	1	82	4,838.92	3,009.57	9,000.00	36.47	219.30	234.12	93.7	5.38	2.32	8.63
Somerville	2,666	114	5	1,861	3,961.07	5,674.48	693,000.00	65.62	218.11	237.84	91.6	3.51	2.71	7.12

So. Bound Brook	422	19	1	551	5,212.75	3,992.34	.....	...	192.31	210.78	90.6	4.25	2.52	7.71
Warren	568	19	2	684	3,881.56	3,223.28	108,000.00	48.99	203.19	222.89	90.9	6.40	1.46	8.79
Watchung	258	10	2	347	6,261.96	4,655.86	211,000.00	130.60	200.35	220.59	91.4	5.74	2.67	9.34
TOTAL	15,810	667	61	15,861	$5,498.14	$5,480.46	$3,485,500.00	$40.10	$229.64	$248.55	92.4	$3.88	$1.99	$6.95
SUSSEX														
Andover Boro.	95	3	1	125	$4,063.00	$3,087.88	.....	...	$217.26	$241.01	93.0	$3.59	$1.75	$7.26
Andover Twp.	..	..	..	247	.....	4,387.41	.....	...	263.68	376.68	..	4.28	1.44	7.56
Branchville	112	5	2	131	4,171.08	3,566.11	.....	...	252.80	275.37	92.0	4.28	..	6.12
Byram	126	3	1	163	10,449.18	8,077.28	$3,000.00	$2.28	246.82	282.99	87.2	2.12	.90	4.86
Frankford	306	11	8	386	6,268.95	4,969.68	350,000.00	182.45	233.01	261.45	89.2	4.41	2.63	8.88
Franklin	1,009	48	1	819	2,397.29	2,953.44	.....	...	250.91	268.60	93.5	5.94	1.49	9.27
Fredon	120	3	1	144	3,674.48	3,061.99	15,000.00	34.02	227.86	250.64	90.2	6.38	.34	8.56
Green	136	4	2	163	3,536.31	2,950.54	.....	...	254.90	271.48	94.0	6.39	2.38	10.60
Hamburg	353	14	3	283	1,910.92	2,383.59	5,000.00	7.41	174.77	187.46	93.2	4.32	1.75	7.92
Hampton	..	..	..	163	.....	3,862.18	.....	...	231.79	251.11	..	3.97	1.11	6.92
Hardyston	174	6	3	282	5,562.73	3,432.32	.....	...	253.89	306.74	89.6	4.82	.97	7.62
Hopatcong	217	8	1	278	19,716.41	15,390.15	50,936.68	11.91	181.22	206.32	88.0	1.07	1.36	4.27
Lafayette	187	5	2	228	3,827.96	3,139.60	3,000.00	4.19	182.48	197.68	91.7	4.46	1.55	7.84
Montague	44	2	4	76	9,840.91	5,697.37	.....	...	223.91	255.90	94.8	2.71	.52	5.07
Newton	1,800	78	4	1,050	2,370.39	4,063.53	41,200.00	9.66	194.51	211.44	92.0	3.30	4.01	9.14
Ogdensburg	234	10	1	285	9,352.60	7,678.98	30,000.00	13.71	236.35	253.62	92.4	2.96	1.84	6.63
Sandyston-Walpack	189	5	2	220	5,344.15	4,591.11	80,000.00	79.20	245.85	273.16	89.4	4.02	1.78	7.68
Sparta	649	24	1	752	6,517.89	5,625.14	372,000.00	88.51	262.41	292.77	88.9	4.15	2.31	8.30
Stanhope	230	8	2	290	3,381.33	2,681.74	.....	...	175.76	192.50	91.3	5.04	1.83	8.70
Stillwater	151	5	1	181	6,222.52	5,191.16	15,000.00	15.96	237.20	261.79	90.0	3.07	.68	5.58
Sussex	450	24	2	279	2,688.30	4,335.97	104,000.00	85.97	220.48	236.11	93.4	3.94	1.60	7.38
Vernon	306	10	5	391	6,372.66	4,987.30	2,664.96	1.37	230.48	253.22	93.0	2.46	1.69	5.98
Wantage	584	19	1	704	2,749.06	2,280.47	53,000.00	33.01	196.85	218.83	91.3	5.00	2.17	9.00
TOTAL	7,472	295	48	7,640	$4,602.47	$4,501.26	$1,124,801.64	$32.71	$218.24	$238.06	91.6	$3.64	$1.94	$7.42
UNION														
Clark	683	24	4	683	$10,420.85	$10,420.85	$459,000.00	$64.49	$208.36	$226.21	92.1	$3.05	$1.66	$5.49
Cranford	3,106	140	6	3,091	8,109.17	8,148.52	578,000.00	22.95	230.10	251.26	91.6	2.79	1.72	5.29
Elizabeth	12,211	686	26	12,117	11,603.43	11,693.44	4,017,925.94	28.36	313.35	340.67	92.0	2.94	2.46	6.19
Garwood	691	27	4	693	8,135.06	8,111.58	74,000.00	13.16	212.69	225.43	94.3	3.25	1.73	5.76
Hillside	3,570	158	8	3,564	10,280.32	10,298.62	1,379,900.00	37.60	253.81	275.90	92.0	2.38	2.14	5.30
Kenilworth	696	25	2	696	8,912.88	8,912.88	266,000.00	42.88	164.28	178.02	92.2	2.84	2.54	6.16

	Enrollment 1950-51	No. of Teachers 1950-51	No. of Buildings 1950-51	Resident Enrollment 1950-51	Assessed Wealth Per Pupil Enrolled	Assessed Wealth Per Pupil in Resident Enrollment	Net School Indebtedness June 30, 1951	Net Bonded Debt Per Each $1,000 of Assessed Wealth	Cost of Education Per Pupil in Average Enrollment	Cost of Education Per Pupil in A.D.A.	Per Cent Attendance June 30, 1951	1951 TAX RATES School	Local	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
UNION (Continued)														
Linden	4,929	259	11	4,935	17,641.50	17,620.05	3,060,500.00	35.20	204.83	329.30	92.6	1.84	1.87	4.50
Mountainside	353	16	2	352	10,657.92	10,688.20	411,500.00	109.38	267.48	288.53	92.7	3.62	1.27	5.67
New Providence Boro.	604	24	2	688	7,229.12	6,346.49	251,000.00	57.48	213.06	230.44	92.5	3.50	2.45	6.73
New Providence Twp.	540	25	1	535	12,464.23	12,580.71	430,000.00	63.89	242.79	268.24	90.7	3.30	.82	4.91
Plainfield	6,138	285	14	6,125	11,204.81	11,228.59	1,215,971.28	17.68	282.31	304.18	92.9	2.78	2.21	5.77
Rahway	3,084	131	7	3,078	10,013.22	10,032.74	460,000.00	14.90	222.10	239.88	92.8	2.48	2.71	5.97
Roselle	2,456	103	5	2,456	8,285.34	8,285.34	380,000.00	18.67	226.83	245.25	92.5	2.65	2.17	5.61
Roselle Park	1,963	95	5	1,819	7,046.55	7,604.39	298,500.00	21.58	228.61	244.44	93.6	2.98	1.98	5.75
Scotch Plains	2,146	87	4	2,140	6,387.28	6,405.19	851,000.00	62.08	208.85	226.43	92.2	3.26	2.26	6.30
Springfield	1,035	48	4	1,033	9,928.69	9,947.92	173,750.00	16.91	232.11	248.05	93.6	3.70	2.79	7.27
Summit	2,887	143	7	2,786	12,882.82	13,349.86	1,631,000.00	43.85	300.93	325.57	92.4	2.54	1.81	5.14
Union	5,882	243	8	5,964	8,392.06	8,276.67	3,410,893.50	69.10	240.36	261.09	92.1	3.27	1.94	6.05
Union Co. Reg. H. S.	1,008	45	2	977	39,396.09	40,646.11	168,000.00	4.23	312.41	335.69	93.1	..	..	..
Westfield	4,000	175	9	3,969	10,200.18	10,279.85	3,343,500.00	81.95	268.32	292.11	91.9	2.94	1.66	5.38
Winfield	546	27	1	677	.....	.....	.....	...	237.89	258.67	92.2	..	..	..
TOTAL	58,528	2,766	132	58,378	$10,414.04	$10,440.80	$22,860,440.72	$37.51	$266.49	$288.65	92.3	$2.73	$2.12	$5.63
WARREN														
Allamuchy	152	4	1	180	$4,195.63	$3,542.98	$3,400.00	$5.33	$214.63	$234.29	92.2	$4.88	$.82	$7.13
Alpha	240	10	1	317	3,524.68	2,668.75	.....	...	195.57	206.80	94.8	5.00	2.39	8.82
Belvidere	656	31	3	417	3,257.99	5,125.28	103,000.00	48.19	227.81	251.03	90.8	3.33	1.43	6.14
Blairstown	436	17	2	277	2,689.53	4,233.34	45,000.00	38.38	190.31	206.90	92.0	4.29	1.04	6.77
Franklin	247	9	3	326	4,760.72	3,607.05	.....	...	190.84	208.44	91.5	3.36	.79	5.58
Frelinghuysen	82	3	2	151	8,516.84	4,625.04	.....	...	188.96	206.87	90.4	3.31	1.30	6.03
Greenwich	206	8	1	263	5,554.11	4,350.37	3,000.00	2.62	188.18	206.42	90.3	3.28	.10	4.81
Hackettstown	1,101	46	1	639	4,038.74	6,958.78	212,000.00	47.68	196.30	214.03	91.7	2.55	1.21	5.15
Hardwick	..	..	1	79	.....	4,151.49	.....	...	192.56	212.39	..	3.19	1.24	5.86
Harmony	323	10	2	413	3,015.94	2,358.71	.....	...	181.97	203.83	89.1	4.61	.65	6.70
Hope	114	5	1	150	5,660.09	4,301.67	.....	...	235.92	254.65	93.2	3.73	.75	5.91

Independence	290	8	1	240	3,223.39	3,894.81	15,500.00	16.58	142.49	160.24	88.3	2.80	1.93	6.17
Knowlton	168	6	2	242	4,548.27	3,157.48	8,500.00	11.12	191.64	214.64	90.0	4.30	.79	6.53
Liberty	..	..	1	124	.....	3,804.95	.....	...	188.00	211.75	..	3.07	1.95	6.46
Lopatcong	220	8	3	318	7,347.88	5,083.44	5,900.00	3.65	217.12	234.89	92.3	3.05	1.15	5.64
Mansfield	..	..	..	321	.....	3,966.72	.....	...	204.67	227.78	..	2.98	.25	4.66
Oxford	249	10	1	316	2,709.44	2,134.97	48,000.00	71.15	202.11	218.40	92.4	7.69	.17	9.29
Pahaquarry	..	..	1	9	.....	17,989.67	.....	...	444.52	518.61	..	.96	1.47	3.87
Phillipsburg	2,927	127	9	2,554	5,502.28	6,305.86	429,700.00	26.68	205.45	221.53	92.8	2.96	2.97	7.31
Pohatcong	374	11	4	490	5,469.55	4,174.72	12,000.00	5.87	176.84	192.88	91.6	3.16	1.29	5.89
Washington Boro.	1,140	48	2	852	4,609.94	6,168.23	281,000.00	53.47	181.99	196.09	92.9	2.67	1.85	5.91
Washington Twp.	302	11	2	369	5,047.78	4,131.25	111,868.00	73.38	198.83	215.25	91.8	4.26	.54	6.24
White	287	10	1	318	3,906.84	3,525.99	19,000.00	16.95	196.12	220.00	88.3	3.80	1.21	6.44
TOTAL	9,514	382	45	9,365	$4,851.26	$4,928.44	$1,297,868.00	$28.12	$193.83	$211.02	91.9	$3.23	$1.82	$6.48
STATE														
Atlantic	18,889	816	75	19,044	$7,459.75	$7,399.04	$1,547,817.03	$10.98	$234.18	$255.47	91.7	$2.75	$4.56	$8.89
Bergen	85,550	3,736	211	85,581	7,444.96	7,442.26	21,090,555.00	33.11	228.83	247.85	92.3	2.97	2.49	6.26
Burlington	19,596	796	74	19,542	3,496.96	3,571.04	2,573,250.00	36.87	195.20	211.25	92.4	4.10	1.28	7.46
Camden	44,037	1,710	149	44,090	6,517.37	6,509.54	5,687,700.00	19.82	181.74	196.36	92.5	2.49	2.13	6.10
Cape May	6,242	257	41	6,166	10,021.16	10,144.67	357,000.00	5.71	231.01	250.08	92.4	1.82	4.63	7.71
Cumberland	15,527	574	67	15,001	3,933.12	4,071.03	744,000.00	12.18	179.74	195.17	92.1	3.24	1.57	6.08
Essex	122,151	5,474	222	121,690	11,655.74	11,699.90	29,174,766.30	20.49	298.30	326.01	91.5	2.59	2.83	6.40
Gloucester	17,814	670	80	18,274	4,145.72	4,041.36	1,785,600.00	24.18	177.82	193.02	92.1	3.29	1.49	5.77
Hudson	68,741	3,598	109	68,664	15,125.98	15,142.94	15,809,764.96	15.21	335.84	366.44	91.7	2.23	3.18	7.15
Hunterdon	7,631	289	54	7,655	4,941.67	4,926.17	1,564,811.20	41.50	195.25	212.69	91.8	3.04	1.21	5.23
Mercer	29,407	1,206	70	28,984	9,889.05	10,033.38	9,120,908.54	31.36	256.57	279.19	91.9	2.57	2.06	5.79
Middlesex	38,283	1,651	122	38,642	7,077.69	7,011.93	6,808,509.23	25.13	244.09	265.73	91.9	3.21	2.27	7.06
Monmouth	34,662	1,401	116	34,734	5,986.90	5,974.49	5,377,254.86	25.91	223.97	244.20	91.6	3.14	2.68	7.34
Morris	28,360	1,203	105	27,881	5,685.75	5,783.43	6,959,070.25	43.16	237.26	261.65	91.5	3.60	2.07	6.64
Ocean	10,038	373	49	9,788	6,265.87	6,425.91	2,579,800.00	41.02	205.90	226.88	90.7	3.10	3.00	8.22
Passaic	46,020	2,040	92	46,205	10,163.28	10,122.58	13,194,700.00	28.21	244.68	264.59	92.4	2.55	1.98	5.41
Salem	10,424	384	47	10,487	5,184.57	5,153.43	2,659,233.37	49.20	188.52	202.42	93.1	2.98	1.06	5.15
Somerset	15,810	667	61	15,861	5,498.14	5,480.46	3,485,500.00	40.10	229.64	248.55	92.4	3.88	1.99	6.95
Sussex	7,472	295	48	7,640	4,602.47	4,501.26	1,124,801.64	32.71	218.24	236.08	91.6	3.64	1.94	7.42
Union	58,528	2,766	132	58,378	10,414.04	10,440.80	22,860,440.72	37.51	266.49	288.65	92.3	2.73	2.12	5.63
Warren	9,514	382	45	9,365	4,851.26	4,928.44	1,297,868.00	28.12	193.83	211.02	91.9	3.23	1.82	6.48
TOTAL	694,696	30,288	1,969	693,672	$8,817.53	$8,830.54	$155,803,351.10	$25.44	$250.04	$271.94	91.9	$2.72	$2.56	$6.45

PART II

SUMMARY OF STATISTICS

Fiscal Year July 1, 1950 to June 30, 1951

RECEIPTS

		Increase or Decrease	
A—State Board of Education:			
(1) Commissioner's Office	$ 332,406.29	$ 11,322.34	I
(2) Academic Certificate Fund	21,874.90	2,184.07	D
(3) Division of State Library, Archives and History	167,732.76	11,717.24	I
(4) Division of State Museum	64,799.90	1,850.98	I
(5) Division Against Discrimination	58,710.21	2,276.91	I
TOTAL	$ 645,524.06	$ 24,983.40	I
B—County Administration and Supervision:			
(1) County Superintendents, salaries	$ 135,150.00	$ 4,850.00	I
(2) County Superintendents, clerk hire and expenses	117,798.72	11,385.24	I
(3) Helping Teachers and Other County Officers, salaries and expenses	281,269.75	8,330.75	I
TOTAL	$ 534,218.47	$ 24,565.99	I
C—State Institutions:			
(1) Glassboro State Teachers College	$ 358,385.49	$ 43,676.34	I
(2) Newark State Teachers College	352,424.90	36,203.60	I
(3) Trenton State Teachers College	858,398.49	92,591.09	I
(4) Montclair State Teachers College	693,550.96	53,137.04	I
(5) Paterson State Teachers College	274,089.71	62,954.42	I
(6) Jersey City State Teachers College	298,061.06	9,229.46	I
(7) Industrial School at Bordentown	383,719.71	15,481.69	I
(8) New Jersey School for the Deaf	570,477.44	16,483.80	I
(9) New Jersey School of Conservation Lake Wapalanne	26,158.88	7,353.25	I
(10) Training of Vocational Teachers:			
Appropriated by the State	71,517.48	237.86	D
Appropriated by Federal Government	55,454.50	5,672.97	I
(11) State University	5,127,661.05	714,558.29	I
(12) Newark College of Engineering	277,898.00	44,341.18	I
TOTAL	$ 9,347,797.67	$ 1,101,445.27	I
D—Teachers' Pension and Annuity Fund:			
Operating Expenses, Current pension and previous years increase in reserve	$ 10,124,935.04	$ 1,489,399.29	I
E—State School Fund Expenses	4,575.00	147.50	D
F—Current Expense Accounts of Public Schools in Districts:			
(1) Equalization Aid, Sec. 6 (1), Chap. 63, P. L. 1946	$ 10,463,228.75	$ 515,124.25	I
(2) Transportation Aid, Sec. 6 (2), Chap. 63, P. L. 1946	3,020,225.63	438,155.44	I
(3) Dependent Children, Sec. 7, Chap. 63, P. L. 1946	375,345.00	15,480.00	I
(4) Regional High Schools, Sec. 8, Chap. 63, P. L. 1946	285,397.18	1,490.99	I
(5) Deficiency Fund, Sec. 14, Chap. 63, P. L. 1946	821,672.77	6,016.84	I
(6) Emergency Aid, Sec. 14, Chap. 63, P. L. 1946	91,500.00	4,000.00	D
(7) Additional State Aid, Chap. 66, P. L. 1948	7,386,519.33	1,438,141.05	D
(8) Municipal Aid, Sec. 13, Chap. 63, P. L. 1946	8,298,958.25	8,246.95	I
(9) Crippled Children Aid	274,740.89	37,620.08	I
(10) Railroad Tax	3.78	3.78	I
(11) Veterans Revolving Fund	79,141.47	984.42	D
(12) From District Taxes	110,967,837.23	9,212,110.52	I
(13) From Notes Authorized by Vote of District or from Board of School Estimate	265,625.06	296,882.98	D
(14) From Tuition Fees	10,095,619.04	990,634.32	I
(15) From Interest on Deposit	38,381.55	9,078.13	D
(16) From Sale of Books	21,231.34	17,079.23	D
(17) From Other Sources	963,722.08	291,566.23	I
(18) Balance from Previous Years	8,930,353.52	226,274.36	I
TOTAL	$162,379,502.87	$ 9,976,557.95	I

SUMMARY OF STATISTICS (Continued)

		Increase or Decrease	
G—Repairs and Replacement Account:			
(1) District Taxes	$ 8,915,336.34	$ 125,727.71	D
(2) From Notes Authorized by Vote of District or from Board of School Estimate	87,424.00	189,374.78	D
(3) From Sale of Property	106,896.52	22,457.95	I
(4) From Other Sources	368,005.60	244,669.46	I
(5) Balance from Previous Year	1,733,141.71	381,691.94	I
TOTAL	$ 11,210,804.17	$ 333,716.86	I
H—Land, Buildings and Equipment Account:			
(1) From District Taxes	$ 2,206,072.30	$ 213,388.09	I
(2) From Sale of Bonds or Notes	27,738,591.41	3,359,996.25	I
(3) From Other Sources	1,969,849.80	1,791,964.50	I
(4) Balance from Previous Year	13,765,403.15	1,876,555.86	D
TOTAL	$ 45,679,916.66	$ 3,488,792.98	I
I—School Library Account:			
(1) From State	$ 2,180.00	$ 210.00	D
(2) From District Taxes	986,018.13	37,207.43	I
(3) From Other Sources	7,549.88	573.47	D
(4) Balance from Previous Year	164,427.99	38,395.02	I
	$ 1,160,176.00	$ 74,818.98	I
J—Manual Training Account:			
(1) From State	$ 1,046,685.78	$ 34,367.53	I
(2) From District Taxes	5,396,997.20	260,918.39	I
(3) From Sale of Materials	48,117.47	3,280.19	D
(4) From Other Sources	39,378.67	6,097.40	D
(5) Balance from Previous Years	838,394.54	117,408.51	I
TOTAL	$ 7,369,573.66	$ 403,316.84	I
K—Industrial Schools:			
(1) From State	$ 69,000.00	.....	
L—Vocational Account:			
(1) From State	$ 532,811.84	$ 19,800.51	D
(2) From State Veterans Revolving Fund	450,953.84	5,709.45	I
(3) From Federal Government	503,497.02	14,795.20	I
(4) From District Taxes	2,377,017.79	120,426.28	D
(5) From Tuition	267,231.69	36,918.89	D
(6) From Other Sources	59,780.92	39,302.79	D
(7) Balance from Previous Year	943,467.18	226,768.91	I
TOTAL	$ 5,134,760.28	$ 30,825.09	I
M—Junior Colleges Account:			
(1) District Taxes	$ 305,796.51	$ 1,083.48	I
(2) From Tuition and Fees	9,731.58	8,631.01	D
(3) Other Sources	3,625.19	3,625.19	I
(4) Balance from Previous Year	46,669.10	18,945.03	I
TOTAL	$ 365,822.38	$ 15,022.69	I
N—Evening Schools for Foreign-Born Residents Account:			
(1) From State	.....	.....	
(2) From District Taxes	$ 48,714.21	$ 7,882.01	I
(3) From Other Sources	2,810.50	2,036.00	I
(4) Balance from Previous Year	44,213.82	3,958.57	D
TOTAL	$ 95,738.53	$ 5,959.44	I

SUMMARY OF STATISTICS (Continued)

		Increase or Decrease	
O—Debt Service Account:			
(1) From District Taxes	$ 14,391,243.93	$ 794,023.98	I
(2) From Other Sources	348,327.67	4,007.48	I
(3) Balance from Previous Year	266,826.26	123,528.79	I
TOTAL	$ 15,006,397.86	$ 921,560.25	I
P—Reserve Account:			
To Pay Outstanding Bills of Previous Year	$ 8,206,207.16	$ 721,356.95	I
GRAND TOTAL	$277,334,949.81	$18,612,174.48	I

EXPENDITURES

A—State Board of Education:			
(1) Commissioner's Office	$ 332,406.29	$ 11,322.34	I
(2) Academic Certificate Fund	21,640.39	291.68	D
(3) Division of State Library, Archives and History	167,732.76	11,717.24	I
(4) Division of State Museum	64,799.90	1,850.98	I
(5) Division Against Discrimination	58,710.21	2,276.91	I
TOTAL	$ 645,289.55	$ 26,875.79	I
B—County Administration and Supervision:			
(1) County Superintendents, salaries and expenses	$ 252,948.72	$ 16,235.24	I
(2) Helping Teachers, salaries and expenses	262,944.75	8,055.75	I
(3) County Attendance Officers, salaries and expenses	6,400.00	7,250.00	D
(4) County Supervisors of Child Study, salary and expenses	11,925.00	7,525.00	I
TOTAL	$ 534,218.47	$ 24,565.99	I
C—State Institutions:			
(1) Glassboro State Teachers College	$ 358,385.49	$ 43,676.34	I
(2) Newark State Teachers College	352,424.90	36,203.60	I
(3) Trenton State Teachers College	858,398.49	92,591.09	I
(4) Montclair State Teachers College	693,550.96	53,137.04	I
(5) Paterson State Teachers College	274,089.71	62,954.42	I
(6) Jersey City State Teachers College	298,061.06	9,229.46	I
(7) Industrial School at Bordentown	383,719.71	15,481.69	I
(8) New Jersey School for the Deaf	570,477.44	16,483.80	I
(9) N. J. School of Conservation, Lake Wapalanne	26,158.88	7,353.25	I
(10) Training of Vocational School Teachers	126,971.98	5,435.11	I
(11) State University	5,127,661.05	714,558.29	I
(12) Newark College of Engineering	277,898.00	44,341.18	I
TOTAL	$ 9,347,797.67	$ 1,101,445.27	I
D—Teachers' Pension and Annuity Fund Operating Expenses			
Current Pensions and Increase in Reserve	$ 10,124,935.04	$ 1,489,399.29	I
E—State School Fund, Expenses	$ 4,575.00	$ 147.50	D
F—Current Expense Account of Schools in the District:			
(1) Expended for administration, instruction operating, auxiliary agencies, coordinate activities and fixed charges in public day schools	$153,847,911.87	$11,298,441.58	I
(2) Expended for Evening Schools in Districts	515,001.62	15,526.09	I
(3) Expended for Veteran Classes in Districts	131,962.63	88,022.98	D
(4) Expended for Summer Schools in Districts	131,594.65	7,552.68	D
TOTAL	$154,626,470.77	$11,218,392.01	I

SUMMARY OF STATISTICS (Continued)

		Increase or Decrease	
G—Repairs and Replacement Account	$ 9,180,297.92	$ 27,436.70	I
H—Land, Building and Equipment Account	30,598,780.26	2,135,955.19	I
I—School Library Account	988,282.07	64,921.41	I
J—Manual Training Account	6,591,375.77	414,685.32	I
K—Industrial Schools	69,000.00	.....	
L—Vocational School Account:			
(1) Day Vocational Schools	$ 3,056,281.03	$ 3,174.21	I
(2) Evening Vocational Schools	558,283.43	15,874.19	I
(3) Veteran Classes	520,689.63	19,693.36	I
(4) Capital Outlay	23,567.17	14,327.09	I
TOTAL	$ 4,158,821.26	$ 53,068.85	I
M—Junior College Account	$ 329,515.73	$ 25,111.73	I
N—Evening Schools for Foreign-born Residents	$ 57,114.40	$ 11,499.23	I
O—Debt Service Account	$ 14,716,152.66	$ 842,066.92	I
P—Reserve Account	$ 7,044,021.78	$ 499,822.71	I
Balance on Hand at Close of Year	$ 28,318,301.46	$ 677,075.57	I
Expenditures and Balances—Total	$277,334,949.81	$18,612,174.48	I

Comparison of the State Administrative Expenditures with All Educational Expenditures in Counties and Districts with the Exception of Capital Outlay

July 1, 1950 to June 30, 1951

State Administration of Schools	$ 645,289.55	.34%
Local School Expenditures, exclusive of Capital Outlay	190,520,616.76	99.66%

Analysis of State Administration Costs

Salaries	$ 528,955.25
Materials and Supplies	72,226.84
Other Than Personal	44,107.46
TOTAL	$ 645,289.55

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

Administration	$ 5,020,675.45
Instruction:	
Supervision	11,938,916.06
Instruction Proper	106,743,797.38
Operation	18,089,595.54
Maintenance	9,636,324.39
Coordinate Activities	3,791,702.64
Auxiliary Agencies	8,899,046.33
Fixed Charges	11,684,406.31
Debt Service	14,716,152.66
TOTAL	$190,520,616.76

N.J. STATE LIBRARY
P.O. BOX 520
TRENTON, NJ 08625-0520

COST OF EDUCATION

(Based on Expenses of Maintaining the Public Day Schools)

			Increase or Decrease	
Administration Expenses		$ 4,856,203.98	$ 360,742.45	I
Instruction:				
Supervision	$ 11,449,207.74		681,817.45	I
Instruction Proper	103,060,724.10		7,433,802.70	I
		$114,509,931.84	8,115,620.15	I
Operation of School Plant		17,604,964.58	1,089,645.02	I
Maintenance of School Plant		9,383,218.12	50,358.44	I
Coordinate Activities:				
Attendance	$ 821,143.55		32,523.33	I
Health	2,929,578.06		179,090.76	I
		3,750,721.61	211,614.09	I
Auxiliary Agencies:				
Library	$ 988,282.07		64,921.41	I
Transportation	4,891,172.87		392,575.08	I
Other Auxiliary Agencies	2,899,355.86		256,562.01	I
		8,778,810.80	714,058.50	I
Fixed Charges:				
Leasing School Rooms	$ 85,097.28		5,615.54	I
Pensions	602,661.97		196,002.97	I
*Insurance and Workmen's Compensation	1,187,714.96		86,239.44	I
Other Fixed Charges	34,108.49		23,431.84	I
		1,909,582.70	311,289.79	I
				I
TOTAL		$160,793,433.63	$10,853,328.44	I
Average yearly cost per pupil based on average enrollment in day schools		250.04	10.36	I
Average yearly cost per pupil based on average daily attendance		271.94	11.22	I

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

INDEBTEDNESS STATEMENT

June 30, 1951

*Outstanding July 1, 1950	$144,416,033.44
Bonds and Notes Issued During the Year	28,226,381.71
Redeemed During Year from District Taxes	9,724,580.46
Redeemed During Year from Sinking Funds	472,550.00
**Outstanding June 30, 1951	162,445,284.69
Amount in Sinking Fund June 30, 1950	4,465,175.51
District Taxes for Sinking Fund Requirements	32,032.57
Receipts from Interest and Other Sources	132,261.68
Total Sinking Fund Receipts Including Amount in Fund June 30, 1950	4,629,469.76
Bonds Redeemed During Year from Sinking Fund	472,550.00
Paid for Premiums on Investments, etc	4,599.90
Amount in Sinking Fund June 30, 1951	4,152,319.86

* $44,418 difference in reporting in Article VI districts in 1949-50.
** Includes County Vocational Schools.

COMPARISON OF SOME EXPENDITURES FOR THE LAST FIVE YEARS

	1946-47	1947-48	1948-49	1949-50	1950-51	Increase or Decrease	
*Teachers' Salaries	$78,366,304.67	$86,711,318.39	$95,408,952.85	$102,325,967.46	$108,182,876.19	$5,856,908.73	I
Textbooks	1,272,548.07	1,440,199.44	1,646,957.39	1,843,857.40	1,953,263.04	109,405.64	I
Supplies (Educational)	2,497,594.10	3,078,392.05	3,371,626.40	3,467,439.38	3,789,353.88	321,914.50	I
Janitors' Salaries	9,060,809.48	9,326,287.29	10,547,914.99	11,338,704.69	11,993,166.75	654,462.06	I
Fuel	2,233,140.13	2,598,730.57	2,606,726.07	2,575,619.33	2,715,591.57	139,972.24	I
Transportation of Pupils	3,408,385.84	3,701,781.36	4,357,124.72	4,498,729.54	4,891,768.45	393,038.91	I
Health Service	2,296,137.84	2,437,649.23	2,719,244.19	2,861,686.78	3,033,871.37	172,184.59	I
Attendance Service	709,127.63	779,221.34	840,085.69	845,923.98	876,727.67	30,803.69	I
Insurance	863,020.22	911,434.18	1,017,598.26	1,134,289.45	1,207,137.31	72,847.86	I
Maintenance of Plant	7,036,256.37	8,162,945.75	9,378,128.89	9,430,791.89	9,635,950.74	205,158.85	I
Capital Outlay	3,157,941.21	8,434,129.20	19,338,045.80	28,490,254.84	30,726,194.08	2,235,939.24	I
Debt Service	12,520,959.83	12,744,129.46	12,588,268.73	13,874,085.74	14,716,152.66	842,066.92	I

* Including Salaries of City Superintendents, Assistant Superintendents, Supervising Principals, Supervisors, Principals and All Teachers in Day and Evening Schools.

SOURCES OF INCOME

Moneys for the Support of Public Schools Were Derived from the Following Sources for 1950-51

1.	Appropriated by Legislature from General State Fund		$ 45,356,749.60
	(a) State Administration	$ 623,649.16	
	(b) County Superintendents' Salaries	135,150.00	
	(c) State Institutions	9,220,825.69	
	(d) Teachers' Pension and Annuity Fund	10,124,935.04	
	(e) Library Aid to Districts	2,180.00	
	(f) Chapter 63, P. L. 1946 (Pascoe Law)	15,057,369.33	
	(g) Chapter 66, P. L. 1948	7,386,519.33	
	(h) Manual Training Aid to Districts	1,046,685.78	
	(i) Vocational Aid to Districts	604,329.32	
	(j) Veterans Aid to Districts	530,095.31	
	(k) Industrial Schools	69,000.00	
	(l) Crippled Childrens Aid to Education	274,740.89	
	(m) Helping Teachers and Other Co. Officers	281,269.75	
2.	Railroad Taxes		3.78
3.	State School Fund Expenses		4,575.00
4.	Appropriated by Federal Government		824,254.02
	(a) Vocational Schools	$ 503,497.02	
	(b) Training for Teachers	55,454.50	
	(c) Federal Government in Lieu of Taxes and Other Aid including F.W.A.	265,302.50	
5.	Municipal Aid (Chapter 63, P. L. 1946)		8,298,958.25
6.	District Taxes		144,196,910.62
7.	County Appropriations		1,515,921.74
8.	Sale of Bonds for Capital Outlay		27,738,591.41
9.	Other Sources		14,459,880.96
	(a) Tuition	$10,372,582.31	
	(b) Authorized Loans	487,790.30	
	(c) Additional Municipal Appropriations	675,471.90	
	(d) Interest	38,381.55	
	(e) Sale of Property	176,245.33	
	(f) Insurance	286,743.49	
	(g) Rent	261,418.28	
	(h) Donations	527,562.64	
	(i) Bond Premiums	59,600.96	
	(j) Fines and Fees	37,447.09	
	(k) Sinking Fund Surplus	3,669.71	
	(l) Other Local	1,511,092.50	
	(m) Academic Certificate Fund	21,874.90	
10.	Balance on Hand Beginning of Year		34,939,104.43
11.	Grand Total Receipts and Balances		$277,334,949.81

ENROLLMENT IN DAY SCHOOLS FOR 1950-51

		Increase or Decrease	
Boys Enrolled	355,261	11,250	I
Girls Enrolled	339,435	11,038	I
TOTAL ENROLLMENT	694,696	22,288	I
Number of Pupils Enrolled in:			
Rural Schools—One Room	1,518	389	D
Rural Schools—Two Room	3,602	358	D
TOTAL RURAL SCHOOL ENROLLMENT	5,120	747	D
Number of Pupils Enrolled in:			
Kindergarten	57,414	3,121	I
Grade I	78,889	4,073	D
Grade II	70,104	2,152	I
Grade III	67,903	10,499	I
Grade IV	57,455	5,402	I
Grade V	52,267	2,601	I
Grade VI	49,745	269	I
Grade VII	50,379	2,063	I
Grade VIII	45,742	1,036	I
Grade IX	47,759	563	I
Grade X	42,288	524	I
Grade XI	35,671	272	D
Grade XII	32,441	1,284	D
Post Graduate	160	154	D
Subnormal Classes	3,982	178	D
Anaemic Classes	443	19	D
Backward and Incorrigible Classes	603	304	I
Crippled Classes	671	13	I
Classes for the Blind	196	7	D
Classes for the Deaf	154	5	I
Other Special Classes	430	277	D
TOTAL	694,696	22,288	I
Grouping of Day School Enrollments:			
Kindergarten	57,414	3,121	I
Grades 1-8 inclusive, except the enrollment in 7th and 8 h grades in approved Junior High Schools	446,553	19,033	I
Approved Jr. H. S. (Grades 7-9)	40,979	526	I
Senior High School (Grades 10-12)	31,209	169	I
Four-Year High School (Grades 9-12)	111,902	248	D
Post Graduates	160	154	D
Special Classes	6,479	159	D
TOTAL	694,696	22,288	I

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

		Increase or Decrease	
Day Schools	694,696	22,288	I
*Day Vocational Schools	11,285	526	I
Bedside Pupils	1,420	22	D
Junior Colleges	886	227	D
Vocational Veterans	2,264	715	I
TOTAL DAY SCHOOLS	710,551	23,280	I
Regular Evening Schools	5,990	129	D
Accredited Evening High Schools	2,893	1,058	D
Vocational Evening Schools	10,765	4,437	D
Evening Schools for Foreign-Born Residents	3,072	51	D
Manual Training Evening Classes	140	69	I
Veteran Evening Classes	1,421	3,440	D
TOTAL EVENING CLASSES	24,281	9,046	D
Grand Total Enrollment in Public Schools	734,832	14,234	I
**Total in Summer Schools	10,389	3	I
Total Including Summer Schools	745,243	14,259	I

* Error 1949-50—Over-reported 11,996

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

ATTENDANCE IN DAY SCHOOLS

		Increase or Decrease
Average time the day schools were maintained (a school month is 20 days)	9 mos. 2 days	.....
Possible Number of Days Attendance	116,859,994½	2,772,997 I
Total Number of Days Present	107,429,778½	2,564,266½ I
Total Number of Days Absent	9,430,216	208,730½ I
Average Enrollment	643,083	17,501 I
Average Daily Attendance	591,279	16,177 I
Average Attendance of Each Pupil	167	1 D
Average Absence of Each Pupil	15	1 I
Per Cent of Attendance	91.93	.01 I
Total Number of Times Tardy	638,255	5,373 D
Number of Sessions Truant	35,139½	193 I
Number of Cases of Suspension or Expulsion	4,351	816 I
Pupils Enrolled who attended Schools in Other Districts in the State	11,734	690 I
VOCATIONAL DAY SCHOOLS		
Number of days school kept open	182	7 I
Possible number of days attendance	1,629,627½	101,158 I
Number of days present	1,373,713	17,953½ D
Number of pupils enrolled	11,285	526 I
Average Attendance	7,548	412½ D
EVENING VOCATIONAL SCHOOLS		
Number of evenings kept open	129	1 I
Number of pupils enrolled	10,765	4,437 D
Total Evening Attendance	207,358½	198,733½ D
Average Evening Attendance	1,607	1,565 D
JUNIOR COLLEGES		
Number of days schools kept open	163	.....
Possible number of days attendance	102,683	12,431 D
Number of days present	98,402	7,963 D
Number of boys enrolled	667	119 D
Number of girls enrolled	219	108 D
Total number of pupils enrolled	886	227 D
Average Daily Attendance	604	48 D
VOCATIONAL VETERANS		
Number of males enrolled	2,256	708 I
Number of females enrolled	8	7 I
Total number of pupils enrolled	2,264	715 I
Total number of teachers employed	141	58 I
VETERAN EVENING CLASSES		
Number of males enrolled	1,417	3,422 D
Number of females enrolled	4	18 D
Total number of pupils enrolled	1,421	3,440 D
Total number of teachers employed	83	146 D

SUMMER SCHOOLS

Number of Teachers—Men	215	5 I
Women	245	33 I
Total	460	38 I
Number of days schools kept open	27	.....
Number of pupils enrolled in:		
Elementary Grades	5,229	535 I
High School Grades	5,756	64 I
Total	10,985	599 I
Total Days Attendance	212,435	13,931 I
Average Daily Attendance	7,776	539 I

MANUAL TRAINING CLASSES IN DAY SCHOOLS

		Increase or Decrease
Number of Elementary Pupils	116,715	2,506 I
Number of High School Pupils	75,516	2,863 D
TOTAL	192,231	357 D
REGULAR EVENING SCHOOLS		
Number of evenings schools were maintained	110	46 I
Number of weeks schools were maintained	29	8 I
Male pupils enrolled	2,701	379 D
Female pupils enrolled	3,289	250 I
Total pupils enrolled	5,990	129 D
Total Evening Attendance	158,317½	53,818 D
Average Evening Attendance	2,876	412 D
ACCREDITED EVENING HIGH SCHOOLS		
Number of evenings schools were maintained	168	12 D
Number of weeks schools were maintained	37	1 I
Male pupils enrolled	1,480	483 D
Female pupils enrolled	1,413	575 D
Total pupils enrolled	2,893	1,058 D
Total Evening Attendance	159,507	99,638 D
Average Evening Attendance	1,130	497 D
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS		
Number of evenings schools kept open	77	8 D
Number of pupils enrolled	3,072	51 D
Total Evening Attendance	100,409	9,276 I
Average Evening Attendance	1,304	14 I
MANUAL TRAINING EVENING CLASSES		
Number of evenings kept open	46	10 I
Number of pupils enrolled	140	69 I
Total Evening Attendance	3,316	1,916 I
Average Evening Attendance	72	34 I

NUMBER OF GRADUATES FROM FEBRUARY AND JUNE

Full Four-Year High School Course

	Boys	Girls	Total	Boys		Girls		Total	
Fourteen Years	4	2	6	2	I	2	I	4	I
Fifteen Years	68	82	150	43	I	58	I	101	I
Sixteen Years	1,004	1,573	2,577	45	D	103	D	148	D
Seventeen Years	7,177	9,458	16,635	344	D	629	D	973	D
Eighteen Years	5,030	4,435	9,465	278	D	75	I	203	D
Nineteen Years	1,194	634	1,828	277	D	27	I	250	D
Twenty Years	228	65	293	81	D	9	D	90	D
Over Twenty Years	100	24	124	135	D	9	I	126	D
TOTAL	14,805	16,273	31,078	1,115	D	570	D	1,685	D

TRANSPORTATION

		Increase or Decrease
Total Number of Days Transported	18,985,008	480,880½ I
Pupils transported from without the district for whom the cost of transportation is paid	39,755	778 I
Pupils transported from within the district for whom the cost of transportation is paid	94,559	6,732 I
Total number of pupils receiving transportation	134,314	7,510 I
Cost of Transporting Pupils to schools in other districts	$1,839,445.80	$138,108.80 I
Cost of Transporting Pupils to schools within the districts	3,051,727.07	254,466.28 I
TOTAL	$4,891,172.87	$392,575.08 I

ATE LIBRARY
OX 520
NTON, NJ 08625-0520

TUITION

		Increase or Decrease	
Number of Tuition Pupils sent to other districts:			
High School	37,308	993	I
Elementary	5,353	477	I
Summer, Evening or Vocational	901	675	D
Number of Tuition Pupils received including those for whom the tuition is paid by Parents or Others:			
High School	37,983	1,749	I
Elementary	6,519	349	I
Veterans Attending School	1,585	832	I
Number of pupils attending Junior Colleges	14	1	D
Amount of Tuition money received for 1950-51 and prior years	$10,371,720.81	$949,321.51	I
Amount of Tuition money paid on account of 1950-51	$ 9,707,605.76	$1,070,054.87	I

SCHOOL BUILDINGS

Total Cost of School Buildings, Land and Equipment	$428,410,234.70	$26,898,562.70	I
Average Cost of New Jersey School Buildings	223,712.92	14,809.92	I
Number of School Districts in State	550	2	D
School Districts not maintaining Schools	27	....	
School Buildings Owned	1,913	9	D
School Buildings Rented	65	4	I
Total School Buildings	1,978	5	D
Buildings Completed during the year	28	2	I
Buildings Enlarged during the year	41	4	D
Buildings Remodelled during the year	37	9	I
Number of new classrooms added during the year	470	48	I
Buildings abandoned during the year	47	19	I
Number of rooms in buildings abandoned	155	40	I
Size of School Buildings Owned			
One-Room Buildings	103	11	D
Two-Room Buildings	139	15	D
Three-Room Buildings	44	3	D
Four-Room Buildings	191	3	D
Five or more room Buildings	1,436	23	I
Total School Buildings Owned	1,913	9	D
Portable and Rented Buildings			
Number of Portable Buildings	16	16	D
Number of Rooms used in Portable Buildings	45	1	D
Number of Rented Buildings	65	4	I
Number of Rooms used in Rented Buildings	163	1	I
Number of Rooms			
Number of Regular Classrooms used	22,098½	318½	I
Number of Manual Training and Domestic Science Rooms used	1,870½	32½	I
Number of Laboratories and Other Special Rooms	2,596	84	I
Total Number of Rooms used	26,565	435	I
Total Number of Rooms not used	1,408	237	I
Total Number of Rooms available	27,973	672	I
Number of Basement Rooms used for Classroom purposes	581	4	I
Total Number of Seatings provided	771,848	20,737	D
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	894	64	I
Elementary Schools	1,533	5	I
Four-Year High Schools or Less	150	12	D
Approved Junior High School Plan:			
Junior High School	71	....	
Senior High School	46	I	I
Special	164	17	D
Vocational	69	8	I
Total	2,927	49	I

NUMBER OF TEACHERS—DAY AND EVENING

1950 and 1951

	Men	Women	Total	Increase or Decrease Men	Women	Total
Total number of teachers day and evening	8,179	23,372	31,551	422 I	261 I	683 I
Superintendents	45	....	45	5 D	1 D	6 D
Assistant Superintendents	23	1	24	7 I	....	7 I
Director County Vocational School	4	....	4	....	....	....
Asst. Director County Vocational School	3	....	3	....	....	....
Approved Supervising Principals	168	6	174	6 I	....	6 I
Unapproved Supervising Principals	26	4	30	4 D	....	4 D
Non-Teaching Principals	610	315	925	17 I	10 I	27 I
Supervisors	46	54	100	7 I	2 D	5 I
Special Supervisors	127	165	292	2 D	....	2 D
Teachers:						
Rural Schools—One Room	3	38	41	1 D	16 D	17 D
Rural Schools—Two Rooms	8	116	124	5 D	28 D	33 D
Kindergarten	....	1,171	1,171	....	53 I	53 I
Grades I-VIII	902	10,718	11,620	166 I	96 I	262 I
Grades I-VI	122	3,026	3,148	55 I	297 I	352 I
Grades VII-IX (Jr. High)	446	797	1,243	26 I	23 D	3 I
Grades X-XII (Sr. High)	732	832	1,564	6 I	6 D	....
Grades IX-XII	2,059	2,488	4,547	58 I	53 D	5 I
Short Term	36	149	185	13 I	7 I	20 I
Substitute	57	237	294	5 D	5 D	10 D
Ungraded Backward and Incorrigible Classes	19	27	46	1 I	6 I	7 I
Crippled Classes	4	47	51	....	1 I	1 I
Sub-normal Classes	48	222	270	4 I	11 D	7 D
Deaf Classes	3	15	18	....	1 D	1 D
Blind Classes	....	22	22	....	1 I	1 I
Bedside or Home Instruction:						
Full-Time	5	76	81	2 I	5 I	7 I
Part-Time	118	473	591	24 I	5 I	29 I
Unclassified	786	1,367	2,153	56 I	13 I	69 I
Manual Training—Day	714	572	1,286	20 I	2 I	22 I
Vocational Training—Day	314	110	424	1 D	4 I	3 I
Junior College Teachers	39	14	53	1 I	2 D	1 D
Vocational—Evening	418	73	491	10 D	83 D	93 D
Regular Evening School	169	107	276	3 I	15 I	18 I
Accredited Evening High School	60	31	91	15 D	12 D	27 D
Foreign-Born Residents Evening School	35	43	78	1 I	9 D	8 D
Manual Training—Evening	28	1	29	2 D	1 I	1 D
Helping Teachers	2	55	57	1 D	3 D	4 D

	Total	Increase or Decrease
No. of Teachers with Bachelors' Degree	12,183	533 I
No. of Teachers with Masters' Degree	7,412	552 I
No. of Teachers with Doctors' Degree	261	18 I
No. of Teachers with Degrees from N. J. Teachers College	5,855	617 I
No. of Teachers with Degrees from other Colleges	14,001	486 I
TOTAL No. of Teachers with Degrees	19,856	1,103 I
No. of Teachers of N. J. State Teachers Colleges and Normal School Graduates	10,944	616 I
No. of Teachers of Other Normal Schools	1,940	257 D
No. of Teachers with Other Training	2,574	11 I
No. of Teachers who attended Extension Classes in 1950-51	5,961	228 D
No. of Teachers who attended Summer School for six weeks or more in Summer of 1950	3,075	201 I

SPECIAL SUPERVISORS

	Men	Women	Increase or Decrease Men	Women
Physical Training	49	26	3 D	3 I
Music	33	54	5 I	3 D
Drawing	6	40	....	....
Penmanship	....	2	1 I	2 D
Others	39	43	4 D	2 I
TOTAL	127	165	2 D	....

SPECIAL TEACHERS

	Men	Women	Increase or Decrease Men	Women
Physical Training	418	331	27 I	15 I
Music	200	269	11 I	8 I
Drawing	53	228	9 I	9 D
Teacher Librarians	7	153	1 I	4 D
Penmanship	....	3	....	2 D
Others	108	385	8 I	6 I
TOTAL	786	1,369	56 I	14 I

TEACHERS

1950-51

Number of New Teachers in Districts in 1950-51

			Increase or Decrease
Number who did not teach in 1949-50:			
Kindergarten—Elementary	1,449		
J. S. and 4 Yr. High	412		
Total		1,861	226 I
Other States:			
Kindergarten—Elementary	239		
J. S. and 4 Yr. High	161		
Total		400	12 I
Number who taught in Other School Districts in N. J. in 1949-50:			
Kindergarten—Elementary	477		
J. S. and 4 Yr. High	149		
Total		626	65 D
Other States:			
Kindergarten—Elementary	143		
J. S. and 4 Yr. High	101		
Total		244	21 D
Total Number of New Teachers in 1950-51:			
Kindergarten—Elementary	2,311		
J. S. and 4 Yr. High	821		
Total		3,132	154 I

Number of New Positions Created for School Year 1950-51

Kindergarten—Elementary	712		
J. S. and 4 Yr. High	147		
Total		859	54 I

Number of Teaching Positions (Day Schools)

Kindergarten (Women)	1,171	56 I
Elementary Schools:		
Men	1,564	218 I
Women	14,798	381 I
Approved Junior High Schools:		
Men	659	26 I
Women	1,053	44 D
Approved Senior High Schools:		
Men	969	97 D
Women	1,070	163 D
Regular High Schools of Four Years or Less:		
Men	2,542	224 I
Women	2,968	131 I
Junior Colleges:		
Men	39	1 I
Women	14	2 D
Vocational Schools of Secondary Grades:		
Men	313	4 D
Women	110	1 D
Other Local Schools for Deaf, Blind, Delinquent, etc.:		
Men	118	33 I
Women	476	3 D
Total:		
Men	6,204	401 I
Women	21,660	355 I
GRAND TOTAL	27,864	756 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	$3,574.21	$157.45	I
Average salary per month paid to all day school teachers	392.81	17.34	I

AVERAGE SALARY PAID

Superintendents	$8,922	$126	I
Assistant Superintendents	8,398	583	I
Directors County Vocational Schools	8,631	231	I
Assistant Directors of County Vocational Schools	6,722	402	I
Approved Supervising Principals	6,466	288	I
Unapproved Supervising Principals	4,898	221	I
Non-Teaching Principals	5,379	190	I
Supervisors	5,409	260	I
Special Supervisors	4,871	261	I
Rural School Teachers—One Room	2,427	71	I
Rural School Teachers—Two Rooms	2,629	158	I
Kindergarten Teachers	3,333	203	I
Elementary Teachers:			
Grades I-VIII	3,326	168	I
Grades I-VI	3,403	123	I
Junior High School Teachers (Grades 7-9)	3,992	236	I
Senior High School Teachers (Grades 10-12)	4,027	191	I
Four-Year High School Teachers (Grades 9-12)	4,025	249	I
Short Term Teachers	1,693	103	D
Substitute Teachers	977	....	
Special Teachers:			
Ungraded, Backward and Incorrigible Classes	3,702	338	I
Sub-normal Classes	4,015	187	I
Crippled Classes	4,595	328	I
Deaf Classes	4,406	189	I
Blind Classes	4,113	373	I
Special Teachers—Bedside or Home Instruction:			
Full Time	3,335	224	I
Part Time	305	19	I
Special Teachers—Unclassified	3,672	210	I
Manual Training Teachers	3,702	175	I
Vocational Teachers	4,124	133	I
Junior College Teachers	4,263	203	I
Helping Teachers	4,218	298	I

Number of Employees Other Than Those Reported as Teachers

	Full Time	Part Time
Secretaries or District Clerks	142	412
Clerks and Assistants in Secretaries or District Clerks' Offices	232	32
Business Managers	15	2
Clerks and Assistants in Business Managers' Offices	41	1
Clerks in Superintendents' or Supervising Principals' Offices	322	25
Clerks in Supervisors' Offices	77	9
Clerks in Principals' Offices	827	72
Attendance Officers	212	364
Clerks in Attendance Officers' Offices or Departments	37	12
Medical Inspectors	54	683
Clerks in Medical Inspectors' Offices	20	3
Other Clerks not previously listed	141	4
Dental Inspectors	17	232
Nurses	494	336
Janitors, Engineers, Firemen, Watchmen and Helpers	3,895	790
Bus Drivers of District-Owned Busses	91	158
Attendants for Crippled Children of District-Owned Busses	9	14
Maintenance Employees	507	31
Recreation Employees	45	391
Other Employees not previously listed	616	272
TOTAL	7,794	3,843

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

	1947	1948	1949	1950	1951	Increase or Decrease
Total Enrollment of Pupils in All Schools						
Day and Evening	681,652	692,762	699,076	720,598	734,832	14,234 I
This Enrollment Divided:						
Day Schools	650,864	660,159	669,973	687,271	710,551	23,280 I
Evening Schools	30,788	32,603	29,103	33,327	24,281	9,046 D
Boys in Day Schools	336,836	341,176	345,594	364,590	383,276	18,686 I
Girls in Day Schools	314,028	318,983	324,379	334,677	351,556	16,879 I
Boys in Evening Schools	23,390	23,968	19,124	23,584	15,728	7,856 D
Girls in Evening Schools	7,398	8,635	9,979	9,743	8,553	1,190 D
Average Daily Attendance in Day Schools	538,360	546,294	560,483	575,102	591,279	16,177 I
Average Absence of Each Pupil in Days	15	16	15	14	15	1 I
Enrollment:						
Kindergarten	44,816	53,396	53,675	54,293	57,414	3,121 I
*Primary Grades	222,332	231,064	246,570	260,371	274,351	13,980 I
*Grammar Grades	188,654	187,528	189,248	192,164	198,133	5,969 I
*High Schools	173,689	167,058	160,757	158,942	158,319	623 D
Special Classes	6,925	6,914	6,630	6,638	6,479	159 D
Vocational Day Schools	11,281	10,498	9,597	10,759	11,285	526 I
One-Room Rural Schools	2,535	2,588	2,189	1,907	1,518	389 D
Two-Room Rural Schools	4,820	4,888	4,118	3,960	3,602	358 D
Teachers—Total Number	28,674	29,275	29,959	30,875	31,551	676 I
Men	6,852	7,062	7,301	7,758	8,179	421 I
Women	21,822	22,213	22,658	23,117	23,372	255 I
One-Room Rural School—Total	84	79	74	58	41	17 D
Men	2	3	2	4	3	1 D
Women	82	76	72	54	38	16 D
Two-Room Rural School—Total	175	161	166	157	124	33 D
Men	13	8	8	13	8	5 D
Women	162	153	158	144	116	28 D
Kindergarten—Women	879	990	1,036	1,118	1,171	53 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 (Continued)

	1947	1948	1949	1950	1951	Increase or Decrease
Teachers:						
Grades I-VIII—Total	10,599	10,345	10,756	11,358	11,620	262 I
Men	470	495	538	736	902	166 I
Women	10,129	9,850	10,218	10,622	10,718	96 I
Grades I-VI—Total	2,310	2,735	2,767	2,796	3,148	352 I
Men	38	41	45	67	122	55 I
Women	2,272	2,694	2,722	2,729	3,026	297 I
Junior High School—Total	1,307	1,307	1,284	1,240	1,243	3 I
Men	369	379	391	420	446	26 I
Women	938	928	893	820	797	23 D
Senior High School—Total	1,598	1,579	1,617	1,564	1,564	..
Men	672	695	711	726	732	6 I
Women	926	884	906	838	832	6 D
Four-Year High School—Total	4,616	4,596	4,499	4,542	4,547	5 I
Men	1,911	1,948	1,940	2,001	2,059	58 I
Women	2,705	2,648	2,559	2,541	2,488	53 D
Manual Training—Total	1,197	1,231	1,254	1,264	1,286	22 I
Men	666	686	690	694	714	20 I
Women	531	545	564	570	572	2 I
Average Salary Per Year to:						
Day School Teachers	$2,745	$3,000	$3,262	$3,417	$3,574	157 I
One-Room Rural Schools	1,751	2,036	2,244	2,356	2,427	71 I
Kindergarten	2,510	2,775	3,008	2,471	3,333	862 I
Grades I-VIII	2,468	2,802	3,012	3,158	3,326	168 I
Grades I-VI	2,638	2,764	3,106	3,280	3,403	123 I
Junior High Schools	2,963	3,333	3,587	3,756	3,992	236 I
Senior High School Teachers	3,146	3,239	3,661	3,836	4,027	191 I
Four-Year High Schools	3,149	3,369	3,646	3,776	4,025	249 I

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

	1947	1948	1949	1950	1951	Increase or Decrease
School in Session—Days	183	183	182	182	182	..
School Districts—Number	560	560	553	552	553	1 I
School Buildings—Number	2,012	2,011	2,015	1,983	1,978	5 D
Valuation of School Property	$367,593,304	$370,035,047	$377,843,925	$401,511,672	$428,410,235	$26,898,563 I
Buildings Completed During the Year	..	4	10	26	28	2 I
One-Room Buildings	142	137	130	114	103	11 D
Graduates of State Teachers Colleges:						
Glassboro	75	100	90	167	180	13 I
Jersey City	113	99	129	115	145	30 I
Montclair	284	354	429	487	375	112 D
Newark	155	209	247	250	255	5 I
Paterson	68	77	83	115	155	40 I
Trenton	147	193	202	216	194	22 D
Totals	842*	1,032†	1,180‡	1,350‖	1,304§	46 D

* 261 previously eligible for certification.
† 273 previously eligible for certification.
‡ 316 previously eligible for certification.
‖ 351 previously eligible for certification.
§ 398 previously eligible for certification.

DISTRIBUTION OF SALARIES OF TEACHERS IN DAY SCHOOLS

	Men	Women	Total
Under $2,500	533	2,569	3,102
$2,500 to $2,599	244	1,197	1,441
2,600 to 2,699	216	981	1,197
2,700 to 2,799	208	898	1,106
2,800 to 2,899	203	871	1,074
2,900 to 2,999	189	819	1,008
3,000 to 3,099	229	1,099	1,328
3,100 to 3,199	210	856	1,066
3,200 to 3,299	211	807	1,018
3,300 to 3,399	195	793	988
3,400 to 3,499	225	773	998
3,500 to 3,999	999	3,396	4,395
4,000 to 4,499	1,059	3,325	4,384
4,500 to 4,999	878	1,861	2,739
5,000 to 5,499	728	1,355	2,083
5,500 to 5,999	301	282	583
6,000 to 6,499	272	257	529
6,500 to 6,999	112	26	138
7,000 to 7,999	113	28	141
8,000 and over	131	11	142
TOTALS	7,256	22,204	29,460

N.J. STATE LIBRARY
P.O. BOX 520
TRENTON, NJ 08625-0520

JERSEY PRINTING COMPANY
10 W. 23rd St., Bayonne, N. J.