



RIDGEWOOD HIGH SCHOOL  
Showing the New Building and the Athletic Field

# ANNUAL REPORT

OF THE

State Board of Education

AND OF THE

Commissioner of Education

OF

NEW JERSEY

WITH ACCOMPANYING DOCUMENTS

For the Year Ending June 30

**1919**

---

**NEW JERSEY STATE LIBRARY**

TRENTON, N. J.  
PUBLISHED BY THE STATE  
1920

SOMERVILLE, N. J.  
THE UNIONIST-GAZETTE ASSOCIATION, STATE PRINTERS  
1920

# CONTENTS

	PAGE
Members of State Board of Education .....	7
Committees of State Board of Education .....	8

## PART I

Report of President of State Board of Education .....	9
Report of Commissioner of Education .....	11
Introductory .....	11
Chief Disbursements for last Five Years .....	14
Sources of Income .....	15
School Properties .....	15
Comparison of State Administration Expenses with Current Expenses..	16
Graph of Current Expenses for Education .....	17
Statistics about Enrollment, Absence, Teachers and Salaries, covering a Period of Five Years .....	18
New Teachers and their Preparation .....	20
The Situation as regards the Teacher .....	23
Salaries of Teachers .....	31
The Improvement of Teaching and Supervision .....	35
Parent-Teacher Organizations .....	37
Americanization .....	43
Helping Teachers .....	45
Monographs .....	73
The Teaching of Children Mentally Three Years or More below the Nor- mal .....	73
Fit to Fight .....	76
Principles in Classifying and Promoting Children.....	81
Consolidation of Schools .....	85
School Festivals and Field Days .....	86
County Superintendents .....	87
Teachers Institutes .....	87
Election Day as a School Holiday .....	87
Need of Better School Enrollment and Attendance .....	88
Visit-the-Schools Week .....	101
Purchase of State Normal School at Newark .....	102
Educational Sunday .....	103
Physical Training .....	104
Enlarged Opportunities for Higher Education in New Jersey.....	110
Report of State Club Leader .....	112
The State Museum and the Public Schools .....	117
School Libraries .....	119
Victory Boys and Girls Division of the United War Work Campaign....	120
Effects of the War .....	121
Extracts from Annual Reports of County and City Superintendents....	124
Report on Summer Schools .....	160
State Board of Examiners .....	162
Bureau of Academic Credentials .....	165
Summary of Statistics .....	170
Conclusion .....	182



# CONTENTS

## PART II

	PAGE
Reports of Assistant Commissioners	
Elementary Education .....	185
Secondary or High School Education .....	192
Industrial and Agricultural education (Printed as separate document)	
Thirty-five year Pension Law .....	207
Decisions .....	208

## PART III

Statistics	
Section A—Financial and other Statistics by Counties .....	223
1. Current expense funds .....	225
2. Manual and industrial training funds .....	233
3. Evening schools for foreign-born residents funds .....	236
4. Vocational school funds .....	238
5. County vocational school funds .....	241
6. School libraries and apparatus funds .....	243
7. Redemption of and interest on bonds fund .....	245
8. Receipts for payments of and interest on notes authorized by vote of the district or other evidences of indebtedness.....	247
9. Purchase of land .....	250
10. Building, leasing, enlarging, etc., school buildings.....	249
11. Outhouses and water-closets .....	253
12. Summary of receipts and expenditures .....	254
13. Cost of education .....	255
14. Bonded debt .....	257
15. School buildings owned and rented .....	258
16. Teachers employed and salaries paid .....	259
17. Summary of teachers employed .....	286
18. Teachers in day schools receiving certain annual salaries .....	287
19. Professional training of teachers .....	289
20. Enrollment in day schools .....	290
21. Ages of pupils enrolled in day schools .....	294
22. Regular day school attendance .....	298
23. Pupils for whom tuition is paid and received .....	301
24. Evening schools .....	303
25. Colored day schools .....	305
26. Apportionment of reserve fund .....	306
27. Apportionment of School Moneys .....	308
Section B—Attendance by Counties and Districts .....	309
Section C—List of Superintendents .....	323

## PART IV

Reports of Educational Institutions	
State Normal School at Trenton .....	327
State Normal School at Montclair .....	338
State Normal School at Newark .....	341
New Jersey School for the Deaf .....	344
Manual Training and Industrial School for Colored Youth.....	348
School of Industrial Arts of Trenton .....	353
Board of Trustees of Schools for Industrial Education, Hoboken....	355
Newark College of Technology .....	358
Report of Teachers' Retirement Fund .....	359

# CONTENTS

5

## ILLUSTRATIONS

	FACING PAGE
Ridgewood High School .....	Frontispiece
Working on Red Cross Garments, Atlantic City .....	38
Members of Calf Club, Sussex County .....	38
Hot Lunch Team at Tranquility School, Sussex County .....	38
A "Get-together-Day" Chorus, Franklin, Sussex County.....	38
Boys Vocational School Float for Armistice Day, Atlantic City.....	38
School Number 7, Bayonne .....	62
New High School at Morristown .....	62
Morris County Schools Athletic Meet .....	86
Mechantville Public School, Athletics .....	106
Shiloh, Cumberland County, Free Hand Work .....	106
Physical Training in Ventnor City .....	116
School Garden Products, Leonardo .....	116
Bloomfield Activities .....	142
Student Soldiers in Newark .....	152
Class of Blind Children, Newark .....	186
School for the Deaf, Newark .....	186
Class in Cobbling, Newark .....	186
Motor Dental Clinic, Burlington County .....	186
High School Playground, Town of Union .....	198
School Number 3 Playground, Town of Union .....	198
Middle Township High School, Cape May Court House.....	198

## State Board of Education

1918-19

MELVIN A. RICE, *President*.....Atlantic Highlands  
JOHN C. VAN DYKE, *Vice-President*.....New Brunswick  
JOHN P. MURRAY.....Jersey City  
D. STEWART CRAVEN.....Salem  
THOMAS W. SYNNOTT.....Wenonah  
ERNEST R. ACKERMAN.....Plainfield  
ROBERT LYNN COX.....Montclair  
OSCAR W. JEFFERY.....Englewood  
CALVIN N. KENDALL, *ex-officio Secretary*.

---

1919-20

MELVIN A. RICE, *President*.....Atlantic Highlands  
JOHN C. VAN DYKE, *Vice-President*.....New Brunswick  
D. STEWART CRAVEN.....Salem  
JOHN P. MURRAY.....Jersey City  
THOMAS W. SYNNOTT.....Wenonah  
ROBERT LYNN COX.....Montclair  
OSCAR W. JEFFERY.....Englewood  
PERCY H. STEWART.....Plainfield  
CALVIN N. KENDALL, *ex-officio Secretary*

STATE OF NEW JERSEY  
DEPARTMENT OF PUBLIC INSTRUCTION

---

REPORT OF  
COMMISSIONER OF EDUCATION

Trenton, December 6, 1919.

TO THE STATE BOARD OF EDUCATION

*Gentlemen:*

In compliance with the requirements of the School Law I have the honor to submit herewith the Annual Report of the Department of Public Instruction for the school year ending June 30, 1919.

---

The wide-spread epidemic of influenza interfered with the orderly progress of the schools.

Practically all the schools in the State were closed during a part of September, October and November. A good many schools which opened after they had been closed by influenza were obliged to shut down again because of its recurrence.

In a large number of schools it was with considerable difficulty that teachers were secured. Resource was made to the so-called "war emergency certificates," which provided that teachers who had once taught could be allowed to teach without further examination until the close of the war.

By the use of these emergency certificates it was possible to keep open quite a number of schools that otherwise would have been closed.

Some of the teachers who were teaching under these certificates were good teachers, but of many of them little could be said except that they had had experience in teaching.

On the whole, however, it was felt that it was better to keep the schools open even with poor teachers than to close them.

The population of the State, according to the State census of June, 1915, was 2,844,342. The total enrollment of pupils in all the various departments of the public schools in 1918-19 was 596,994. Of these pupils, over 51,000 were enrolled in the high schools of the State. The total school enrollment was approximately one-fifth of the total population of the State. To teach these children and youth 18,007 teachers were necessary.

The children were housed in 2,163 school buildings. Nearly 600,000 children were furnished, free of cost, books, supplies and the necessary apparatus for teaching. Some 300,000 of them were given some form of manual or industrial training. Approximately 9,000 boys, men, girls and women were given some form of vocational education. There were 18,679 children transported to schools at public expense because there were no schools suitable for them in their neighborhood.

All this indicates the vastness of public education in New Jersey.

The per capita cost of the schools, based on the number of pupils present, was 33½ cents a day; for these children—actually present—this was approximately 6 cents an hour for each child.

While the aggregate amount is large, in terms of the actual individual child 33½ cents seems a moderate cost per day, particularly in view of the very high cost of living, which affects the conduct of schools as well as the lives of individuals.

How many parents—especially mothers—are there in the State who would not be willing to contribute 33½ cents a day merely for the care-taking of their children for five or five and a half hours a day, to say nothing of the benefits received by the children from the positive influences of education.

Such is the effort of the State, however imperfectly carried out, to obey the mandate of the Constitution, which reads:

“The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the State between the ages of five and eighteen years.”

From the foregoing it is seen that the schools are to be as free, thorough and efficient for pupils who are seventeen years of age as for those who are six.

Important facts in the report are summarized as follows:

During 1918-19 the current expenses for operating the schools amounted to \$25,451,014.43. This was an increase of \$3,709,718.56 over the preceding year. Over \$18,000,000 of this amount was ex-

pended for salaries of teachers, superintendents and principals. Salaries of janitors and engineers cost \$1,685,995.39. Salaries of attendance officers cost \$186,090.45, and fuel \$1,096,559.06.

The expenses of the Department of Public Instruction and the State Board of Education were \$104,679.37, which is about one-half of one per cent of the current expenses.

There were enrolled in the schools, including evening schools, 596,994 pupils. Of this number, 25,560 were in the evening schools. In the day schools were 287,909 boys and 283,525 girls, making a total of 571,434 enrolled in the day schools. This was an increase of 9,609 in the day school enrollment.

Of this total of more than one-half million pupils, 40,428 were enrolled in the kindergartens, an increase of 570 over the preceding year. There were 272,358 pupils in the first four grades—or, as commonly known, the primary schools. The total number of pupils in grades five to eight inclusive was 174,695.

The total number registered in high schools was 51,379, an increase of 331. The high school registration was, therefore, practically the same as the year before. The fact that there was a slight increase instead of a decrease is gratifying in view of the temptations that young people in high schools have to withdraw from school in order to engage in commercial pursuits. Our high school registration for the past six years has been as follows:

1914	1915	1916	1917	1918	1919
38,099	44,314	50,030	50,726	51,048	51,379

The total number of day school pupils reported as neither absent nor tardy was 14,278, a decrease of 2,012 from the preceding year.

The total number of pupils enrolled in one-room rural schools was 18,577, a decrease of 1,438. The number in two-room schools was 14,231, an increase of 269. There was a decrease of 46 in the number of teachers in one and two room schools. These figures are indicative of the progress of consolidation of schools in the State.

The average daily attendance in day schools was 435,209, an increase of 11,459. The average absence of pupils was 16 days, 2 days less than the preceding year.

There was a decrease of men teachers in all the schools of the State of 181, and an increase of women teachers of 445.

CHIEF DISBURSEMENTS FOR THE LAST FIVE YEARS

	1915	1916	1917	1918	1919	Increase or Decrease	
Salaries of teachers .....	\$12,291,576.00	\$13,545,693.37	\$14,449,414.81	\$15,785,310.12	\$18,487,036.04	\$2,701,725.92	I
Operation of school plant, including janitors' services .....	1,946,052.00	2,078,377.11	2,349,927.80	2,779,047.66	3,267,910.58	488,862.92	I
Maintenance of school plant, re- pairs, etc. ....	737,318.00	743,027.96	830,955.10	957,625.02	1,137,692.30	180,067.28	I
Purchase of land and erection of buildings .....	5,729,335.00	5,056,143.72	5,657,609.69	5,440,048.39	2,772,218.06	2,667,830.33	D
Transportation .....	372,920.00	412,405.38	430,728.71	529,527.27	655,882.72	126,355.45	I
Medical inspection .....	215,266.00	230,958.34	258,436.04	284,703.56	320,717.11	36,013.55	I
Manual training .....	554,287.00	587,979.48	661,213.04	741,146.64	787,212.14	46,065.50	I
Vocational training .....	167,000.00	206,156.68	211,274.49	276,226.01	252,339.41	23,886.60	D

COMMISSIONER OF EDUCATION.

15

SOURCES OF INCOME

Moneys for the support of the public schools were derived from various sources, as follows:

1. Income of State School Fund.....	\$250,000 00
Apportioned to counties on basis of days' attendance	
2. Appropriation by Legislature for General Purposes	783,444 78
3. Appropriation from State Railroad Tax.....	4,282,195 47
Apportioned to counties on basis of ratables	
4. State School Tax.....	7,842,323 68
90 per cent apportioned to counties on basis of ratables; 10 per cent apportioned to counties arbitrarily by State Board	
5. Interest on Surplus Revenue Fund.....	28,463 21
Apportioned to districts by county superintendents on general plan	
6. Local Appropriations .....	20,249,395 54
Used for current expenses, buildings and repairing, etc.	
7. Other Sources .....	958,848 33
Appropriated for special purposes	

SCHOOL PROPERTIES

The reported valuation of school properties increased during the year from \$79,000,000 to \$83,000,000. Reported valuations for the past ten years are in round numbers as follows:

1910.....	\$36,000,000	1915.....	\$64,000,000
1911.....	44,000,000	1916.....	69,000,000
1912.....	53,000,000	1917.....	74,000,000
1913.....	53,000,000	1918.....	79,000,000
1914.....	58,000,000	1919.....	83,000,000

It will be seen from these figures how great has been the increase in the valuations of school properties during the ten years.



# COMPARISON OF THE STATE ADMINISTRATION EXPENSES WITH THE CURRENT EXPENSES OF THE SCHOOLS OF THE STATE

July 1, 1918, to June 30, 1919

State Administration of the Schools.....	\$104,679.37
	½ of 1%
Current Expenses of the Schools .....	\$25,451,014.43
	99 ½ %

## ANALYSIS OF STATE ADMINISTRATION EXPENSES

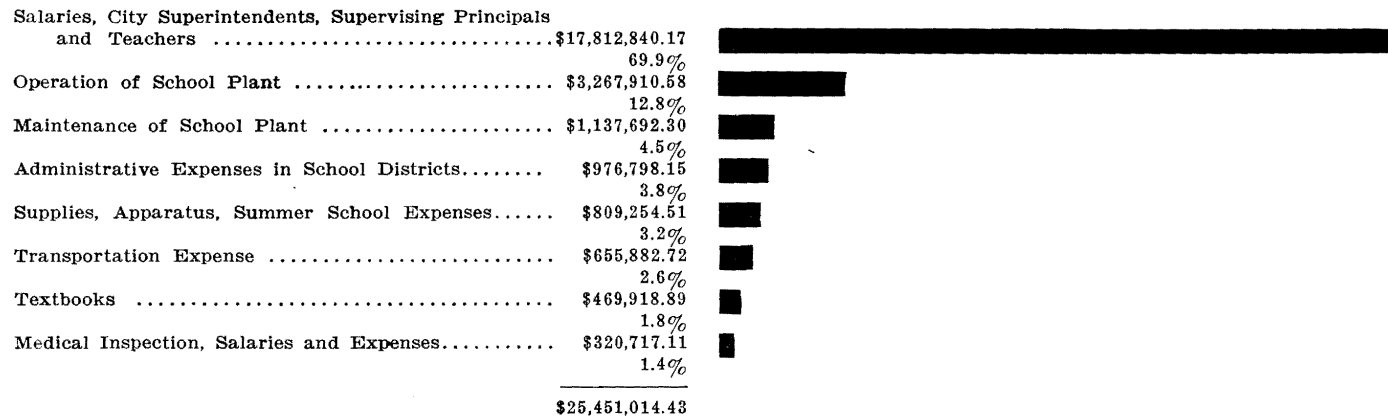
State Board of Education Expenses.....	\$2,834.76
Salaries .....	67,797.13
Operation .....	18,399.98
Miscellaneous .....	15,647.50
Total .....	\$104,679.37

## ANALYSIS OF CURRENT EXPENSES

Salaries, Superintendents, Principals and Teachers..	\$17,812,840.17
Operation of School Plant .....	3,267,910.58
Maintenance of School Plant .....	1,137,692.30
Administrative Expenses in School Districts.....	976,798.15
Supplies, Apparatus, Summer School Expenses.....	809,254.51
Transportation Expense .....	655,882.72
Textbooks .....	469,918.89
Medical Inspection, Supplies and Expenses.....	320,717.11
Total .....	\$25,451,014.43

# GRAPH OF CURRENT EXPENSES FOR EDUCATION

July 1, 1918, to June 30, 1919



COMMISSIONER OF EDUCATION.

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

	1915	1916	1917	1918	1919	Increase or decrease
Total enrollment of pupils in all schools, day and evening ....	563,240	578,931	579,243	595,413	596,994	1,581 I
This enrollment divided						
Day schools .....	519,880	540,287	544,281	561,825	571,434	9,609 I
Evening schools .....	43,360	38,644	34,962	33,588	25,560	8,028 D
Boys in day schools .....	263,228	273,079	274,701	282,789	287,909	5,120 I
Girls in day schools .....	256,652	267,208	269,580	279,036	283,525	4,489 I
Boys in evening schools .....	27,619	23,488	20,260	19,675	14,909	4,766 D
Girls in evening schools .....	15,741	15,156	14,702	13,913	10,651	3,262 D
Average daily attendance in day schools .....	409,417	421,884	427,874	423,750	435,209	11,459 I
Average absence of each pupil in days .....	15	17	14	18	16	2 days D
Enrollment						
Kindergarten .....	35,741	37,784	36,694	39,858	40,428	570 I
Primary schools* .....	251,673	256,602	259,187	267,746	272,358	4,612 I
Grammar schools* .....	148,472	157,718	161,892	167,529	174,695	7,166 I
High schools* .....	44,314	50,030	50,726	51,048	51,379	331 I
One room rural schools .....	24,872	23,668	21,494	20,015	18,577	1,438 D
Two room rural schools .....	14,897	15,634	15,207	13,962	14,231	269 I
Teachers, total number .....	15,969	16,741	17,296	17,743	18,007	264 I
Men .....	2,281	2,414	2,493	2,414	2,233	181 D
Women .....	13,688	14,327	14,803	15,329	15,774	445 I
Teachers						
One room rural schools, total..	747	720	684	614	562	52 D
Men .....	123	107	78	49	55	6 I
Women .....	624	613	606	565	507	58 D
Two room rural schools total..	433	444	460	419	425	6 I
Men .....	66	69	60	48	33	15 D
Women .....	367	375	400	371	392	21 I
Kindergarten, total .....	641	659	661	693	703	10 I
Primary schools,* total .....	5,635	5,806	5,938	6,079	6,222	143 I
Men .....	14	13	11	6	5	1 D
Women .....	5,621	5,793	5,927	6,073	6,217	144 I
Grammar schools,* total .....	3,909	4,158	4,283	4,495	4,578	83 I
Men .....	248	269	256	217	173	44 D
Women .....	3,661	3,889	4,027	4,278	4,405	127 I

\*Primary schools include grades I to IV. Grammar schools include grades V to VIII. High schools include Grades IX to XII.

# STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES, COVERING A PERIOD OF FIVE YEARS—*Continued*

	1915	1916	1917	1918	1919	Increase or decrease
Teachers						
High schools,* total.....	1,654	1,852	1,928	2,009	2,007	68 I
Men .....	619	714	733	714	698	16 D
Women .....	1,035	1,138	1,195	1,295	1,379	84 I
Manual training, total .....	351	379	412	460	473	13 I
Men .....	153	173	190	194	209	15 I
Women .....	198	206	222	266	264	2 D
Salaries of teachers, total.....	\$12,291,576.00	\$13,545,693.37	\$14,449,414.81	\$15,785,310.12	\$18,487,036.04	\$2,701,725.92 I
Average salary per year, day schools .....	861.86	872.34	895.69	948.29	1,083.27	134.98 I
One room rural schools						
Men .....	522.72	553.32	552.02	614.01	679.95	65.94 I
Women .....	477.19	481.42	497.72	544.22	643.09	98.87 I
Kindergarten, women .....	753.57	760.04	779.57	813.49	903.02	89.53 I
Primary schools*						
Men .....	654.78	760.00	914.09	869.66	856.00	13.66 D
Women .....	729.14	737.00	756.04	791.09	880.67	89.58 I
Grammar schools*						
Men .....	937.98	955.01	963.40	1,046.44	1,156.67	110.23 I
Women .....	821.11	831.43	850.64	888.52	986.86	98.34 I
High schools*						
Men .....	1,551.48	1,578.17	1,605.63	1,724.07	1,906.45	182.38 I
Women .....	1,001.36	1,027.46	1,053.43	1,109.00	1,213.91	104.91 I
Schools in session, days.....	183	184	172	178	166	12 days D
School districts, number .....	478	480	482	487	490	3 I
School buildings .....	2,155	2,194	2,190	2,181	2,163	18 D
Buildings completed during year.	60	66	45	42	19	23 D
One room buildings .....	844	827	803	760	709	51 D
Valuation of school property ...	\$64,354,833.00	\$69,293,017.86	\$74,144,551.94	\$79,999,965.93	\$83,580,432.05	\$3,580,466.12 I
Graduates of State Normal Schools						
Trenton .....	278	260	285	292	265	27 D
Montclair .....	227	170	238	258	211	47 D
Newark .....	229	313	323	452	386	66 D
Total .....	734	743	846	1,002	862	140 D

\*Primary schools include grades I to IV. Grammar schools include grades V to VIII. High schools include Grades IX to XII.

## SCHOOL REPORT.

## NEW TEACHERS AND THEIR PREPARATION

The following tables show the numbers, the preparation and the training of teachers who entered the schools of the State during the year ending June 30, 1919, with corresponding figures for the preceding seven years:

## NUMBER OF TEACHERS

	1912	1913	1914	1915	1916	1917	1918	1919
Total number of new teachers entering the schools								
In schools outside of cities	1006	1055	1195	1201	1142	1144	1380	1315
In city schools.....	721	763	916	854	811	814	851	996
Total new teachers.....	1727	1818	2111	2055	1953	1958	2231	2311

This number was divided as follows

In high schools outside of cities .....	126	181	223	252	217	210	237	291
In city high schools.....	91	119	208	225	210	161	151	179
Total high schools.....	217	300	431	477	427	371	388	470

In elementary schools outside of cities .....	880	874	972	949	925	931	1136	1018
In city elementary schools	630	644	708	629	601	641	683	811
Total elementary schools	1510	1518	1680	1578	1526	1572	1819	1829

In vocational schools outside of cities.....	....	....	....	....	....	....	7	6
In city vocational schools.....	....	....	....	....	....	....	17	6
Total vocational schools	....	....	....	....	....	....	24	12

Included in the total were teachers of industrial subjects (manual training, domestic science, etc.)

In schools outside of cities	14	24	39	47	36	41	67	60
In city schools.....	46	51	61	71	56	66	69	65
Total for industrial subjects .....	60	75	100	118	92	107	136	125

Also included were teachers of special subjects (music, drawing, etc.)

In schools outside of cities	23	55	18	28	36	46	47	64
In city schools.....	42	18	18	22	28	65	119	100
Total for special subjects	65	73	36	50	64	111	166	164

## COMMISSIONER OF EDUCATION.

21

## PREPARATION OF THESE TEACHERS

	1912	1913	1914	1915	1916	1917	1918	1919
Graduates of New Jersey State Normal Schools								
Entering schools outside of cities .....	209	211	287	305	402	410	558	475
Entering city schools.....	84	112	211	231	281	307	267	403
Total .....	293	323	498	536	683	717	825	878
Graduates of City Training Schools in New Jersey								
Entering schools outside of cities .....	30	22	24	22	20	20	28	9
Entering city schools.....	232	228	231	171	120	123	153	153
Total .....	262	250	255	193	140	143	181	162
Graduates of Colleges, Universities and Technical Institutions								
Entering schools outside of cities .....	194	256	248	280	273	251	288	314
Entering city schools.....	161	174	200	196	209	202	217	188
Total .....	355	430	448	476	482	453	505	502
Graduates of Normal Schools without the State								
Entering schools outside of cities .....	367	384	387	315	223	213	275	286
Entering city schools.....	208	214	230	203	146	132	153	180
Total .....	575	598	617	518	369	345	428	466
With only partial or no Normal School, College or University Training, except one summer school session								
Entering schools outside of cities .....	206	182	249	279	224	250	231	231
Entering city schools.....	36	35	44	53	84	50	61	72
Total .....	242	217	293	332	308	300	292	303

It appears:

1. That more new teachers entered the schools last year than in any previous year, due probably to war conditions. Many withdrew from teaching to enter the industries, where the financial remuneration was much greater, and in consequence there were more vacancies to fill. The following table for the past eight years is self-explanatory:

## SCHOOL REPORT.

	1912	1913	1914	1915	1916	1917	1918	1919
Whole number of teachers in State ....	12,652	13,312	14,014	14,811	15,571	17,296	17,743	18,007
New teachers required ....	1,727	1,818	2,111	2,055	1,953	1,958	2,231	2,311
Proportion of new teachers to whole number of teachers ....	13.7%	13.7%	15.1%	13.9%	12.5%	11.3%	12.6%	12.8%

Substantially one teacher out of eight in the State was new to the service last year. The teaching service of the average teacher in New Jersey appears to be eight years.

The country schools, as usual, suffered most from changes in teachers.

2. That upwards of 100 more new teachers entered the high schools outside of cities than entered the city high schools, which indicates more frequent changes of teachers in the smaller high schools of the State.

3. That the number of new teachers entering the elementary schools outside of cities was approximately 200 more than the number of new teachers entering city elementary schools. This also reveals how much more numerous are changes in the smaller districts than in the cities, New Jersey being largely an urban State. It is difficult under such circumstances to give the country child advantages equal to those received by the city child.

4. That of the new elementary teachers, 878 were reported as graduates of our own normal schools. Out of the 1829 teachers who entered these schools, therefore, 48 per cent were graduates of our own normal schools, or less than one-half of the total number of new teachers.

5. That in 1914—five years ago—our own normal schools turned out only 30 per cent of the trained teachers entering elementary schools. The increase to about 48 per cent is gratifying.

6. That in the high schools the number of new teachers who were graduates of colleges, universities or technical institutions was practically the same as last year. It should be again stated that practically all these teachers were trained in institutions outside the State. The number of graduates entering the high schools from higher institutions within the State was practically negligible.

7. That the number entering the elementary schools from normal schools outside the State was 466. Five years ago the number was 617.

Five years ago, of the 1,115 normal school graduates entering our schools 55 per cent were trained outside the State and 45 per cent were trained by the normal schools within the State. It is gratifying to note that last year, out of 1,344 graduates entering the elementary schools, approximately two-thirds were graduates of our own normal schools.

When the normal school at Glassboro is in operation, thus increasing the facilities for the training of teachers, it is probable that 80 per cent of our trained teachers will be from within the State.

As stated before, it would be unfortunate if we should fill all our vacancies from the normal schools within the State. This would be a process of inbreeding which would not be helpful to the children.

The number of untrained teachers entering the schools of the State is still too large. More than 300 were reported from the elementary field as without training other than that which is supplied by summer schools. Of this number probably one-third were teaching on war emergency certificates, which were made necessary by the scarcity of teachers. The ruling making this possible provided in substance that any teacher who had taught successfully in the New Jersey schools might be given a war emergency certificate, the regular rules for the certification of teachers being thus temporarily amended.

#### THE SITUATION AS REGARDS THE TEACHER

The teacher situation in New Jersey is serious. It is serious because of the scarcity of teachers. And the scarcity of teachers is chiefly due to a scarcity of money. It will be more serious next year and the following year unless social, industrial and economic conditions change.

A few schools in the State have not opened at the time this report is written because of the impossibility of finding anybody to teach school.

The schools are affected by the general labor shortage in the country.

Probably 200 schools in the State are now taught by teachers with too slender qualifications for the work they are attempting to do. This condition is serious, for it affects the education—and affects it seriously—of at least 6,000 children. It is unfortunate that this



large number of children should be handicapped because of a lack of adequate teaching.

There is a danger, and a real danger, that the schools may be taught by a poorer grade of teachers than we have had.

Local boards of education have found out to their sorrow that the scarcity of teachers is not imaginary, but real.

Upwards of 2,000 new teachers are required in the State each year because of the growth of the schools and because of resignations. It is difficult to see at this time where this supply of 2,000 teachers is to be found.

A real crisis confronts the schools of New Jersey, and in fact the schools of the country, at the present time.

The war has laid new obligations on the schools, and there is much public opinion that schools of all kinds are more necessary now than ever before, and yet we cannot have schools without teachers, and we cannot have good schools without good teachers.

What are the causes of the scarcity of teachers?

It is not difficult to answer this question.

Most of our teachers are women and this is likely to be true for many years to come. Men have disappeared from the schools except in the high school, in superintendents' and principals' positions, and in manual training and physical training work.

Of late the avenues of employment open to women have enormously increased in this country. Occupations open to women have increased twenty-fold in as many years.

Young women of ability can find employment in a score of occupations which were formerly not open to them; indeed, the occupations themselves in many cases did not exist.

The graduates of our high schools readily secure positions in New York and Philadelphia and in the cities in our own State, which offer larger financial remuneration than is offered in teaching.

It is not strange that young women who graduate from our high schools seek a shorter avenue of earning their living through commercial pursuits than through teaching. Hundreds of young women have gone into offices after a very brief period of training for office work, attracted by the numerous positions open to them at salaries larger than the schools in many places offer.

For example, I know of a young woman, a graduate of one of our high schools, who after six weeks' preparation secured a position as a filing clerk in New York at \$95 a month.

I know of a young man who graduated from one of our high

schools in the commercial course who received an initial salary of \$1,200 a year in the government service at Washington under Civil Service rule. His teacher receives a salary of \$750.

I recently went into a school system in the State where there were four eighth grade rooms. I asked the girls how many of them hoped to become teachers. In the four rooms about six hands came up. In the same rooms more than fifty girls announced their decision to go into some kind of clerical work.

The public might as well know now as at any other time that there is a growing reluctance on the part of qualified young women to teach school.

The reasons are not wholly financial, but they are largely so.

At one of the principal women's colleges in the country a year ago 91 young women in the senior class looked forward to becoming teachers. This past year there were 19.

This situation is not merely a New Jersey matter; it pertains to the whole country. New Jersey is especially affected, however, because we are in the neighborhood of great cities which offer so many opportunities of employment to young women.

The standards of entering the teaching profession in New Jersey are low. Our minimum requirement is graduation from high school and two sessions at one of the summer schools, which are training schools for teachers. These requirements are lower than in some other States.

These requirements should be raised rather than lowered. I am opposed to lowering the standards of teaching in New Jersey. They are too low now.

I believe that thoughtful and discriminating citizens who are interested in the schools and in the children are of the same opinion.

In my judgment, we must not consider for a moment the lowering of our standards if we want good schools maintained. If we want poor schools then let us say so frankly and go out and pick up anybody on the street and make him a school teacher.

This situation would not be so serious if the victims of it were not children, who are the most precious asset we have.

The children suffer and the State will suffer by having poor schools. The difference between a good school and a poor school is due chiefly to the difference in teachers. It is an enormous waste of the children's time and of public money to maintain poor schools.

Poor schools are costly schools. In fact, a school may be so poor that it would be better to close it and send the children home.

## SCHOOL REPORT.

Such conditions exist in some States. I don't believe that the people of New Jersey want to stand for that sort of thing in respect to their schools.

New Jersey is not a poor State. The pride of its people, as a whole, in the schools is intense, and everywhere the statement is made that teachers should be paid larger salaries.

I believe that the schools are very dear to the people.

This statement is proved by the fact that the total expenses for operating our schools have doubled since 1910, as pointed out elsewhere in this report. In 1910 practically \$12,000,000 was paid out for current expenses, while this past year more than \$25,000,000 was spent.

This 100 per cent increase is due chiefly to the growth of the schools of the State in nine years, to increases in the salaries of teachers and janitors, and to the extension of public school facilities. The total amount of salaries paid teachers in 1910 was \$8,647,804; in 1919 it was \$18,487,036.

The local boards of education have responded splendidly to the present situation by increasing salaries, in many cases very generously. Boards have shown their broad public spirit in making these increases. I believe the people demand good schools, and it is my duty as Commissioner of Education to point out the existing conditions.

The cause of this situation which I have thus briefly presented is due chiefly to the inadequate salaries paid to teachers. This is a fact about which much has been said and written, but about which not enough has been done. The time has come when more must be done about it or there will be bankruptcy in our school system.

We must pay larger salaries to teachers, and this does not mean increasing teachers' salaries \$50 or \$100 a year, but much more than this.

Teachers in service and young women intending to take up teaching know that the cost of everything they buy has increased approximately 80 per cent—to put it modestly—in the last five years. The value of a dollar has been cut in two. Almost everything that the teacher buys has doubled in cost and many things have more than doubled in cost.

The necessary wants of teachers are numerous.

In many districts of the State teachers are paying \$12 a week for board, room and laundry, and in some cases more. Our school

year is approximately forty weeks in length and the cost of the teacher's bare living expenses is therefore nearly \$500 a year.

Teachers must dress well as an example to their pupils and appropriate dressing costs a lot of money nowadays.

I know of a teacher who went into a New Jersey district. She needed a coat. She found that she could not buy one for less than \$30 or \$40. She needed a pair of shoes that cost from \$8 to \$12 a pair. Her annual salary was \$700 a year.

Moreover, the books she must buy, her necessary traveling expenses, and her dentist bills have increased in cost by one-third.

It is true that there has been an increase in teachers' salaries, but it has by no means kept pace with the increased cost of living.

These are stern, unpleasant facts to recite but they are true.

My sole purpose in calling attention to them is my interest in the schools of New Jersey and in the children of New Jersey.

If it were not a fact that there are other employments open to young women the situation would not be so serious. But the fact is that these other employments are open and young women will enter them where the pay is larger.

The public should understand that there is great unrest among the teachers at the present time. They feel that they are inadequately paid. They compare their own salaries with wages received in the industries. They find that barbers, plumbers, street laborers and sewer diggers receive in many cases two or three times as much as teachers are receiving.

Teachers are unorganized. The signs of the times point to the organization of teachers—to affiliation with the labor organizations. They do not care to take this step. They will not do it unless economic pressure compels it.

In my judgment teachers cannot bear this situation with equanimity of spirit.

Teaching is an affair of the spirit, and the spirit needs to be contented and satisfied if the teacher is to devote her whole energy to the work of teaching and training children.

They feel that it is grossly unjust for people to talk about the importance of the work of teachers and then give them such inadequate pay.

In one of the small cities of New Jersey street sweepers receive \$4 a day for an eight hour day. They average 300 days a year, which brings their wages up to practically \$1,200 for twelve months.

In the same city, grade teachers receive \$783 for twelve months

and others receive a bare \$800. The women in the rural schools received an average salary last year of \$673.62.

These teachers have the responsibility of shaping the everlasting destiny of the children. Is this responsibility worth one-third less than a street sweeper can earn? A blacksmith earns two and a half times as much as the average school teacher and a bricklayer three times as much.

May the teacher look forward to the time and hope against hope that she may earn as much salary in a year as a miner or a hod-carrier?

The cost of living has borne very heavily upon salaried people, and particularly upon teachers, who must dress better and spend more money in other ways than the ordinary salaried person.

I am speaking not only of the kindergarten and grade teachers but of the teachers in the high schools, particularly men, and of superintendents and principals as well.

Most of the men in the high schools are college or university graduates. We need married men—men with families. But the time has come when we cannot secure the right kind of men in our schools. The State suffers in consequence, the children suffer, and the future citizenship of the State suffers.

I want to make a plea, then, for larger salaries for men teachers as well as for women teachers. We need a larger number of men in the schools, particularly in the high schools. We need active, virile, forceful men who will give these young people the kind of training they should have.

The time has come when the American people must wake up to the situation and pay teachers salaries which will not only keep in the teaching profession those who are already there, but will attract to teaching a high grade class of young men and women.

As indicative of the scarcity of teachers, in 1916 there were enrolled in our three normal schools more than 2,200 students. At the present time there are only about 1,400 students enrolled. This is an alarming situation. It would seem that the New Jersey school system is headed for the rocks of incompetency unless we do something about this salary question.

The Commissioner visited a school system last year in the southern part of the State in which teachers are paid good salaries—salaries of \$1,200 or more for every teacher.

It was a novel and refreshing experience to visit that school.

Teachers were well dressed and they were happy and contented. They were not obliged to worry about making both ends meet.

The children were happy and contented also. Real progress was being made because the teachers were being paid adequate salaries and they knew it and were devoting their best interests to their work and to the children.

If we could have such schools everywhere in the State we would quickly become known as having the best schools in the United States.

This State is not poor in this world's goods, but whether rich or poor we cannot maintain the standard of our schools unless generous and adequate salaries are paid to our school teachers, both men and women, throughout the State.

I propose three things as a remedy for this situation:

1. That the minimum wage law for all teachers be made at least \$90 a month instead of \$70 a month.
2. That the graduates of the normal schools who have devoted two years of their time and money to preparing themselves for teaching be given a minimum salary of \$1,200 a year.

Something must be done and done at once to make teaching more attractive to young women who graduate from our high schools. In my judgment, this can be done when we virtually say to these graduates: "If you will spend two years in the normal school preparing for teaching the State will guarantee you a salary of \$1,200 a year." In this way we may be able to attract young women to our normal schools who are not attracted now.

It is to be remembered that the schools are in competition with business and that business at the present time is having the upper hand. If this is not corrected the children of the State will suffer.

3. I recommend for serious consideration that the State tax for schools be increased from  $2\frac{3}{4}$  mills on the dollar to 5 mills on the dollar. This would increase the State's distribution of funds to the districts by more than six millions of dollars.

It is to be recollected that 90 per cent of this tax is redistributed to the districts on the basis of ratables.

This millage tax has not been increased since 1903—16 years ago. The cost of the schools has doubled since 1910.

This increase is really necessary to have the schools maintained as they should be. The schools are not costing the State as a State any more than they did ten years ago, while the cost of living has enormously increased.

Districts are demanding larger distributions of money from Trenton, and the districts should, in my judgment, have the privilege of this larger distribution.

The time has come when the State should step in as a State and help arrest the discontent that prevails among teachers at the present time.

The teachers as a body of workers are at present unorganized, although there is much agitation in favor of organizing for the benefits which it is believed might come to them because of organization.

Has not the time come when the State should emphasize its attitude of appreciation toward its teachers? There should be such generous treatment of teachers as would make them continue to be efficient workers without having to be under the necessity of occupying their minds with ways and means of securing enough money to live on a plane appropriate to the importance and dignity of their work.

Teachers of the State made splendid contributions to winning the war. No class of workers except the soldiers themselves did more.

Let it be remembered in these days of unrest that the greatest asset in the State through which it can get sane propaganda for Americanism and good government is the teaching body of the public schools.

Nothing should be left undone by the State to continue to have the support of the teachers of the State.

These teachers influence 600,000 children. Both through the teachers and the children the homes are reached and influences are set afoot which redound to the benefit of the State.

Other reasons may be advanced for the scarcity of teachers.

One is the growing reluctance of many young women to teach school at all. The general social, industrial and economic situation points to this reluctance.

They prefer the activity of offices and other business pursuits, settlement work in our cities, library work and other employments which are without the confinement and hard work of schools.

These are forces calculated to withdraw young women from teaching. We must have schools and we must have teachers, and the only way to combat the tendency not to teach is to make the financial attractions so large that we can get these young women.

There is still too much politics in some districts of the State, and this has the tendency to keep some persons out of teaching and out



COMMISSIONER OF EDUCATION.

31

of school work. There are a few school systems in the State to-day suffering because politics has been allowed to creep in.

It is not simply Democratic or Republican politics. It is also the kind of politics in evidence when the board of education insists upon electing teachers in spite of the recommendations of the superintendent of schools.

In my judgment, the superintendent of schools is the sole official who should nominate teachers. We should have a statute to that effect, as New York has and as many progressive cities have.

I have no words strong enough to express my detestation of political methods in an institution which deals with innocent girls and boys. Such methods should be hit on the head wherever they appear. Favoritism and playing politics should be absolutely eliminated from the New Jersey schools.

Nearly all the private colleges and institutions of the country are endeavoring at this time to increase their endowments by subscriptions from their alumni. The amounts asked for range from a half million dollars to fifteen million dollars.

It is to be hoped that these institutions will secure the amounts they are trying to obtain.

It should be remembered, however, that the number of children enrolled in the public schools of the State of New Jersey more than equals the number of students registered in the American colleges for both sexes.

It would seem that the State of New Jersey is wealthy enough to provide adequate funds for the teaching of its children in its public schools. The State is not poor.

If Bolshevism, anarchy and the Reds are to be put down in America—as they will be—we must look to the sound education of the rising generation as an antidote for the evils of these unrestful times.

SALARIES OF TEACHERS

The total amount of salaries paid day school teachers in the State, not including superintendents, assistant superintendents or evening school teachers of any kind, was \$18,487,036.04, which was an increase of \$2,701,725.92 over the preceding year.

The average salary per year paid to all day school teachers in the State (17,066) not including superintendents, assistant superintendents or evening school teachers of any kind, was \$1,083.27, an increase over the preceding year of \$134.98.



## SCHOOL REPORT.

Corresponding averages for the past five years were as follows:

1914	1915	1916	1917	1918	1919
\$851.42	\$861.86	\$872.34	\$895.69	\$948.29	\$1,083.27

This indicates that for the period beginning with 1914 and ending with 1919—six years—the increase in salaries of the teachers of the State was 27.3 per cent. The cost of living in the same period increased at least 80 per cent.

These figures are eloquent. They explain why there is a scarcity of teachers, why teachers are withdrawing in large numbers from the schools of the State, and why, unless a remedy is applied, not merely will our schools be seriously crippled but many of them will be entirely crippled and put out of business from a lack of teachers.

These averages, of course, include the cities. Included also are the one-room schools, in which the average salaries by sexes are as follows:

	1915	1916	1917	1918	1919
Men .....	\$522.72	\$553.32	\$552.02	\$614.01	\$679.95
Women .....	477.19	481.42	497.72	544.22	643.09

The average salaries paid to teachers in different kinds of schools were as follows:

	Men	Increase	Decrease	Women	Increase
Kindergartens .....				\$903.02	\$89.53
Grades 1 to 4 .....	\$856.00		\$13.66	880.67	89.58
Grades 5 to 8 .....	1,156.67	110.23		986.86	98.34
High schools .....	1,906.45	182.38		1,213.91	104.91
Special teachers, ungraded and backward classes.....	1,358.33	170.83		1,073.12	131.03
Manual training .....	1,342.58	119.80		1,061.01	106.19

As showing the difference in salaries that prevail in certain communities in the State in the fall of 1919—the current school year—the following figures are significant.

Salaries in East Orange are as follows:

High Schools	Minimum	Maximum
Principal .....	\$3,500	\$4,000
Teachers—men .....	1,300	2,500
women .....	1,000	2,000
Elementary Schools		
Principals .....		3,500
Departmental teachers, grades 7 and 8 .....	1,000	1,500
Grades 5 and 6 .....	900	1,400
Grades 1 to 4 .....	850	1,300

Salaries in Montclair are as follows:

Senior High School	Minimum	Maximum
Men .....	\$1,700	\$2,550
Women .....	1,200	1,750

## COMMISSIONER OF EDUCATION.

33

Junior High Schools		
Men .....	\$1,400	\$1,950
Women .....	1,200	1,650
Elementary Schools .....	\$1,000	\$1,400

Salaries in Ventnor City are as follows:

Principal (man), \$3,200
Grade 1, \$1,100, \$1,200, \$1,500
Grade 2, \$1,000, \$1,500
Grade 3, \$1,000, \$1,500
Grade 4, \$1,000, \$1,500
Grade 5, \$1,000, \$1,500
Grades 6, 7, 8 (departmental), \$1,300 to \$1,500

Salaries in Jersey City are as follows:

	<i>Minimum</i>	<i>Maximum</i>
Primary principals .....	\$1,900	\$2,700
Elementary teachers .....	900	1,500

Salaries in Newark are as follows:

High Schools	<i>Minimum</i>	<i>Maximum</i>
Principals .....	\$3,600	\$4,800
Teachers—men .....	1,500	2,800
women .....	1,000	2,300
Elementary Schools		
Principals—men .....	1,900	3,500
women .....	1,700	3,000
Teachers .....	900	1,500

In Sussex County, on the other hand, out of a total of 149 teachers teaching in 17 districts, 79 receive salaries of not more than \$750 each.

In Salem County the average salary of elementary teachers is reported by townships as follows:

Alloway .....	\$782.50	Penn's Grove .....	763.88
Elmer .....	748.12	Pilesgrove .....	844.44
Elsinboro .....	630.00	Pittsgrove .....	693.75
Lower Alloways Creek.....	686.25	Quinton .....	775.00
Lower Penn's Neck.....	751.50	Salem City .....	800.00
Mannington .....	715.00	Upper Penn's Neck .....	950.00
Oldmans .....	804.69	Upper Pittsgrove .....	795.00

In Ocean County the average salary of primary teachers is between \$700 and \$750. The average salary of high school teachers is \$1,090.

## STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

TEACHERS RECEIVING	1917			1918			1919		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
Less than \$300 .....	1	17	18	5	18	23	1	14	15
\$300 to \$399.....	4	76	80	5	18	23	2	7	9
400 to 499.....	31	776	807	13	427	440	4	74	78
500 to 599.....	39	1964	2003	26	1594	1620	13	402	415
600 to 699.....	72	2580	2652	48	2800	2848	37	1827	1864
700 to 799.....	79	2211	2290	45	2232	2277	33	2720	2753
800 to 899.....	78	1812	1890	63	2080	2143	29	2347	2376
900 to 999.....	84	1315	1399	65	1399	1464	37	2002	2039
1000 to 1099.....	116	853	969	103	1202	1305	51	1599	1650
1100 to 1199.....	77	913	990	76	895	971	44	1024	1068
1200 to 1299.....	119	744	863	104	662	766	85	640	725
1300 to 1399.....	85	274	359	82	595	677	72	865	937
1400 to 1499.....	82	117	199	104	151	255	68	240	308
1500 to 1599.....	93	79	172	107	93	200	122	713	835
1600 to 1699.....	82	72	154	91	99	190	74	150	224
1700 to 1799.....	62	36	98	69	40	109	74	56	130
1800 to 1899.....	77	53	130	90	63	153	115	140	255
1900 to 1999.....	38	22	60	43	23	66	63	22	85
2000 to 2499.....	238	50	288	256	68	324	262	113	375
2500 to 2999.....	121	6	127	140	6	146	196	32	228
3000 and over.....	122	.....	122	125	.....	125	161	10	171

## COMMISSIONER OF EDUCATION.

35

## COMPARATIVE STATEMENT, BY COUNTIES, OF TEACHERS RECEIVING \$800 OR MORE

COUNTY	NUMBER RECEIVING \$800 OR MORE			TOTAL NUMBER OF TEACHERS IN THE COUNTY		
	1917	1918	1919	1917	1918	1919
Atlantic .....	285	320	374	543	542	530
Bergen .....	552	640	898	1276	1358	1389
Burlington .....	39	50	107	403	400	394
Camden .....	343	424	511	895	914	934
Cape May .....	33	41	68	178	181	176
Cumberland .....	39	52	94	350	361	367
Essex .....	2370	2487	3054	3204	3314	3437
Gloucester .....	21	31	64	274	280	283
Hudson .....	1837	2062	2536	2559	2626	2741
Hunterdon .....	16	35	55	205	195	195
Mercer .....	370	410	526	731	750	751
Middlesex .....	243	334	487	707	752	803
Monmouth .....	263	308	409	669	672	676
Morris .....	162	193	257	437	448	459
Ocean .....	26	35	52	174	172	170
Passaic .....	571	681	848	1230	1261	1293
Salem .....	15	23	47	206	217	227
Somerset .....	56	92	139	286	283	279
Sussex .....	29	34	42	179	171	173
Union .....	516	605	768	933	985	1020
Warren .....	34	37	70	241	243	243
Totals .....	7820	8894	11406	15670	16125	16540

## THE IMPROVEMENT OF TEACHERS AND SUPERVISION

Our greatest problem is to discover and inaugurate better methods of classroom teaching in all schools from the kindergarten to the high school.

The improvement of our teaching is, in my judgment, the foremost consideration for teachers and school administrators everywhere.

It is true that the public will tolerate poor or inefficient teaching because the public—and the most intelligent public—has no way of ascertaining the enormous difference between a good school and a poor one.

The greatest weakness of the schools is the self-satisfied teacher and the self-satisfied superintendent with reference to the kind of teaching that is done. Tradition has a very strong hold upon American teachers. And some of these traditions are unfortunate from the view of the progress of children.

Children get more sound training in a given time in one school than they would in twice the time in another school. In schools of the latter type teachers are without the vision of what the children might accomplish. Their standards are low and they are without knowledge of what good teaching really means.

The Department has striven throughout the year, as it has in the past, to improve the quality of teaching and to improve the quality of the supervision in the State. Owing to the numerous changes in teachers, which are too common in New Jersey—and elsewhere as well—the work in this field is never done.

The Department has encouraged the superintendents and helping teachers to hold numerous teachers' meetings. These meetings have been beneficial. There have been probably five times as many meetings of teachers held in the State during the past year as were held formerly.

The county institutes have been more productive of good results in teaching, as a result of the endeavor to make these institutes more worth while. We need a larger appropriation for these institutes so that they can be held in practically every county in the State.

As heretofore, the State was organized into three sections for superintendents' and principals' meetings, each of which was two days in length.

Following is a program provided at one of these meetings. It is typical of the other two programs. There is so much testimony as to the value of these meetings that similar meetings will be held this coming year.

THURSDAY, JANUARY 23

11:00 Address—Commissioner Kendall

Discussion

12:00 Responsibilities of the High School of To-day—Dr. A. B. Meredith, Assistant Commissioner of Education

Discussion—W. F. Little, Rahway; E. D. Wagner, Pennington

2:15 Tangible and Helpful Results of War Work in Our Public Schools, and How They are to be Capitalized for the Future, as Illustrated in Long Branch Schools—Christopher Gregory

Discussion—Jesse Selover, Sayreville; J. W. Alexander, Hamilton Township

3:15 A Consistent Policy of Education as Determined or Affected by Recent World Events—Dr. George D. Strayer, President National Education Association

Discussion—Ira Chapman, New Brunswick

4:15 What is Progress in School Supervision?—Dr. A. L. Johnson, Elizabeth  
Discussion—R. G. Sanford, Leonardo; Mrs. Sara B. Hernberg, Ocean County; W. A. Ackerman, Somerville

8:00 Measuring Pupil Achievement in Red Bank Schools—Paul R. Radcliffe

Discussion—C. A. Deveney, Jamesburg; W. J. Bickett, Bernardsville

9:00 Address—Dr. Frederick Maroney, Director of Physical Training

Discussion—R. J. Eilenberger, Clinton; S. E. Shull, Perth Amboy

FRIDAY, JANUARY 24

- 9:00 Problem Teaching as Illustrated in Lambertville Schools—J. H. Herring  
Discussion—E. J. Nelson, Lakewood; L. D. Deyo, Roselle
- 10:00 Problem Supervision as Illustrated in Westfield Schools—C. A. Phil-  
hower  
Discussion—Miss Jennie Haver, Hunterdon County; D. F. Aungst,  
North Plainfield
- 11:00 Motivation—Z. E. Scott, Assistant Commissioner of Education  
Discussion—C. J. Strahan, Freehold; F. E. Spring, Highland Park

### PARENT-TEACHER ORGANIZATIONS

The organization of parent-teacher associations, or similar organizations, has gone on in practically every part of the State. There are probably three hundred of these organizations in the State outside the large cities. And there are many similar city associations.

The parent-teacher organizations have been beneficial to the schools of the State. They have as a rule assisted in creating a healthy public sentiment in the various communities and have been an asset in bringing about the improvement of school conditions.

They have enlisted the sympathy, interest and support of many communities where these were lacking before. In many instances they have effected improvement of school conditions. They have been an influence in the securing and retention of good teachers. They have helped to increase teachers' salaries. They have brought about the supplying of schools with necessary equipment, such as books, phonographs, pictures, and physical training apparatus both indoors and outdoors.

Not the least part of their usefulness has been the bringing together of fathers and mothers in the neighborhood and the creating of an interest in the community as a whole.

The helping teachers, supervising principals, and county superintendents have borne abundant testimony as to the helpfulness of these organizations. I regard them as of great value to the New Jersey school system.

In some counties there is a county organization which is composed of representatives of these parent-teacher associations, and which meets annually.

There is also a State organization entitled "New Jersey Congress of Mothers and Parent-Teacher Associations," which has an annual meeting.

Below are extracts from reports rendered to me by superintendents

invite the parents of her community in to see her teach. We have been present at eighteen such meetings this year, publicly commended the teacher's work, emphasized her need of support and encouragement, organized an association, and thus helped to place in a position of leadership one who had occupied previously a position on the outer edge of the adult social group. One teacher in whose school we had organized a parent-teacher association, when offered a permanent government position paying \$400 more than she was getting said, "I can't bear to leave now. We have just started our P. T. A., and I feel that the fine community spirit that is developing might die. Why the men are so keen about our evening community meetings that they speak up in a wink if we propose a meeting on a date when they have other engagements." She stayed and has developed a live community center where farmers, their wives, and the young people meet twice a month, play games, and enjoy refreshments. The men of her community hauled gravel for walks for the schoolground in the muddy season, erected booths for the township festival, roasted hot "doggies" for sandwiches, and sold ice cream to raise money for a school phonograph. The women and men contributed money for a blue flame oil stove, hot lunch equipment and supplies, appealed to the Board of Education for necessary building repairs and movable chair desks, and backed her loyally in every move that she made for improvement of school conditions. In a second community the men in addition to co-operating in ways similar to those previously mentioned loaned and cleaned a large barn for a school bazaar. They have promised to dig out the cellar of a one-room building and fit out a manual training room in response to a request of the teacher. A third community has installed hot lunch equipment, purchased a hundred and fifty dollar piano, a library, secured movable chair desks by an appeal to the Board of Education and made numerous other improvements. These communities are but three among twenty where teachers have exercised leadership among groups of adults. Teachers like other people are more willing to stay in positions in which they can see that their work is appreciated. . . .

In an attempt to reveal factors that have operated in holding some of our best teachers in South Hunterdon during the very difficult war period and in face of the added difficulties presented by one-room schools, I have many times referred to community interest as a factor in the promotion of the growth of the teachers, and the growth of the teachers as a factor in the promotion of community interest in the schools. The two are inseparable and equally important phases of any intelligent drive for good schools.

Since coming to the county I have helped to organize 22 parent-teacher associations, 13 of them during the past year. At the organization meeting we presented school and community needs and attempted to show how parents might cooperate to enrich the lives of their children by securing school or traveling libraries; by subscribing for school copies of "The Youth's Companion," "St. Nicholas," or "The National Geographic;" by purchasing phonographs or other musical instruments, beautiful framed pictures, hot lunch equipment, playground apparatus, etc.

As a result we have phonographs in 21 schools, with funds for them started in 2 others; new or traveling libraries in 20 schools or funds raised for them; 12 framed pictures have been purchased, 18 subscriptions to the

"Youth's Companion," "St. Nicholas" or "The National Geographic," have been ordered; hot lunch equipment has been provided for 10 schools, and many other improvements have been made. Parent-teacher associations in South Hunterdon have during the past year raised more than \$1,200.

The following list represents resulting material improvements: 1 piano, 1 organ, 8 phonographs, 112 records, 3 sinks, 1 emergency kit, 8 traveling libraries, 12 school libraries, 1 kindergarten table and chairs, 12 framed pictures, 1 globe, 8 sand-tables, 1 flag, 8 blue flame oil stoves and utensils, 2 cupboards, coat hangers for two cloakrooms, 24 folding chairs for community meetings, 13 subscriptions to "The Youth's Companion," 2 subscriptions to "St. Nicholas," 2 subscriptions to "The National Geographic," 22 subscriptions to "Current Events," 1 manual training outfit, 1 Bible, 2 footballs, 2 basketballs, 1 croquet set, 2 volley balls, nets, etc.

When organizing parent-teacher associations Mr. Hoffman and I emphasized the value of evening community meetings and the importance of enlisting the support of the men in the community. We attempted to foster the spirit of cooperation by suggestion that group games be a part of every evening community meeting.

As a result of the influence of the teachers and the supervising force, parent-teacher associations in South Hunterdon have been responsible for holding 140 evening community meetings in 19 school buildings. In a few instances, when the school building has been too small, the town hall, or a nearby church, and in one case a large electrically-lighted barn, have been used.

More men have visited our rural schools than ever before in their history. Men have a larger part in the world of affairs at the present time than do women. Men pay the bulk of the taxes; most boards of education are composed of men only.

The numerous evening meetings held this year in rural schools have enlisted the cooperation of the men, have provided much needed social diversion for all members of the community, and have given us an opportunity to advertise the advantages of a high school education; and finally, because she attended 30 of these evening meetings, the helping teacher has been brought into closer touch with many school communities.

Nothing has pleased me more this year than to have the teachers tell me that children have liked a fine phonograph record owned by the school so much that they have first asked that they might take it home and have afterwards reported that their mother had bought that record. This and the following incidents indicate the schools' growth in influence.

At a parent-teacher association held late in the year in a one-room school the teacher, as was her custom, asked the parents if there were any special classes or subjects which they would like to see her teach. Much to her surprise and gratification the mother of a third-grade child made a request that she demonstrate the problem method of teaching upper-grade geography.

At a similar gathering of mothers I was equally surprised to have a mother tell me that as a result of her boy's bringing home one of a set of geographical readers that I had loaned to the school to help in the development of problems in geography she had bought the set, and that the whole family were reading and enjoying the books. This came from a woman who when first asked to join the local parent-teacher association at the organization



meeting rather looked scornful. She explained her attitude by saying that she and her daughter lived on a farm, a two mile walk across fields from the schoolhouse, that they did much of the outside work and had no time to be running to the schoolhouse. Notwithstanding this bad beginning, she never missed a parents' meeting, found time to attend the township festival and to tell me that she hoped I would be able to visit their new teacher often next year. To me this woman represents an extreme type of the change from cold indifference to glowing interest characteristic of the South Hunterdon school public.

Realizing that the interest generated by 35 live parent-teacher associations constitutes a dynamic factor in school progress, we sought to stimulate such interest by planning and holding last year a second annual all-day county meeting in Flemington. To this meeting all the associations in the county were invited to send an unlimited number of delegates.

Miss Metcalf, head of the economics department in the Flemington high school, helped to make the day a delightful and instructive one to the women by having the girls in her department serve them a hot lunch at noon, and by herself demonstrating for the visiting delegates the packing of a tempting and nutritious basket lunch.

A delegate from each association reported progress made during the year by the association. The county nurse talked to the mothers on the health needs of rural children. The President and the Council Organizer of the State Congress of Mothers and Parent-Teacher Associations were present. They gave the delegates a broader vision of the work of the associations and organized a county council of parent-teacher associations.

The series of invaluable community meetings planned and held by Mr. Hoffman with the aid of the department of rural education of Columbia University were full of inspiration for those interested in rural progress. These meetings and the grange which I joined last year served to give me added knowledge of and increased sympathy with the people whom I am endeavoring to serve. This knowledge will be helpful in future community work.—*Maud C. Newbury, Helping Teacher, Hunterdon County.*

Perhaps the most significant work done in Somerset County during the past year was the establishment of a number of parent-teacher associations, the total now in operation being 45. A county council was organized last March.

These associations are educating the several communities in regard to the present situation in education and school procedure. Where supplies are needed for the schools these associations send requests to the boards to furnish the same; and as these requests come from taxpayers in an organized body, they are always effective. The relationship between teachers and the community has been much improved through those associations. Phonographs have been furnished, entertainments given, school grounds improved; in one case a new two-room building was secured; plays and spelling matches for adults were given. We hope to have a parent-teacher association established for every school this year. The work of these associations is only in its incipency. They will accomplish great things in the future.—*Superintendent Henry C. Krebs, Somerset County.*

Many of our parent-teacher associations have taken active measures for the betterment of their schools. One had the stove removed to a better location in the room, floors oiled, the well made safe, outbuildings screened, etc., by having a committee appear before the board and state conditions as they were. Another body of mothers arose in indignation over existing conditions and sent a strong petition to the board to have these conditions changed. Since no committee accompanied the petition, certain explanations which were called for and which might have been given, could not be given and the board made its own criticisms and laid the document aside. These two cases show the necessity of interested persons being present at each meeting of their board to know what is being done, and to petition for that which the school in their particular community needs. We continually hold before the women the idea that it is not only their privilege but their duty to know just what teachers and boards of education are doing for their children, to know how school money is raised and how it is expended; for the time is arriving when they will take their places as school board members—as several have—and also as voters.

The part that the men have taken in the parent-teacher associations is interesting. While professing to have little use for such a "society of women," one man is president; another who insisted that his wife should not hold office took the office himself; about twenty joined at the close of an entertainment given by a parent-teacher association and then voted an \$85 phonograph for the school instead of the \$35 one which the women were thinking of getting. At the close of another entertainment, a member of the board, who had expressed disapproval, joined, paid his dues and took the chairmanship of the play committee.

It seems most essential that members of boards of education should be actively connected with parent-teacher associations, for in a number of instances parents favor consolidation, but certain board members offer objections which might be overcome if there were a chance for free discussion in a general meeting. However, we have a campaign started in several townships, in which we hope by much personal work with individual people of the communities to turn the sentiment in favor of the consolidated school. As I said in my last year's report, one argument we cannot meet is "bad roads," which make transportation unfavorable or impossible in some instances.—*Laura M. Sydenham, Helping Teacher, Somerset County.*

There are seven parent-teacher associations in my territory. Three of them are doing very good work. In one place they have given their school a new upright piano. In another school they are planning to put running water and a drinking fountain, besides the mats, shades, phonograph records, library books, etc., which they have already given this year to their school. The organization is a good one. In every case they are a body which can be called upon in times of emergency and will lend their assistance to put across any movement in the interest of the schools. They were a great help to us in our local community meetings. They also are the sole source for any social life in some of the communities. The people in these out-of-the-way communities do enjoy getting together. They are so pleased to have some one listen to their stories. I laughed until I cried at a snake story told by one of the men up beyond the mountain.—*Margaret E. Taylor, Warren County.*

One of the most satisfying and far reaching branches of the rural educational program is the work of the parent-teacher associations. In many localities the whole social structure is being built around such an organization. Many women have said: "This has been the happiest year I've had; I've looked forward to these monthly meetings so much."

The program of parent-teacher associations usually consists, first, of some of the regular school work such as dramatizations, reading and geography lessons, arithmetic and spelling contests, etc. After the children are dismissed there is the business meeting and discussion of some subject on child welfare which is of special interest to that community. Then there is usually time for some real physical fun such as a physical training drill, a story-play, bat ball, or other games. Home-made cake and coffee or lemonade make a good finish to an enjoyable afternoon. One woman expressed her appreciation this way: "This is the most fun I've had since ma married pa." —*Vera M. Telfer, Helping Teacher, Warren County.*

### AMERICANIZATION

One of the problems in American life is the illiterate adult, both foreign born and native American.

It is said that there are 8,000,000 persons in this country above the age of ten years who cannot read or write. Considerably more than 100,000 of these are in New Jersey. The evil is widely recognized. It is one of the disturbing factors in American life which the war uncovered.

In my opinion a law should be passed making it obligatory upon every illiterate person under the age of 21 to go to school at least 200 hours a year, either on school premises or in factories. These persons should be required to attend school until they can read and write and speak English.

It is unnecessary to present extended arguments in favor of this requirement. Illiteracy is the handmaid of Bolshevism. Illiterates do not make good citizens.

The first step in Americanization should be to teach these persons to read, write and speak English. This State should be a one language State and this country should be a one language country.

In any school, public or private, the medium of instruction should be no other language than English. We should have a law to this effect.

In general it is useless to talk about giving a foreigner knowledge of American ideals and American institutions unless we first teach him how to read and write and speak English.

I am informed upon very good authority that the Federal Government will doubtless enact a law giving a subsidy for this purpose to each State which raises an equal amount.

New Jersey is one of the few States in which there are large numbers of ignorant foreigners. The problem is especially acute here.

An appropriation should be made to the Department of Public Instruction to carry on Americanization work within the State.

There should, in my judgment, be a State appropriation to districts for Americanization work. I do not believe the problem of Americanization is a district or town problem, inasmuch as numerous districts in the State have no Americanization problem while other districts have a very large one.

The Americanization problem is not merely a local one. It is State-wide and nation-wide.

It hardly seems fair to me that districts that have this problem should be without outside aid. I believe that aid should come at present from the State, and eventually from the nation.

Moreover, it will be necessary to spend some money in the training of teachers, and this money should come from the State.

In this connection it is not out of place to refer to the statute enacted in the legislative session of 1919, which reads as follows:

1. In each high school of this State there shall be given a course of study in Community Civics and a course of study in Problems in American Democracy, which courses shall be prescribed by the Commissioner of Education, with the approval of the State Board of Education. The course in Community Civics shall be completed not later than by the end of the second year, and the course in Problems in American Democracy shall be begun not earlier than at the beginning of the third year. The time to be devoted to each of the aforesaid courses shall be at least sixty full hours in periods of at least forty minutes each. The foregoing courses shall be given in all approved and registered high schools and taken by all pupils enrolled in the years in which the subjects are required to be taught as aforesaid.

2. For the elementary grades, a course in the geography, history and civics of New Jersey shall be provided, which course shall be prescribed by the Commissioner of Education, with the approval of the State Board of Education; and the course thus prescribed shall be required in all public elementary schools and shall be taken by all pupils in the grade in which it is given.

3. The courses of study provided for in sections one and two of this act shall begin with the opening of the schools in the year nineteen hundred and twenty, and shall be given together with instruction as to the privileges and responsibilities of citizenship as they relate to community and national welfare with the object of producing the highest type of patriotic citizenship.

This is legislation in the right direction.

## HELPING TEACHERS

The helping teachers have continued to demonstrate their usefulness in the rural schools.

Attention is called to the extracts following this article, taken from the annual reports of the helping teachers which were rendered to the Commissioner at the close of the year. If space permitted I should like to print these entire reports, for they make good reading.

There were twenty-four helping teachers employed during the year. These teachers had charge of from twenty to fifty teachers each.

The title of "helping teacher" is a fortunate one, for these women are really helpers to the rural teachers.

In the rural schools are found the young teachers. In the rural schools are found the inexperienced teachers. In the rural schools are found, as a rule, the low salaried teachers. In the rural schools are usually found the teachers who remain in their places only a very brief time—one year or two years. Of course there are exceptions to these statements, but on the whole they are true.

These rural teachers need help at every stage of their work. They need advice and help in the making of their programs, the economical use of their time, the making of their schoolrooms and school premises attractive, and the discipline and conduct of their schools.

They need help in the teaching of reading, the fundamental subject of the school. They need help as to the important matter of keeping the young children busy while the others are reciting. They need help in teaching every subject in the curriculum.

They need a broader outlook as to their relations with parents and boards of education. They need a larger vision of their relations and responsibilities to the community.

It is pleasant to report that the rural teachers, with very rare exceptions, have welcomed eagerly the assistance of these helping teachers, and have been strong in their appreciation of the help they have received.

The waste that ordinarily goes on in many rural schools is great. The helping teacher has come to minimize this waste and to make rural schools an efficient educational agency for the promotion of the intelligence and health of country children.

The helping teachers have so broadened their work that some of them have really become social workers in their communities. They have helped to organize parent-teacher associations. They have

helped to establish school festivals and health clubs. They have encouraged fathers and mothers in social activities. These teachers have enlivened the rural schools.

They have advised boards of education as to the selection of textbooks and school apparatus. They have helped attendance officers and medical inspectors in the performance of their duties.

They have brought about in numerous instances a greater appreciation of the possibilities of rural life. They have made themselves useful in many ways in the communities outside of the schools. They have increased, in my judgment, the value of the rural schools 100 per cent.

Keen observers of country schools have said that the New Jersey helping teacher movement is the greatest means that has been devised in this country for the betterment of rural schools. It should be repeated that these teachers do not work in districts where there are supervising principals, but only with those teachers that are without supervision, and specially with the teachers that most need constructive, helpful supervision.

In all school systems, not only in New Jersey but elsewhere, the children in the country schools as a rule have not received advantages equal to those enjoyed by children in the city schools. In every city school system in New Jersey, and elsewhere as well, it is recognized that supervision of teachers is necessary, and this supervision is usually supplied in generous amounts by local boards of education. Only the country teachers, as a rule, are without supervision, and they are the very teachers who need it most.

The county superintendent cannot render this service. He is too busy with his numerous and perplexing administrative duties to greatly help teachers in service. Moreover, he has too many teachers under his jurisdiction to make supervision effective. He may inspect schools, but it cannot be said with too much emphasis that mere school inspection is not supervision, which means to help teachers in service.

It is true that the county superintendent can call teachers together in meetings, but the days are too few and the hours are too short to permit him to furnish detailed personal supervision in the schools under his jurisdiction.

The duties of the county superintendent have greatly increased of late years. They are far more numerous than they were ten years ago or even five years ago.

We need approximately thirty-five helping teachers altogether.

This number will probably be sufficient to cover the whole State. One of our great outstanding difficulties in securing the ten additional helping teachers needed is the salary available for these teachers.

The salary is fixed by statute at \$1,500, out of which the helping teacher must pay all her own expenses. Most of the helping teachers must provide themselves with automobiles in order to get quickly from school to school. This is expensive. Taking into consideration the original cost of the automobile and its upkeep and depreciation, as well as the other expenses incumbent upon the office, the helping teacher receives not more than \$800. This is an insufficient salary in these times.

The Department has used every effort to add to the staff of helping teachers, but it has been found of late that with the increased cost of living, additional teachers of the kind we require cannot be secured at the meager salary offered.

The helping teacher law was passed in 1913, when the cost of living was very much smaller than at present.

One of the imperative needs of the State is to offer such salaries to these teachers that we can induce the very best women in the teaching service to accept these positions.

During the legislative session of 1919 a bill passed both houses, with a practically unanimous vote, increasing the compensation of these teachers, but it did not receive the Governor's signature, his objection being due, it is fair to say, not to the increase in salary, but to the way in which the bill was worded.

If we are to maintain the helping teacher movement, and consequently maintain and increase the efficiency of the country schools, one of the imperative needs at the coming session of the Legislature is to grant additional salaries to these faithful, efficient women. If we do not do this, the helping teacher movement is bound to break down.

Great credit is due to the helping teachers now in service for their willingness to continue in the work another year—in some cases at personal financial sacrifice. In some instances they accepted re-appointment at the personal solicitation of the Commissioner.

I ask for the careful reading of the extracts from the helping teachers' reports which are appended hereto.

*Cora Schaible, Atlantic County*—A few weeks ago I reached a one-room school out in the woods before 9 o'clock. A boy of 14 took entire charge of the opening exercises, reading the Bible chapter, leading in the Lord's Prayer,



the flag salute and the songs, and calling upon those pupils in the room whom he had asked to contribute something on his program. . . .

At the beginning of the year many teachers made the teaching of health habits a part of their program, and the roll call for clean hands, nails, teeth and combed hair was made daily. When the health crusade was started by the Anti-Tuberculosis Society the schools in general took up the work as it was presented by that Society. It was the exception rather than the rule to find children who were not making efforts to perform all or a part of the "chores" listed on their score cards. With the teaching of personal habits of health were the lessons on neatness and cleanliness of surroundings, and children have become more active in making their schoolrooms and surroundings more attractive and sanitary places in which they live for several hours in the day.

No other part of our school work has yielded such definite and apparent results as have the efforts spent along this line. I have in mind a boy whom I did not recognize after he began to clean up.

A small school is located on a much used automobile road, and the school yard became a regular picnic ground for travelers, who left it in a condition not at all pleasing to the children who were taking pride in its appearance. This was done especially by the Saturday and Sunday travelers. The last time I passed the school I saw posted in a very conspicuous place a notice (evidently the work of the children) "Please help the school children to keep the yard clean. Use the barrel for garbage." . . .

In some of our teachers' conferences I adopted the "observation school" idea and held our meeting in a graded school, asking the teachers to retain their children and teach certain lessons. My teachers liked this and I found them adapting many ideas that they caught from their observations at those meetings.

*Agnes E. Brown, Bergen County*—After careful consideration I confined myself to six important steps to be taken up immediately in group teachers' meetings and discussed.

1. Program. Each teacher must have program printed and posted in schoolroom showing time allotment, recitations, etc. Primary grades must have reading first on program. Show 150 minutes a week devoted to physical training.

List of games posted, which have been taught and used indoors and outdoors.

2. Daily planbook. Not in minute detail but enough so it can be read and understood intelligently by visitors.

3. Complete set of state monographs. Each teacher must have a set and use them throughout the year as basis for all work.

4. Seating chart. Try and keep it up to date.

5. Teacher show in some way how he or she is encouraging the spirit of patriotism—sale of War Savings Stamps and Thrift Stamps.

6. Exhibition of pupils' hand and written work in schoolroom every month. Do not select best for show work. Encourage pupils who show good individuality and progress.

7. Blackboard calendar in primary grades and a worth-while quotation in upper grades. . . .



## COMMISSIONER OF EDUCATION.

49

The majority of my schools have taken up the modern Health Crusade work most enthusiastically. Excellent food, posture and health charts have been made by pupils in various schools. I feel this work has been most valuable in the schools. It has been correlated with other school subjects.

Teachers have expressed the most gratitude to me this year for taking them around to visit other schools similar to theirs to make comparisons and observe the teacher's procedure under similar difficulties.

*Melvia M. Wormuth, Bergen County*—In every school I taught one or two classes at each visit and in the meetings held with my teachers. Teachers were also asked to teach. These lessons were always followed by a conference with the individual teacher or group of teachers.

Two phases I stressed throughout the year—a breaking away from the old time formal teaching and more active teaching for citizenship. . . .

Many schools did excellent work in physical training, but in a general survey I do not think the work as good as last year, due entirely to the lack in ability of teaching. . . .

In all schools we stressed singing. Unusual work was done in the one and two room schools. Our motto was, "Close the day with a song and a smile." Several schools were visited by community leaders from Camp Merritt and all teachers were in touch with songs sung there. . . .

This has been one of the most gratifying results of this year's work. Three-fourths of the boards have consulted me in all phases of school work and have agreed to purchase complete equipment of textbooks and teachers' reference books I have suggested. . . .

I cannot speak too highly of the definite cooperation I have received from the young normal graduates. They came to their work with a zest, and an indefinable something that has been an actual incentive to me in my work.

*Caroline B. LeConey, Burlington County*—From September to January my aim was to: first, organize and get principals to sense the responsibility of the buildings; second, stimulate the interest of teachers to do better teaching. Later I was able to stress geography and reading methods, health clubs, grading, and bringing of the school and community closer together through meetings on special occasions. . . .

So much do we learn by "being shown how" that next to demonstration teaching at meetings where a number may see and discuss, is the teaching that I, as helping teacher, can do for the individual teacher. Although I did a great deal of this work, I believe I should do more. However, I found that in order to get the teacher to see the big outline of the year I must plan ahead with her, then my demonstration teaching was a definite part of the whole.

In this way I prepared three teachers to have practice teachers from the Trenton Normal. I cannot estimate the amount of influence that these young trained girls had not only on the teachers with whom they worked, but on other teachers in the building, the pupils and the community.

I praise the conference for rural teachers held at the Normal School, and the splendid spirit which Miss Sheppard brought to pupils and teachers as she met them on her visits. This is an excellent contribution from the Normal School. Two of these girls will teach in the county next year. . . .

## SCHOOL REPORT.

During Visit-the-Schools Week, the teachers of the Cambridge school decided to hold one evening meeting instead of the all-the-week plan. Most of the people in this section are Polish and the women work in the Riverside mills during the day. The children invited their parents to come to the school to see them in their drills, dances and songs, and also to hear a man who would speak to them in their own tongue.

The result was that the children did better work than I thought they could do. There were 115 parents present, and a young enthusiastic Polish fellow spoke to them about our plan of education, our aims, and better health conditions.

*Margaret McLean, Burlington County*—My first day's work as a helping teacher was in a new four room consolidated school. The building was new, the consolidation was new, the three teachers present were new. One teacher had never taught, the principal had never been a principal before, and the third had returned to the ranks after an absence of some fifteen years. I unpacked and sorted books, kept the peace in the halls, taught reading for the primary teacher, played with the children at noon, planned programs, made hasty sketches of the work to be covered by various grades, and when not otherwise occupied worked with the children at their desks. . . .

Of the 29 teachers under my care, 23 are untrained, 3 have summer school training, 3 are normal graduates. . . .

The first of my problems was to bring about a better internal organization. The two and three room schools were quite generally using a needlessly rigid system of grading. The teachers were confronted by a very real difficulty. Poor attendance, unsupervised teaching, and the further complication of numbers of children from various kinds of one room schools, had all tended to produce extremely heterogeneous groups, which were divided into grades and often divided again in a vain effort to attain uniformity. These divisions were usually made without regard to the victim's age, feelings or interests. From 5 to 7 years was the usual range of ages in any grade below the fifth. Through conferences the teachers grew to see that the promptings of their native sympathies and good sense are in line with the best educational practice. They cooperated in plans which allowed an individual child to work where he could work best, even though he were "back in arithmetic." The practical working out of this ideal is still far from complete. Progress has been made by arranging programs which allow for longer recitation periods and periods for individual help; by demonstration teaching, showing how children of varying competence can be well taught in the same group—having an individual rather than a general standard of attainment; by stimulating closer study of each child—his limitations and his possibilities—to the end that he may be effectively helped. . . .

The second of my problems has been better teaching of reading—better teaching of mechanics and far better teaching of thought getting. Practically every school had a modern reading test but the primary teachers were with one exception untrained and were getting results fully as poor, in most cases, as if they had been teaching the alphabet. Through conferences, outlines and much demonstration teaching, and above all through the alertness and willingness of these teachers, there has been much improvement. The best of them are coming back next year and we are planning to have at least one series of supplementary readers, and in some cases, two. . . .

The fourth of my larger problems was the better teaching of physical training. I found practically every teacher accepting—although with needless melancholy—the necessity of teaching physical training for the prescribed time, and this fact was a big help. It remained to make the work follow in spirit, scope, and method the provisions of the state monograph. It was uphill work. A visit from Miss Packer was a great help, particularly in forming my own standards. In May we had a field day which, in spite of the fact that no one of us had ever seen one before, was a success. It went off well, the children had a beautiful time, and the teachers realized as never before that the physical training law is an asset, not a liability. They have expressed a great deal of interest in the coming year's work.

In addition to the foregoing, I have helped from time to time by conferences, demonstration teaching, reference material, etc., with every subject in the curriculum and also with problems in discipline; conferred with members of two boards of education on the choice of teachers, chose about \$300 worth of supplies which were purchased and used for this year's work; made suggestive lists, based upon complete inventories, of books and supplies needed in each of my eight townships for the coming year; helped to organize three home and school associations; cooperated in the county field day and the county spelling contest. . . .

The biggest problem for next year, in my judgment, is the development of community interest in the schools. The field seems unpromising, but it has to be done, for there lies the chance to harness the one permanent force in the situation. Better attendance is an acute problem which is tied up with the community attitude, and so is better medical inspection. Better equipment is in sight and so are better teachers; approximately 50 per cent of my teachers next year will be trained as against 22 per cent this year. There are some interesting curriculum problems, the most pressing of which is to organize for classroom use the local history and geography material in which this county is so rich.

*Alice R. Shreve, Burlington County*—In making a general survey of the work for the year, it is found that the helping teacher's first aim was to show the teachers what our state monographs are for. Some of the teachers aimlessly turned the pages and received no benefit therefrom. At the close of the first half of the school year the teachers checked up the work already covered by each class in each subject as suggested in the monographs. The helping teacher went over those outlines with the teachers on her next visit. In this way the teachers were aided to discover the wealth of material suitable for children. Previously the helping teacher had found some of the pupils working at tasks far beyond their interests and powers, others killing time. In many instances, after answering the questions asked by teachers, the helping teacher turned to the monographs and showed them in print just what she had been expressing orally. She planned and had the teachers plan lessons, according to the standardized lessons in the monograph. Some of the teachers discovered the great value of previously planning for their work and using much outside material. . . .

Problem teaching has been used as an aim for the cure of from page to page assignments without natural connection. After listening to a recitation of memory work for some time the helping teacher would try to wake up the

## SCHOOL REPORT.

class with a problem which would be discussed for awhile. The teacher and helping teacher would discuss the problem as to reference materials and, over night, plan out the problem for a period of five or six lessons, attempting to cover the important points in the text. In some cases the helping teacher returned for the summary of the facts taught and helped the teacher begin a new problem. The younger teachers were especially enthusiastic in attempts of problem teaching. Group meetings for demonstration work were held in the buildings where the handwork of the best project teaching was visible. Many copies of the handwork were made by visiting teachers. The cases of exhibits lent by the conservation department helped the pupils with the gathering of information from texts, maps, pictures and source materials. The teachers who had previously used the case were anxious to share with the teacher to whom the case was to be sent the materials which her pupils had found especially interesting in connection with the exhibits in that particular case. There was more pupil activity in this type of work and less of the teacher reciting the assigned lesson. . . .

During Visit-the-Schools Week the teachers tried to have parents visit the school during school hours. The greatest result visible was that one influential father decided that better teachers and school conditions must be had in his local school this coming year, and he has seen that such is to be the case. The pupils in ten of the twenty-one buildings planted trees and shrubbery on Arbor Day. All the schools observed the day by cleaning up the school grounds.

*Helen A. Ameisen, Camden County*—The school year 1918-19 was opened by a teachers' meeting on Friday, August 30, at which the plan of work for the year was presented and the routine of school management was discussed and explained for the benefit of new teachers in a group of 43 experienced teachers, 6 beginning teachers, 4 war emergency teachers and 11 substitutes. . . .

Greatest effort was concentrated on the improvement in teaching. Much demonstration teaching was done, as that seems to be the easier way of getting results, if followed by conferences. The county superintendent visited the schools in company with the helping teacher and advised what courses to pursue. Formal and informal meetings were held to discuss the teaching of geography and sixth grade history, about which many questions were asked. . . .

At the end of the school year we find our schools being used as social centers to a large degree—in many cases the school affording the only entertainments. There have been a great improvement in public health, due to physical training, health clubs and the health propaganda spread by the schools, with corresponding improvement in physical conditions of the school cleanliness, housekeeping and clean toilets; marked development of all forms of social service work, stimulated by war activities and now carrying on, because people have become acquainted; great realization by teachers of the force and power of teaching in making future citizens, and greater ambition to prove equal to the trust recognized by public endorsement of higher wages.

*Roxana S. Gandy, Camden County*—On the Saturday preceding the opening of schools, in September, we held a first meeting of teachers new to the county, in the county superintendent's office, and at this time, in addition to getting acquainted with these teachers, we discussed the possibilities of the first day of school. I considered it not only my duty, but indeed a privilege, to give these teachers the benefit of what I counted a successful first day in school in my own experience. Then we worked out together what we thought might be a very worth-while program for a first day. We began with the morning exercises, including greetings, the morning talk, the singing, which might well be such war time songs as had been learned and which were general favorites, the flag salute and the devotional exercises. . . .

I have the assurance that these suggestions were well received and as well carried out, for later on, in these same schools, when I would ask the children to tell me of their first day, they would respond in a manner which indicated that their first day had been a very happy one. This in itself was very gratifying to me, and I felt that our early meeting in the county superintendent's office had not been in vain. . . .

At my suggestion, during the week before Christmas, the children gathered greens, holly, cedar, running pine, etc., and made wreaths and crosses for both the army and navy hospitals. Approximately 500 wreaths were made and received at the hospitals in time for day-before-Christmas decoration. When I could tell the children later on of passing the hospital and seeing a wreath hanging in each sick soldier's room, there was truly a splendid reaction. . . .

I shall not soon forget the expression upon one teacher's face when I asked him if he thought his class, a grammar grade group, would like jokes. To say the least, it was not very encouraging, and I read in it that he thought the grammar grade period, as it was called on his schedule, could be more profitably spent in teaching conjugations or other formal grammar. However, I suggested in getting a hearing and tried out two or three of my stock of jokes. When I felt I had taken my full share of time, but before I had really finished, there were hands up, eyes twinkling and every indication that I had stirred up something, at least with the children. They were now ready with *their* jokes, these same children who up to this time were considered almost impossible in either oral or written composition. It was a real pleasure to see how they enjoyed telling their jokes. It was the beginning of studying the English of everyday life. The newspaper and the magazine became for them storehouses of information, and by the close of the year this same teacher was getting results in both oral and written English such as he would not have dreamed of getting at the beginning of the year.

*Nella H. Cole, Cumberland County*—At the beginning of the school year two teachers' meetings were held, the helping teachers each having one in charge. Mr. Unger divided his time between the two. At these meetings special emphasis was laid on program making and primary reading and type programs were given to each teacher. We also subjected the teachers to a brief questionnaire, which included such questions as, "In what ways are you going to try to improve your school work this year? How can the helping teacher help you most? How are you planning to improve yourself professionally this year?" This meeting, coming as it did at the very beginning, helped to start the year aright for all of us.

During the first two weeks of school I made a general survey of my territory by visiting each teacher, and in this time I learned many things, not the least of which were roads. Of course I could only spend a few minutes in each room but those few minutes gave me a fair idea of the problems confronting that teacher. I compared my notes about the needs of the teachers as I saw them with the answers to the questionnaire which we had received at the meeting, and to a surprising degree the needs of the teacher as seen by herself and by the helping teacher agreed. During the rest of the month I visited for a second time those teachers who needed help most. **These were** especially the girls who were just beginning to teach and who needed help with their individual programs and in the general organization of their school. This help I gave first always, feeling that no good teaching could be accomplished until that part of their work was well understood. In addition I emphasized as much as possible the primary reading, usually by teaching some phase of the subject to the class. . . .

Soon after Christmas we gave the Monroe silent reading tests to all children above third grade and in almost every school too large a percentage fell below the standard. We sent statements to each teacher showing how her children compared with other children in the county and with the standard. Then, their eyes thus being opened, came requests for help in silent reading and I taught many silent reading classes. Again we held a teachers' meeting in each district and had model silent reading lessons given as demonstrations. When we gave the tests late in the school year the children showed marked improvement and the teachers invariably reported better work in geography and history. . . .

In order to make the hygiene teaching more effective and civic training an active and working subject we organized health and civic clubs in all one and two room schools. The plan for the club was Miss Mackay's idea. After the clubs were well started we had reports of the work given at teachers' meetings and the larger schools asked for the privilege of organizing, which of course was granted. The results have been apparent in cleaner children, cleaner textbooks and cleaner schoolrooms. The responsibility which the children assumed helped to develop leadership. The fact that all the children had to conform to rules under the leadership of captains which they themselves elected was good training in citizenship. The rivalry between teams for the highest score was healthful in spirit as well as productive of clean bodies. The small captain rounding up the members of her team to be sure they were properly clean as to face and hands before the bell rang was an interesting sight, and produced a clean looking class and cleaner books, and it only temporarily disturbed the children. The rivalry between the schools for the banner which was awarded each month to the school scoring the highest number of points was stimulating and in some cases resulted in better attendance records. During the coming year the club work will be carried on in all our schools, since its experimental stage is passed and there is no doubt as to its effectiveness. . . .

One of the great disadvantages under which the teachers have worked was the lack of material for reference and seat work. With this in mind I received permission from the clerks of the boards of education to have the teachers send their list of supplies needed for another year to me. I have checked these lists, have recommended books needed, and have especially



asked for seat work supplies and reference books. Then I have attended the regular meetings of the boards wherever possible and have presented my lists with my reasons for asking for the supplies and my requests have been granted. In two cases I gave my lists to the clerks of the boards and they have promised to do their best to get the things asked for. Throughout the year I have preached conservation of supplies with special reference to paper, both to teachers and to pupils, and I have suggested some changes in the matter of purchases to the boards which I believe will remedy the matter a little. In one township the books were in a dilapidated state and some were unfit to be used from a sanitary standpoint. I told the board of education about this condition and they suggested that I go through the books in all the schools and discard those which I considered unfit to be used. I did this and in each school found a splendid opportunity to start the children cleaning up and repairing some of the books not too badly worn. I am sure this clean-up campaign gave the children a new respect for those books and for the new ones which they received. I wish all my sermons might be as effective as those given at that time. . . .

Still another need keenly felt here is a lack of professional training on the part of so many of the teachers. Altogether too large a percentage have no normal school experience. Perhaps in many cases there is an indifferent attitude on the part of the teachers toward this training, but if we might have some extension work carried on by the normal schools and a method whereby the student might obtain credit toward a normal school diploma when the extension courses were successfully completed I believe many teachers would avail themselves of the opportunity thus offered and it would result in better teaching and better schools, and the normal schools would also be benefited thereby.

*Jean F. Mackay, Cumberland County*—Early in September we held a series of small group meetings in the various townships. The special topics taken up at these meetings were primary reading, geography and seat work. We had been very fortunate in having up-to-date basal readers placed in all the schools but this situation made necessary a new method for the old teachers as well as the new ones. However, we were able to find a capable teacher to give a demonstration lesson with her class. This proved to be a basis for discussion in which the teachers took part freely, asking many questions about the method of presentation, amount of drill work necessary, and other details. We then reviewed the manual for the particular method under discussion and pointed out to the teachers certain things which were especially valuable and important. The topics of primary geography and seat work were talked over with the teachers and many suggestions offered.

I found very gratifying results of these meetings as I visited the schools later. The teachers had a very good understanding of the reading method, and pupils at their seats were busy with profitable work. Six such series of group meetings were held during the year, which I am sure were among the best ways of helping. . . .

A new feature of Miss Cole's work and my own this year was the introduction of health and civic club work in our one and two room schools. Our reason for beginning in these schools was not because they needed this kind of work more than the larger schools, but our plan was to try it as an ex-

periment on a small scale and if successful we could enlarge upon it. Our plan of work covered the essential habits of good health and the improvement of surroundings. We were more than pleased with the way in which the teachers and children showed their enthusiasm in this work. The appearance of the children, schoolrooms and school grounds all showed a marked improvement a very short time after these clubs were formed. In order to add interest to the work certain score points were given for performing various duties of the club. At the end of each month a banner was given to the school having the highest score for that month. Much interest was taken in the winning of the banner as well as pride in their school surroundings. The plan has been successful and we hope to interest all the schools in this work next year. . . .

We have tried during this year to arouse community interest in the schools and have met with a very good response. In several of the one-room schools the teachers and parents have arranged social evenings in the school building, which were well attended and enjoyed by all. Refreshments were sold and money raised to purchase equipment for the schools. Phonographs, records, basket balls and rope swings were purchased and have been much enjoyed by the children. There are but seven schools in my entire district which have not as yet purchased phonographs. I am sure that through these social gatherings the parents have become more interested in these schools.

*H. Ethel Newton, Essex County*—Along with the reading and physical training work I have tried to stress the teacher's preparation before the school session. Too many teachers seem to feel perfectly competent to teach anything whatsoever by merely opening a book at the beginning of the recitation period. I have tried to make clear that an elaborate plan book was not necessary. A simple statement of what was to be taught during the day was the chief requirement. I also aimed to show the importance of a plan book written up for a week in advance in order that unexpected illness or absence on the part of the teacher might leave her class well provided for. . . .

One thing which I aimed to put across rather indirectly was the idea of a cheerful and homelike classroom. Joy and work should go hand in hand but small joy can be felt in work attempted in a bare or an untidy schoolroom. This was attempted in varied ways—by contributing pictures, sometimes taken from magazines; by the use of small seals and stars as decorations for excellent papers to be hung around the classroom; oak tag charts for war drives, etc.; and last, but chief of all, the installing of good housekeeping principles. Soap and water applied to desks and seats did much to help the work along. In one school where I made it a practice of frequently teaching a new game, our school grounds were put in excellent condition by a race between two divisions to see which side could collect the greatest quantity of papers, etc., from the school property in a given time.

*Katherine L. Smith, Gloucester County*—The value of a well planned daily program and the essentials of such a program were discussed and copies of suggestive ones suitable for the individual types of schools were presented to the teachers. In addition to this, much individual help was given, especially to beginning teachers, in establishing programs to fit different conditions. The time spent with these teachers in assisting them in getting started, so



to speak, varied according to conditions, but as many as three to five days were spent with some before I felt sure that a systematic routine of work was established in a well ordered room. A copy of each program was posted in a prominent place in each schoolroom and a duplicate copy filed with the helping teacher. . . .

Primary language has at last found a place on every program, and grammars of the old type have been discarded for the use of the monograph on English and more practical textbooks in English. War activities have furnished motives for letter writing and composition and much interest has been aroused in letter writing through the plan of having the pupils of our schools correspond with pupils of the same age and grade in South Carolina, Pennsylvania and Massachusetts. This plan, in addition to supplying a real motive for writing letters, has caused many interesting discussions, which have developed from some of the expressions used in the letters. The teachers have been encouraged to give training in writing business letters by having the children order supplies from the board of education and send all reports to the county superintendent and helping teacher.

*Jennie M. Haver, Hunterdon County*—During the past year the following lines of work were emphasized:

1. Improvement of teachers in service.
2. Motivation of school work.
3. Conservation of health of school children.
4. Continuation of war and post-war work.
5. Cooperation between parents and schools.

During the past year 55 teachers were visited. Of this number, 16 were new to their work—6 being June graduates of the state normal schools; 2 were high school girls with one summer school course; and 8 had war emergency certificates and almost no qualifications for teaching. . . .

The school visit, teachers' meetings, the Saturday extension class, and the Rural School Council were the principal means used by the helping teacher to improve the teacher's work in school. . . .

In visiting schools the practice of the helping teacher has been to observe the work of the regular teacher part of the time, and teach at least one demonstration lesson. After observing lessons the assistance given was positive, constructive, and sympathetic. The demonstration lesson which usually followed was a concrete illustration of the educational principles discussed. If necessary, a second conference was held with the teacher after school to emphasize the principles underlying the recitation. This type of work formed one of the most successful ways of securing better classroom instruction. . . .

Some of the problems demonstrated concretely in the classroom during the morning and discussed in the afternoon conference were: motivation of primary reading, problem method of teaching geography, motivation of history, problem method of teaching community civics, correlation of handwork with other school subjects, preparation of a hot school lunch, war and community problems used as a basis for school work, school festival—a motive for better school work in all subjects. . . .

Thrift was taught in the schools and did much to vitalize the regular school work. The children were taught how to keep healthy. They learned in many instances to work more efficiently. They were taught how to save time,

## SCHOOL REPORT.

energy, money and materials. Many of their arithmetic lessons consisted of problems showing how to spend money wisely and invest money intelligently.

This type of school work actually functioned in the lives of the pupils. School pencils, paper and books were cared for as never before. An effort was made to conserve both shoes and clothing. More interest was taken in garden making and in canning and agricultural clubs.

Because of their work in thrift, in home and at school, the country boys and girls of North Hunterdon were able to purchase \$2,555.13 worth of thrift and war saving stamps, and invest \$3,750 in liberty bonds.

Most of the rural schools had organized Junior Red Cross societies and many of them did excellent work. Over \$200 was raised for the Red Cross fund and the following articles were made: 594 hemmed handkerchiefs, 31 knitted washcloths, 2 pillows, 6 knitted afghans, 20 small quilts, 50 scrap books, 45 infant garments, 6 knitted sweaters, 23 refugee garments, 300 property bags. . . .

All the teachers have regular periods for physical training drills and supervised play. A summary of a questionnaire sent out at the end of the school year shows that 99 per cent of the pupils are in the habit of practicing at least three physical training exercises a day, and that 85 per cent of them have improved in their sitting and standing posture.

A recent advertisement says, "If you want something to last one hundred years go plant a tree. If you want something to last one thousand years go plant a habit in a child."

The formation of wholesome health habits is one of the most important phases of physical education and frequently the most neglected.

Special emphasis has been placed on this work for the past two years. The Hunterdon County Health Club was organized in 1917-18 and revised and used again this year. The success of the health club plan was so assured after its initial year's work in the rural schools that the larger schools of the county adopted it as part of their health program this year. Calls for the club plan have come from other counties in New Jersey, from state normal schools, from Columbia College and from six States. Educators and missionaries have carried it with them to New Zealand and China.

The health club plan is simple enough for the most inexperienced teacher to follow. It has proved during the past two years to be a most interesting stimulus for improvement on the part of both teachers and pupils, and most encouraging of all, is beginning to influence the adults in the homes.

Miss Vera A. Houston, a public health nurse working in the county, reports a very wholesome interest in the club work. She says:

"While visiting homes in the rural districts around Clinton I have talked with a great many mothers concerning the health clubs which are carried on in the schools, and practically all feel the club has been very beneficial to their children, especially in connection with teeth, finger nails, and tea and coffee. Mothers report that brothers and sisters remind each other of their health club record when neglecting their personal duties. One child was said to have cried when his mother would not open the windows at night, but at that time covers were scarce.

"A man whose wife was dead told me that his little boy came home from school and said his teacher had taught the children that tea and coffee were

harmful to them so he decided if they were harmful to the children they would not do him any good, therefore the family at present are drinking cocoa.

"It is getting to be a rare occasion to find school children who do not own toothbrushes, and I feel they are used quite regularly as the teeth show the neglect very quickly. The reason given by a little girl for not owning a toothbrush was that the school from which she had just moved did not have a health club, but her father is going to get her a brush as soon as he goes to town.

"There is not the slightest doubt but that the health clubs have been the cause of remarkable advancement in the bettering of the personal hygiene of the school children."

The daily health inspection, with its number of points to be gained for the individual and the school, formed a direct motive for improvement in desirable health habits. Hundreds of county health club certificates were awarded at the township school festivals to children who had earned a general average of 75 per cent in their daily club work. The record of the county work is shown in the following graph, which is based on the reports of 1,750 children who have been active club members during the past two years. There are now 3,000 members in the rural schools.

The health club has been of great civic value to the children. Pupils took kindly to their responsibilities as health officers, and in most cases did very effective work. Schoolrooms were cleaned, and in many ways made more sanitary. Sweeping the schoolroom, washing windows, and keeping the school ground clean soon became a longed-for privilege instead of an irksome duty occasionally thrust upon the pupils by an overworn teacher. Outbuildings were kept in a cleaner condition. There were fewer disturbances on the school grounds during playtime because the pupils felt directly responsible for good order.

Seats and desks were readjusted in a number of cases to help the children improve in posture. Two schools bought modern chair desks.

Hot lunches were introduced as a health measure in 18 rural schools, 11 in the southern part of the county and 7 in the northern part.

The work of the health club taken as a whole has done much to promote in children of the first eight grades an enthusiastic interest in the improvement of their own health habits. It has given them higher ideals of health, efficiency and service. It is living up to its purpose, which is to make Hunterdon County boys and girls, *healthy, clean, happy citizens*.

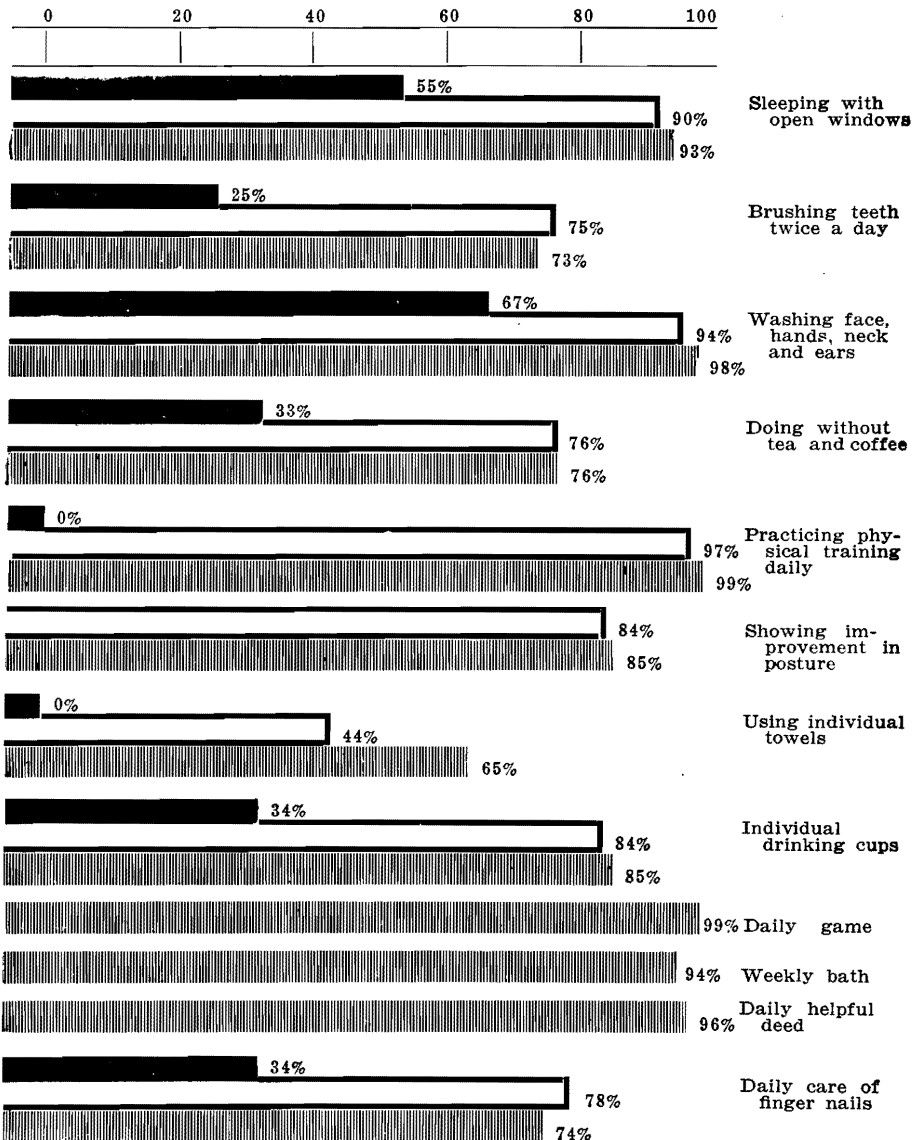
The Rural School Council, organized in December, 1917, was continued this year. The members of the council are the superintendent, the two helping teachers, and one representative elected by the teachers of each township. This democratic organization provides an unusual means of growth for the leaders of each township. They feel that the rural school problem is their problem.

The following program was adopted this year:

- A. Improve school attendance
  1. By making school work more worth while
  2. By enlisting the cooperation of parents
  3. By emphasizing school club work
- B. Enlist the interest of parents
  1. By inviting them to see regular school work

# SCHOOL REPORT.

## HUNTERDON COUNTY HEALTH CLUB REPORT



Key to Graph



Before Health Club

Year 1917-18

Year 1918-19

## COMMISSIONER OF EDUCATION.

61

2. By bringing the needs of the school to their attention
3. By organizing parent-teacher associations
- C. Enlist township cooperation by means of a school festival, features of which shall be
  1. An exhibit from each school
  2. Demonstration of regular school work
  3. An athletic contest
  4. A pageant
  5. Talks on rural school improvement

*Maud C. Newbury, Hunterdon County*—In contrast to 21 changes in the teaching force last year I found but 7 new teachers on my list when I returned in the fall. . . . Changes in the teaching force for 1917-18 represented 41 per cent of the whole group; for 1918-19 the changes represented but 18 per cent of the teachers in the rural schools of South Hunterdon. The outlook for 1919-20 is yet more encouraging. Teachers in one-room schools in May and June refused offers from nearby towns and cities ranging in salary from \$800 to \$1,000. This registers a tremendous gain. A leading factor in making the training of rural children crude and meager has been the constantly changing army of beginning teachers, most of whom had little training, all of whom were without necessary acquired skill in methods of teaching, and in the difficult task of managing a one-room school. Confronted by the possibility of frequent changes in the teaching force, which would mean for me constantly starting out and never getting anywhere in terms of my goal—a corps of skilled teachers capable of winning community support for schools of a progressive type—I faced the problem and have I believe discovered factors in its solution. . . .

Awakened community interest in schools has led communities to place an increased valuation upon the teacher. Three years ago teachers in one-room schools received as little as \$437 a year; the average salary in South Hunterdon was less than \$500. In May, or early in June, all except one of the township boards in this section had decided upon teachers' salaries for next year. Salaries in one-room schools range from \$750 to \$950. Only three teachers will receive as little as \$750. This increase is the result of the expenditure of much energy on the part of the county superintendent and helping teacher. I interviewed fourteen board members individually, climbed fences, walked miles over plowed fields, fairly pursued them in an effort to hold or secure good teachers for our schools. After exhausting days at township festivals we attended board meetings held late in the evening and waxed eloquent over the need for increased salaries. As a result, not one teacher is leaving us to secure a larger salary.

Lack of proper supplies help to make most rural schools uninteresting to both the children and the teacher. Uninteresting books and few of them and no seat work material with which the little people can be kept busy and happy make a one-room school either a deadly dull place or else such a lively one that discipline becomes a burden to the teacher. The problem of educating boards of education to a willingness to spend money for sufficient supplies and then getting the supplies ordered and delivered in time to yield a hundred instead of a fifty per cent value is a big one. Supplies needed in September frequently do not reach the schools until midyear. I have spent much time

and energy during the past year solving this problem. In June, 1918, I sent a list of supplies needed by the rural schools of South Hunterdon to the district clerks of this section. When I returned in the fall I found that but one board had delivered the books and supplies asked for. I went to the schools of this one township, made a new list of books needed because of the entrance of new pupils, sent it to the district clerk of the township, and delivered the books when they arrived. Then I went to see the district clerks of the other townships; explained the need of having supplies delivered early in the school year, and volunteered in two townships to order and deliver the books. Finally after much interviewing, telephoning, writing and carting of books and supplies I had the satisfaction of knowing that the majority of my schools had at least two interesting readers for every child and that there were from three to five sets of supplementary readers available for children in primary grades in four of my six townships; that every school was supplied with the new sixth grade histories, with modern geographies, civics, arithmetics, language texts, and desk copies of books that would enable the teacher to follow the new history and geography monograph; that 80 per cent of the schools were supplied with scissors, crayolas, drawing and construction paper, plasticine, phonic and word builders, colored sticks, and such other seat work material as would make it possible for teachers to encourage habits of industry. In June, 1919, I again sent in to district clerks individual and summarized lists. I have been assured that the supplies will be delivered by the first day of school in three-fourths of the schools. Our success, for my efforts have but served to supplement the teachers' efforts, has been the result of a hammering campaign. . . .

The Rural School Council, organized in the fall of 1917 and reorganized in the fall of 1918, surrounds the teacher with an atmosphere of democracy. It spells fraternity and equality. Good teachers possess more generally than people in many other professions qualities of leadership. These qualities are recognized and fostered by use in the Council. Supervisory plans are submitted to representatives elected by the teachers before they are put into operation. They are modified in response to suggestions from the council. . . .

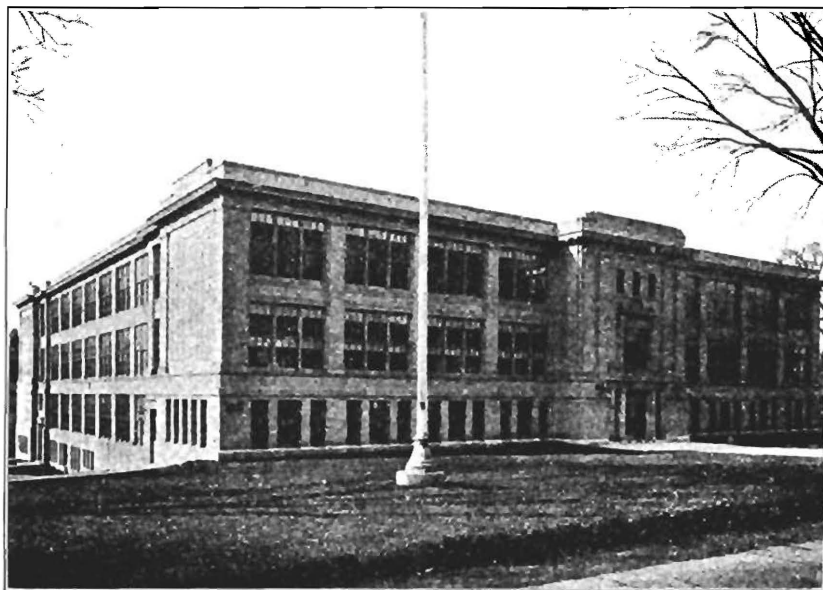
Teachers worth holding in any community are eager to grow, to broaden their vision, to shape finer ideals, to improve their technique. I believe that a very big factor in holding good teachers in South Hunterdon has been the opportunity for growth provided by the county superintendent and helping teacher. The Rural School Council, the organization of parent-teacher associations and the encouragement of evening community center work have already been suggested as sources for growth in leadership. Growth in methods of teaching and in professional spirit were provided by demonstration teaching and constructive criticism given on individual visits, by group meetings, by courses given in the Saturday Extension School, by outlining and encouraging the teachers to work out in detail and present at the township festival an historical pageant.

The helping teachers' plan for the teachers' growth in 1918-19 began in May, 1918. I made a survey of my schools for the purpose of determining needed supplies and to locate problems common to all the schools. Every school would have, I found, a sixth grade group. This fact, combined with the impact of world thinking and world needs, created in my mind a vision





School Number 7—Bayonne



New High School at Morristown

of training children for a fine, broad type of citizenship. . . . This vision led to the formulation of the following plan: to use the history and geography courses to create attitudes of indebtedness to European peoples and to lead to such an understanding of the reasons for the existing needs of such peoples as would make children want to save food and to sacrifice some of their pleasure in order to contribute to the many war activities; to provide for the introduction of good music, good current literature and more library books, to emphasize handwork, stimulate a greater love for games and so provide for the leisure side of good citizenship, furnish ideals and knowledge that would serve as guides to action and lead to habits of industry and cooperation; to introduce in the schools the serving of one hot dish at noon not alone for the physical welfare of the rural children but also to provide the machinery that would enable the teachers to supervise the formation of habits of thrift, industry, cleanliness, cooperation, and service to the group; to emphasize pupil leadership in games, in morning exercises, in three minute physical training drills, in health and language club work, and in throwing the responsibility for the management of the dramatization of stories in reading upon the children; to insure to every child in South Hunterdon of sixth grade maturity, no matter how poor the instruction he may have received, at least a minimum of the attitudes implied in the foregoing plan, and to make parents partners in such attitudes by leading the children to present at the township festival an historical pageant. The course of study outlined by the State Department for the sixth grade and the supplementary suggestions advising us early in the school year to relate instruction in the schools to the world situation supported the plan that I wished to promote. The suggestions mailed us by the Commissioner of Education gave authority for combining sixth, seventh, and eighth grade groups in one-room schools and studying all geography and history for at least half a year from the European angle. The foregoing plan, some details of which were worked out in summer school, has served to give unity during the past year to my efforts for promoting the growth of the forty-four teachers with whom it is my privilege to cooperate for improvement in the training of rural children. . . . The Saturday Extension School idea conceived in the spring of 1918 promises one solution for the problem of teacher growth in rural communities. It virtually doubles the rural teacher's opportunity for growth. Last year the school met on alternate Saturdays in the Flemington High School building. Nineteen teachers were in attendance upon the courses, which included "Handwork in the Rural School," "Hot Lunches in the Rural School," "Musical Appreciation," and "Problem Geography." . . .

As a result of the Extension School courses 10 schools in my section secured hot lunch equipment and served a hot dish at noontime last year; 8 purchased phonographs, 19 bought high class records, and in 15 schools quality rather than volume in music received attention; 25 children from one-room schools were encouraged to take instruction intended to help them to become leaders of singing in their own schools; handwork received greater attention in 15 schools; 21 teachers with varying degrees of success used the problem method of teaching. . . . The Rural School Council, when the Extension School plan was presented to it, voted to have the teachers pay a small fee for the courses. The Council thought it would lend dignity to the work, give it an increased worth, and at the same time give the teachers a sense of



independence. Consequently \$8 for the four courses was fixed by the Council as a fee. . . .

Much of my work in individual visits correlated with the Extension School work. In September, in addition to following up organization of classes, programs, the teaching of reading and composition, and the question of the delivery of supplies, I developed in each school visited a problem in geography and suggested to the teacher other problems closely related to or growing out of the problem developed by me. My purpose in doing this was to make the teacher feel the need of the courses in the Extension School. On subsequent visits, especially to those doing Saturday work, I observed geography lessons, or demonstrated the problem method of teaching. On my individual visits I was careful not to push problem work too far with those not doing Saturday work, but stimulated the more promising ones by holding group meetings at their schools. Then during the period when a teacher was eager for help in appearing well before members of her own group I visited her several times, emphasizing on each visit the problem method of teaching geography. . . . Always following such teaching I held a conference with the teacher and discussed the principles that guided my method. Many of the problems studied emphasized attitudes toward European peoples. Such lessons began with a study of war posters and ended in the saving of food, coal, and money by school children. . . .

A third important factor in the growth of teachers was the group meeting. We held ten such meetings, in which demonstration teaching followed by discussion was a prominent feature. As soon as one teacher in a township had the serving of a hot dish at lunch time going smoothly and showed some skill in developing a problem in geography we held an all-day teachers meeting at her school as a recognition of her success and to encourage other teachers to emulate her. At these meetings leadership in morning exercises, of which singing and phonograph music were a part, leadership in language and playground games, three-minute drills, and the dramatization of reading played a conspicuous part. The local teacher demonstrated the teaching of problem geography in the fourth and sixth grades. The helping teacher demonstrated the problem method of teaching history. Upper grade children served hot chocolate and creamed potatoes to visiting teachers. Two such meetings were held in each township. At all meetings leadership and problem work in geography and history were emphasized. The helping teacher, at meetings which did not include members of the Extension School, endeavored to lead the teachers to an appreciation of the basic principles underlying the problem method of teaching. At meetings at which a number of Extension School students were present the helping teacher followed the problem method in developing an appreciation of the work observed. . . .

Another phase of the year's work that has provided for teacher growth has been the historical pageant, a feature of every township festival. The pageant was based on the sixth grade course in history supplemented by fourth and upper grade history. It was called "The Gift of Nations," and its object was to summarize and make concrete the history work of the year; to provide motivation for composition, handwork, the learning of folk games; to create an intelligent appreciation of the relation of our own people to the peoples of other countries; to consolidate school sentiment by leading the various school communities, parents, children and teachers to unite in a com-

mon activity; to stimulate the growth of teachers by leading them into a situation where they would be forced to use the problem and dramatization methods of teaching history, and where they would be impressed with the value of *use* as a method of assimilating knowledge; to blaze the trail toward a higher type of history teaching for succeeding years, and to impress parents with the worth-whileness of the school by having the children make a parade of knowledge gained there. Some of these objects were I believe accomplished at all of the township festivals at which pageants were given. . . .

Love of approval and the desire to do as well or better than others is responsible for the putting forth of much of the energy expended by human beings. Knowing this we held township festivals in the spring of 1918, not alone to create and consolidate school interest, but to motivate the work of both pupils and teachers. We used the township festival last spring to stimulate growth not alone in methods of teaching history, but in hygiene, language, public speaking, spelling, rapid calculation and athletics. At these festivals the county superintendent presented ribbons and money prizes, or just ribbons, contributed by boards of education or by parent-teacher associations, to those winning first and second honors in spelling, rapid calculation, four minute speeches, and athletic contests. He awarded certificates of honor to all pupils who made a Health Club average during the year of 75 and to all pupils who had earned 150 Better Language Club credits. To eighth grade pupils making 150 credits B. L. C. pins were awarded. Both the Health and Better Language Clubs have led to much development in interest on the part of the teachers and children. . . .

Although there has been a marked increase in high school attendance in recent years, many parents are not yet aware of the importance of high school training for their children. During two previous years I have talked to every child of high school age in the rural schools about the desirability of his entering high school. I have also talked to parents on the subject. An indifferent parent is often responsible for a child indifferent to educational opportunities. Last year Mr. Hoffman and I decided to demonstrate to parents in rural communities the opportunities which the local high schools offered their children. We had a conference with the high school principal, with the heads of the home economics, agricultural, and music departments in the Flemington High School. All of them showed a fine readiness to cooperate with us in carrying out our demonstration idea. The principal made our plan known to the student body. He explained that we wanted debating teams, glee clubs, and Babcock milk tester demonstrators to contribute entertainments and instruction at rural evening community meetings; that we were desirous that high school pupils in their local communities take part in providing short plays, lead in games, and contribute in any way possible to the value and success of evening meetings held in rural school-houses. The high school pupils were enthusiastic. As a result, debating teams, glee clubs, and demonstrators of the milk tester have taken part in evening community meetings. The heads of the agricultural, home economics and music departments have spoken at eight such meetings. High school students have helped to give plays in ten communities. . . .

I came to Hunterdon County three years ago dreaming of splendid educational opportunities for the rural children of the county and determined to spend my energies freely to make my dreams come true. These dreams

took the form of consolidated schools that should be well equipped to serve both the children and the adults in the various communities of which they were to be the center. During my three years of work I have not lost sight of my vision. Parent-teacher associations, the Rural School Council, township festivals, evening community meetings, spell cooperation, increased interest, increased appropriations for schools, increased salaries for teachers, better teachers, better supplies—all of them steps toward consolidation. Figuratively speaking, we have collected the foundation stones for our consolidated schools. . . .

As a result of our agitation four, possibly six, one-room schools in this section will be replaced by two, possibly three two-room schools. This change is to be unaccompanied by any building program; several two-room buildings in which only one room has been used for a number of years will be used. Two-room schools are no part of our final consolidation program.

*Georgiene Dismant, Morris County*—By degrees it has been possible to get teachers to really teach spelling, not to spend the entire period in mere hearing of words. Spelling books are being used with more judgment. Many non-essential words are being omitted from lessons, of which we find so many in books of not recent publication. By giving part of period to work on difficult words, by appeal to eye, ear and muscle learners, by spelling games and trying to teach children that not all words require the same amount of study, children will become spellers.

The Health Club which had been placed in schools by Miss Bartlett I kept active. It was necessary to have a number of copies of rules made to place in rooms where they had been mislaid. The children tried hard to live up to rules. Some of the teachers added additional questions which they thought applicable to their own rooms. I feel that much is being done to create good habits. Housekeeping generally is creditable. In several rooms the winning side was to be given a treat by the losers. Games were also played between opposite sides. These helped to create enthusiasm among the members.

*Sara B. Hernberg, Ocean County*—There were in the helping teacher territory 42 teachers, 15 of whom were in new positions, 6 were without any experience and 2 had not taught for two years. My first big policy was to utilize the best teachers in preparing programs for group meetings and for demonstrating purposes. Second, I should give my major interest to these teachers. Third, that all programs should bend around the policies proposed. . . .

My general plan was as follows:

1. *Improvement of teaching* through classroom supervisor, follow-up work, group meetings, circular letters, visits to good schools, demonstrations and professional reading.
2. *Community Betterment* through Parent-Teacher Association, Red Cross activities, local and county festivals, community sings and illustrated lectures.
3. *Health Program* enlarged through health clubs and Red Cross, first aid demonstrations and cooperation of parents with medical inspectors.
4. *School boards.* To work for better teachers and higher salaries. Better equipment and consolidation.
5. *Motivation of school subjects* through standard tests, boys' and girls' club work, local festivals and county field day, thrift, Red Cross, morning exercises, exhibits and hand work. . . .

In March, the Kansas silent reading tests, Woody tests in arithmetic, series B, and the "Demons" in spelling were given again by the helping teacher. The teachers helped to correct the papers, locate the class difficulty and compare their score with the standard score. Every teacher was intensely interested in the work. . . .

*Motivation of school work.* The year's work was connected up with war work to as great an extent as possible. The school work has been motivated through boys' and girls' club work and local and county festivals very satisfactorily. The boys and girls are enthusiastic because they are doing real live work. Recognition is given this work through trips to State Fair at Trenton, State Farm and College.

*Clare Bartlett, Passaic County*—One of the greatest assets to the rural boys and girls is the physical training. Two communities in this territory seem to doubt the worth of this but the enjoyment with which the pupils proceed in systematic training through the drills, competitive sports and games and the improvement in posture, sociability and self control warrant our best efforts to further this splendid phase of school life.

There is no playground equipment for any of these schools except swings, teeters, a sand pit and facilities for jumping, vaulting and chinning supplied by the pupils.

May Day festivals or field days were held in each borough and township. Each community expressed enthusiastic approval after they had occurred and the hope that we will have them every year. Physical training, folk dancing, rhythmic exercises, story plays, competitive games in which parents, as well as children, took part, pole vaulting, running and standing broad jump, 50 and 100 yard dash, relay races, costumed plays, spelling match and baseball games composed the programs. Money was earned by the schools for the prizes which were awarded. . . .

We have aimed to relate the physical training and the health and hygiene work very closely, and health of the children has been our first, last and greatest concern. Medical inspection in these schools is not what it should be. Cases of adenoids, eye strain, enlarged tonsils and malnutrition, which we should have liked to see corrected above anything else, have been sadly neglected. By getting in touch with the parents, who realized the danger to the child, three cases will be taken care of this summer and two children, through the influence of the teacher, have been operated upon for adenoids.

Health squads to make daily inspections of rooms, grounds and toilets were organized at the beginning of the term. Careless pupils were called to account and as a result playgrounds were cleaned up and civic pride aroused. Appeals were made to the boards of education by the English classes for oil for floors, wash-basins for some schools, coolers, paper cups and towels. Floors were oiled in all but one school but no other requests were granted.

The right kinds of food and proper eating were concretely illustrated in hygiene lessons. In all one-room schools children march, wash their hands and return to seats and eat lunches with the teacher. When weather permits, a picnic outside is the plan, teacher and pupils always together. Very little lunching at recess is indulged in now where formerly it was the general custom.

In February the Modern Health Crusade Clubs were organized in all the

schools. One result in one school alone, where there are 30 children and every child drank tea, coffee or both, only four children have tasted it since they joined the Crusaders. The teacher is the mother of those four children. Next fall permanent health clubs will be organized to **carry on the work** which the Crusade has started so splendidly. Health habits with many have been formed.

*Emma R. Burt, Salem County*—With the help of the county superintendent, teachers' meetings were planned and held in each district before the opening day of school. These meetings were informal. One purpose was to get acquainted. The discussions were confined almost entirely to organization and program making. Sample programs made by the helping teacher for one, two and three room schools were distributed and discussed. Other meetings were held during the fall and winter. These were given to reading, penmanship and such other matters as naturally arose in the meetings, and to our good citizenship clubs.

These good citizenship clubs were organized in all schools where there were teachers competent to have oversight of them. Both the inexperienced and the experienced teachers, as well as the county superintendent and helping teacher, felt that these clubs were a very great help in causing the children to recognize certain responsibilities that they must assume. Care of property, good health, cleanliness, helpfulness in the home, obedience and truthfulness were emphasized.

*Laura M. Sydenham, Somerset County*—The rural teachers were called together as usual in Somerville the day before school opened in September to receive general directions and help from the county superintendent and helping teacher. As a result of this meeting the helping teacher later found practical responses in various parts of the county to a line of work which she wished to emphasize in the beginning—reading. Demonstration lessons were given at this first meeting by having several teachers act as pupils in first and second grades, while the helping teacher gathered her little classes about her at the blackboard and gave them first lessons in reading. A demonstration lesson in penmanship was given to clear up errors in teaching witnessed the year before. Then a language lesson that might be adapted to several grades was outlined. An outline lesson in geography was placed upon the blackboard. About the room were various pictures and helps which were explained and illustrated. This work was followed by general discussion, in which the questions asked and topics brought up by the teachers were discussed with much interest by those present. The enthusiasm of the meeting carried over into an after meeting with small groups. . . .

In connection with the self-activity of children, which we have been trying to foster, it may be interesting to accompany the helping teacher on a certain day when she had with her a schoolman from Oregon and another from Newfoundland, who were desirous of seeing what the children could do for themselves. Our first stop was at one of our poorest one-room buildings. After the pupils had conducted a salute to the flag and singing, two little girls stepped to the front and as their teacher played and sang "Over There," gave quite a dramatic dance in keeping with the spirit of the song. Next we stopped at our best one-room building and the pupils were asked to conduct

opening exercises. With no delay, one pupil passed singing books, while another went to the teacher's desk, the teacher having retired to the rear of the room, made her selection for the scripture reading, which was read responsively by the school, after the salute to the flag had been given. All repeated the Lord's Prayer, after which the leader announced the hymn to be sung and sat down to the organ and led the singing. At times the exercises are varied by current events, four minute speeches, recitations, etc., but now we asked to see pupils conduct physical training exercises. The school was marched to the grounds by a leader who put them through certain formation exercises, when she was replaced by another leader, a sturdy little girl who certainly did put them through their paces with the air of a general, and they responded beautifully until we called a halt, for she was merciless and the day was warm. Later we came to a two-room building where the primary pupils dramatized any story in the book for which we called. They did this without suggestions from their teacher. Their manner was free and easy, and their interest keen as they impersonated various animals and mimicked their voices. The difference between the "Town Mouse" and the "City Mouse" was most amusing. These excellent results did not happen by accident; in each case the teacher had done fine work in keeping herself in the background while the pupils were so well grounded that they had confidence in their ability to succeed. . . .

Health clubs have been most popular. Children work for weeks to become pages, squires, knights, in the health crusade, and wear their pins with great pride. In addition to the requirements of this crusade—personal cleanliness, proper food and sleep, play, cheerfulness—some schools have added school-room cleanliness. In one the aisles are named as avenues—Washington, Franklin, Lincoln, Broadway, etc. If any child resides on a certain avenue and does not keep his desk and floor in tidy condition, he is asked to move to the rear of another avenue; at any rate he knows he is not wanted where he is unless he mends his ways. Parent-teacher associations have provided dishes and certain articles of food to help out in the hot lunches which pupils have prepared.

*Florence L. Farber, Sussex County*—The cooperation of teachers during the past year has been manifested to a greater extent than any previous year during my work as helping teacher. As I view the work of the year, it seems to me that more vital teaching has been done than previously. Parents too have shown more interest in school work generally than previously and because of this it seems as if the time were ripe for organization to further cement this relationship. In view of this fact, we are aiming to organize community centers during the coming school year. . . .

At our institute last fall I talked on "motivation," illustrating my point with an outline on health organized in the form of a club. I urged such organizations, with the result that now we have 24 health clubs in this county, which are active. Mr. Decker has given added impetus to this work on several occasions by talks before patrons.

The work of the lunch clubs has been most creditable during this past year. Children are beginning to demand this and it surely adds greatly to the work done, to the general health, and to the interest of the school. Work of this type has been done in 16 of our rural schools. In some, clubs have been



## SCHOOL REPORT.

organized and records kept; in others this was omitted. At one school the pupils and teacher planted potatoes on a small plot of ground at school. These were gathered in the fall, and the day before school closed for the Christmas holiday they were boiled and mashed for the lunch.

*Mabel L. Bennett, Union County*—In September I started out with two main problems in view: first, to make the opening exercises an inspiration for the day; second, to put into effect the problem method of teaching geography, history and civics. . . .

During the first two or three weeks of school I took the first problem up with all my teachers. I did this, as a rule, by planning and taking charge of the program myself. I aimed to have one or two of the present day patriotic songs, chosen by the children, the reading of the Bible, the Lord's Prayer, the flag salute, one or two current events read or told by the children, and we closed with a song chosen by the children. Then I asked to have committees appointed to serve a week, who would plan the opening exercises, with the help and advice of the teacher. The children were delighted, but many of the teachers were not. I persisted, and gradually, sometimes very gradually, won the teachers over. . . .

I tried also to make the opening exercises represent another thing. If a child showed improvement in any particular subject I urged the teachers to give him an opportunity to demonstrate it before all the other pupils. This to my mind has been the greatest benefit of the new type of program, namely, it has given the children a new incentive to advance. . . .

I have one district which worried me all last year. There is no church, hall or other gathering place. The principal last year was a man who kept school from 9 to 3.30. He had no interest in community affairs. This year a conscientious, ambitious man was appointed. From the very first day of the year, I talked making the school a community center. The principal took that up as his chief problem for the year. He started in by holding a dance in the schoolhouse.

The two rooms have movable seats. In one room we had a "Solomon Grundy" party for those who did not dance. I wish I could have had a movie of those people playing "tiddledy-winks," "straws," etc.

Three objects were accomplished by this initial party: first, enough money was taken in with which to buy a phonograph and a few records; second, the people became acquainted with one another; last but not least, there was a great clamoring for another one. Some sort of a gathering has been held each month. The people now think in terms of the schoolhouse as their "get together" place. We have asked for innumerable supplies and innovations and have not been turned down on one. During Visit-the-Schools Week 156 different people enrolled in a book kept for that purpose. . . .

In another district we have had great difficulty in trying to get the people to come to the school for any purpose whatsoever. This is due chiefly to the fact that at least 75 per cent. of the parents are Italian and do not understand the English language.

We decided to hold a field day there, as everyone could enjoy that. The idea was a new one in that section and the children were wildly enthusiastic. They formed an athletic association and a baseball team. They played several games from which they made enough money to finance their field day.

With Miss Packer's assistance we planned a short, snappy program consisting of two parts: first, races of all kinds, high and broad jumping, and folk dancing, mostly Italian; second, a baseball game.

It was with fear and heart palpitation that we awaited the arrival of the audience. At fifteen minutes before starting time we had the startling number of five persons. But about five minutes before the appointed time we saw a horde coming down the road. The whole Italian settlement turned out in a body.

We started the program right on the dot. The first part took about an hour and a quarter. Such cheering and yelling you never did hear; the people simply abandoned themselves to a good time. We could not understand their speaking language nor they ours, but we all understood the language of play and we now feel that we have some basis to start on for getting the people out next year.

*Vera M. Telfer, Warren County*—Quaker Grove school has also continued its hot lunches through the winter. They not only had their lunches but they had grown most of the food they used in their school garden. They grew potatoes, cabbages, onions, beets, parsnips, beans and radishes in their garden. Their supply was not exhausted until the winter was nearly over and then they were able to continue lunches through the donations of the families in the neighborhood. This year the farmer who gave them the use of the land last year has given them twice as large a plot as they had last year and they feel quite sure that they will have enough supplies for the entire winter.

There are only two schools in my territory that are without some musical instrument. . . .

Progress can be reported in another place also. The reading is improving. All the teachers are beginning to realize that the most of the difficulties in school work are reading difficulties. The boys and girls do not prepare a history lesson or they do not care for school because the school duties are tiresome and difficult and so often the difficulty lies in inability to interpret the printed page. One of my teachers told me at commencement that one of his boys had failed in arithmetic but his failure was due to his not being able to read. We as a body are striving for better reading. The teachers are using dramatization as a means and an aid in interpreting thought. The expression is improving. The little boys and girls are reading in their natural speaking voice instead of that high falsetto note so often heard in schools. . . .

A particularly good project in geography was worked out by Miss Mae Harris, of the new consolidated Independence school. It took up the geography of the world through the study of the milk industry in the different countries. A model sanitary cow stable of cement and wood was built by these fourth grade children. They were so interested that their parents declared that "milk" was the chief topic of conversation at home for several weeks.

This kind of work made a great impression upon the members of a visiting board of education. They are contemplating building a consolidated school, too, where similar work can be carried on. . . .

In this same Independence school ten eighth grade pupils under the direc-



## SCHOOL REPORT.

tion of Miss Lena Shuster worked out a very good local history of the Great War. Besides leaving a copy of this history in the school for the use of other children, each of the eighth grade pupils has a nicely covered book to take home. It contains the names and pictures of the local boys who went into the service and a history of each. It contains an account of the Liberty Loan, Red Cross, and War Savings work of the school and community. It, of course, has war pictures and clippings of all kinds cut from newspapers and magazines. These boys and girls also have a "war chest" containing a collection of war posters and souvenirs brought home by the boys from "over there." A German helmet was presented to the class by the chairman of the local Victory Loan Committee. This was added to the "war chest" collection too. . . .

The Woody arithmetic tests, series B, were used on occasions where needed. They were used to test out the grading in three one-room schools which were about to consolidate and the results will be used in the future as a basis of effort toward bringing this school up to standard. In another school the tests were given to the seventh grade pupils in order to help ascertain their fitness for eighth grade examinations. Several of them made such good records that they were permitted to take the examinations and will enter high school in the fall. In still another school the teacher asked for help in making the children see the need of more accuracy in the fundamentals of arithmetic. The tests were given and their own results were so poor in comparison with other nearby schools that they were spurred on to better work. It is planned to give the tests next year in these same schools so that both teachers and pupils may keep track of their improvement. . . .

One of the biggest things accomplished in Warren County this year—if, indeed, it does not occupy first place—was the two-day county conference—a meeting to encourage the co-operation of all forces working for the development of the county. To lead up to the final meeting a series of community meetings—eight in all—was held throughout the county. In several places there were held exhibits of the children's agricultural work. The vegetables and canned goods were in the basement of the church, and the chickens, rabbits and other stock were exhibited on the church lawn. People assembled about 2.30 and the pupils from the five or six schools of the district gave a co-operative program. There was community singing, a speaker on some phase of household economics, school and community health or some similar subject. Then it was time to eat. The suppers were provided in the various communities either by the parent-teacher association, the Red Cross society or by the ladies' aid society of the community. In the evening there were community singing and addresses by the county superintendent and speakers from Teachers' College and the State Agricultural Department.

These meetings were planned to reach every one—children, teachers, the townspeople in and out of the church and the people in the rural districts. In spite of much skepticism on the part of many who were supposed to know the pulse of the district, the meetings were amazingly well attended. At Stewartsville, for example, it was estimated that 800 people attended. In Independence the church was filled in spite of the fact that the weather was very bad.

In February a two-day county conference was held at Belvidere Court

House. It was attended by 2,500 people, and many were turned away. The result was far greater than we had dared to hope for and the interest and enthusiasm exhibited bids fair for a still larger conference next year. It is fair to especially mention Miss Mabel Carney, of Teachers College, in connection with the success of this conference, as she assumed the responsibility of procuring most of the speakers. Mr. Shimer, of course, deserves a very large share of credit for the success of this conference.

Another new feature this year was the instituting of the field day picnic in each township. The total attendance for the county was estimated at about 10,000. Twenty-one field days were held in the county, eight of them being in my district. . . .

Viewing the year as a whole our work has broadened until it has touched community life more closely than in former years. The hearty response from the communities proves the need of a broadened social life.

## MONOGRAPHS

There have been added to the list of monographs during the year one on the "Teaching of Geography, History and Civics," one on "Special Days and their Observance," and one on the "Teaching of Children Mentally Three Years or More Below the Normal."

Monographs are now in preparation for the teaching of music and for the kindergarten. It will be necessary to revise the elementary English monograph during the coming year.

We also need a monograph on school supervision and one on the teaching of drawing and manual training for the elementary schools. When these are finished the list of monographs will be complete.

It is impossible to estimate the good effect of these monographs on the teaching of the state. Suffice it to say that there is overwhelming testimony as to the benefits of these monographs, which have really become the bibles of the teachers in the subjects treated.

We have had so many calls for these monographs from all over the United States and from foreign countries that it became necessary to make a charge for them to persons outside New Jersey. We have collected, up to the date of writing this report, \$330.33. We have sent this money to the State Treasurer and we hold his receipt for it.

### "THE TEACHING OF CHILDREN MENTALLY THREE YEARS OR MORE BELOW THE NORMAL"

Following is the Foreword from the monograph on the "Teaching of Children Mentally Three Years or More Below the Normal."

The General Assembly of 1911 enacted the following:

Each board of education in this State shall ascertain what children, if any, there are in the public schools who are three years or more below

the normal. In each school district in this State in which there are ten or more children, three years or more below the normal, the board of education thereof shall establish a special class or classes for their instruction, no class, however, to contain more than fifteen children. . . . The medical examiner of the district shall examine the children in special classes at least once in every three months.

The General Assembly of 1912 enacted:

The county superintendent of schools shall, on or before the first day of April in each year, apportion to the several school districts of said county the State school moneys, and the interest of the surplus revenue in the following manner.

The sum of five hundred dollars for each teacher employed in a special class for the instruction of . . . children who are three years or more below the normal.

After the enactment of the law apportioning \$500 by the state for each teacher of children three years or more below the normal the question arose as to what teachers were affected by this law. It was decided that it applied only to those who teach children who are mentally three years or more below the normal; that it did not apply to teachers of children who are three years or more below the grade, by reason of irregular attendance, illness or causes other than mental defects.

During the year ending June 30, 1912, the total number of classes for subnormal children in the state was reported as 80. In 1916-17 there were 162 classes.

Later a circular was issued which contained the following:

*Class C.* This class consists of the mentally subnormal. The study so far given to this class of children has disclosed the subtlety and difficulty of the educational problems that they involve. The following description has been made by Superintendent Johnstone and Dr. Goddard, of the Vineland Training School, and has been used by Dr. Maxson, Superintendent of the Plainfield schools.

"Mentally subnormal children in the public schools exhibit certain common characteristics. The essential evidence of mental limitation is that the child is persistently unable to profit by the ordinary methods of instruction, as shown by lack of progress or failure of promotion through lack of capacity. After one, two or three years in school these children are either not able to read at all, or they have a very small and scanty vocabulary. One of the most constant and striking peculiarities is the feebleness of the power of voluntary attention. The child is unable to fix his attention upon any exercise or subject for any length of time. The moment his teacher's direction is withdrawn his attention ceases.

"These children are easily fatigued by mental effort, and lose interest quickly. They are not observant. They are often markedly backward in number work. They are especially backward in any school exercise requiring judgment and reasoning power. *They may excel in memory exercises.* They usually associate and play with children younger than themselves. They have weak will-power. They are easily influenced and led by their associates. They are often wilful and disobedient, and liable to attacks of stubbornness and bad temper. The typical 'incurable' of the primary grades is often a subnormal child of the excitable type.

"The physical inferiority of these defective children is often plainly shown by the general appearance. There is often some evidence of defect in the figure, face, attitudes or movements.

"Temporary backwardness in school work may be due to removable causes, such as defective vision, impaired hearing, adenoid growths in

nose or throat, or as the result of unhappy home conditions, irregular habits, want of proper sleep, lack of suitable food, bad hygienic conditions, etc. Great care must always be used in order not to confound cases of permanent mental deficiency with cases of temporary backwardness in school work, due to the causes mentioned above."

This description will be helpful in guiding the judgment of a teacher or supervisor in the study of individual pupils, but no child should be finally classed as mentally subnormal and be placed with mentally subnormal children for training who has not been so classed by one who has had special training and experience in this field of study. Even then every judgment should be considered tentative and any child should be returned to the regular school as soon as there are indications that he may be able to lead there a normal life.

In some of the large cities a department for the care of mentally subnormal children has already been created and a person qualified to pass judgment upon the mental ability of children has been appointed as director. It is hoped that this policy will be adopted in other large cities.

In smaller cities the services of a competent person may be secured from a nearby city or from an institution for the study of this class of children.

The State Department of Public Instruction will be glad to advise with the school authorities of those communities which may be unable to secure the services of an expert.

The State Board of Education, on the recommendation of the State Board of Examiners, adopted the following rule for the certification of teachers of mentally defective children:

For the mentally defective class certificate the applicant shall hold a permanent elementary certificate or a permanent secondary certificate and shall pass three examinations as follows:

- a. Psychology, with special reference to pupils mentally defective, including recognized tests applied to pupils mentally defective;
- b. Elementary manual training for both boys and girls;
- c. Physical training, with special reference to physical defects.

Courses in schools which aim to prepare teachers of pupils mentally defective and which have been approved by the State Board of Examiners will be accepted in lieu of these examinations. No courses offered for the training of teachers for defective children will be approved unless the school has practice work with classes of defective children.

It has been felt that a pamphlet concerning these subnormal children, their organization into special classes, the course of study, and the exercises that could be most profitably carried on, would be useful to teachers and school officials. Such a monograph, in fact, appeared to be necessary, inasmuch as, so far as is known, there is little in print to which the teacher could resort for help or guidance in a field which is confessedly a difficult one.

Moreover, the state, together with local districts, is expending fully \$150,000 a year in the training of these children. There were 2220 children enrolled in these classes in 1916-17.

It should be said, however, that the expense for the maintenance of these

classes is not to be measured by the number of subnormal children enrolled therein. The withdrawal or elimination of the subnormal children from regular classes relieves the teacher of those classes of a large burden. The presence in regular classes of subnormal children is a great tax upon the energy and time of the teacher and often greatly retards the progress of normal children.

It is fitting, for several reasons, that New Jersey should be first to set up standards for teaching these children in its public schools. New Jersey was the first state to make the establishment of these schools compulsory. In the operation of these schools it had a body of experience to draw on covering a period of more than five years. More significant still, it has among its teachers and citizens men and women who are widely recognized as experts in the study and treatment of this class of children.

The services of these experts were gladly placed at our disposal in the preparation of this monograph. The Commissioner of Education therefore asked the co-operation of the following persons:

Miss Meta L. Anderson, Supervisor Defective Classes, Newark.  
Mr. Edgar A. Doll, Assistant Psychologist, Training School, Vineland.  
Dr. H. H. Goddard, Director of Research, Training School, Vineland.  
Miss Helen M. Hamilton, Supervisor Subnormal Classes, Jersey City.  
Dr. E. R. Johnstone, Superintendent Training School, Vineland.  
Dr. James E. Lough, New York University, New York City.  
Dr. J. M. McCallie, Supervisor Defective Classes, Trenton.  
Dr. J. J. Savitz, Principal State Normal School, Trenton.

Each of these persons prepared a discussion of a topic assigned at a conference with the Commissioner of Education and Assistant Commissioner Scott. Other conferences were held and at the final one views were exchanged and an attempt was made to bring the conflicting opinions into harmony. The Department is greatly indebted to these men and women for their valuable and ungrudging assistance. Indeed, without their assistance the preparation of this monograph would have been impossible.

CALVIN N. KENDALL,  
*Commissioner of Education.*

January, 1918.

## FIT TO FIGHT

In November a circular was issued entitled "Fit to Fight—Are You a Slacker?" which had been prepared by Dr. Thomas D. Wood, of Teachers College, New York City.

The Commissioner stated that this was the clearest, most readable and most forceful statement concerning the health of teachers and pupils that he had seen.

This circular was distributed throughout the state. It is of such importance that I deem it worthy of incorporation in this report.

FIT TO FIGHT  
ARE YOU A SLACKER?

THOMAS D. WOOD, A.M., M.D.

College Physician, Teachers College; Professor of Physical Education, Columbia University; Chairman of Committee on Health Problems, National Council of Education

This is a challenge to students and teachers.

Health is an abundance of life. Have you as much of this invaluable capital and commodity as you can reasonably get and helpfully use? If not, you are a slacker of one kind.

Physical fitness means sufficient physical ability and power for the excellent performance of the tasks you are doing or the tasks that may be demanded of you; not simply enough to be acceptable to you but enough to be acceptable to the world.

Physical fitness means as much ability and power as your country considers necessary and satisfactory; and the standards of the nation with reference to physical fitness as well as to other kinds of fitness for life, for citizenship, are increasing and crystallizing with great rapidity in these days.

Human beings are, in physical fitness (on the average), the lowest in the scale of living things. Physical fitness, however, is as indispensable to mankind as to other creatures.

Physical fitness is as indispensable in peace as in war.

Physical fitness is as indispensable for adults as for children, for women as for men, for brain workers as for manual workers, for students and teachers as for everybody else.

Have you as much of health, of physical fitness, as you can get and maintain by intelligent, conscientious, and faithful effort? If not, you are a slacker—and a kind of slacker that will be increasingly unpopular, and more held to account as the days go by.

Are you fit to fight—in the cause of civilization, of reconstruction, of education, of national and world progress? The Allies are fighting for victory, for human freedom, for the safety of democracy, for the termination of all wars so far as mortal combats between human beings and armies are concerned. But war and fighting must still continue against the common, universal enemies of mankind; against ignorance, disease, selfishness, irresponsibility, wastefulness, inefficiency.

As students you are being trained with special privilege and opportunity for leadership in this great army of democracy. As teachers, you are preparing and being prepared for officers' commissions in this great war for the fundamental and permanent values of humanity. Are you physically fit to fight in this campaign?

Our trained men fight the enemy in Europe. They are superb fighters. They are as near 100 per cent. in body, mind, and morale for war as human means can train and keep them. Yet in the first great draft, 29 per cent. of the young men of this nation were rejected for physical defects. The great majority of the young men accepted for the training camps improved so strikingly in health, vigor, and general physical fitness that they astonished themselves, their families, and even their officers. After the war these same fighting men are coming back with new standards of life, of fitness, of



patriotism, for their fellow-citizens as well as for themselves. When that times comes are you going to be up to their standards?

Our young women are relatively, and, on the average, no more healthy and physically fit for the fight for life, for citizenship, than our young men; in some essential qualities, apparently even less so—and very little is being done for them. Yet our young women would show just as much improvement in physical efficiency with suitable training as the young men in the great military camps have shown.

As for the children—75 per cent. of the school children of America have physical defects which are potentially or actually injurious to health and destructive to physical fitness. Most of these defects are remediable, but most of them are also being wastefully neglected. Our present educational program is seriously and inexcusably deficient, not only in the provision for removal of defects but in other even more positive, constructive measures for the inculcation of habits of healthful living and for the development of complete physical fitness.

How about the health and physical fitness of teachers? According to their own testimony, at least 30 per cent. of them are below a minimum standard. Of teachers who have taught five years or more, 30 per cent. are in poorer health and less fit physically than they were when they began to teach. While some of the conditions which lower the physical fitness of teachers are beyond their powers of personal control, still the gain in physical fitness, within the control of the teachers themselves, would, if demonstrated, make an astounding showing. Ninety per cent. of the teachers are living well below the level of physical fitness attainable by them. Where do you stand? Do you belong to the 10 per cent. of physically fit teachers? Perhaps—but the chances are nine to one that you do not.

However, physical fitness is not everything. It is not the main goal of life or of education. It is not even always immediately essential to what is finest in mind, personality, and character. Some of the great men of history have accomplished deeds of immortal distinction in spite of pain and physical disability. However, nothing in such lives can be interpreted in defence or praise of physical weakness or unfitness. It must be conceded that physical fitness is a fundamental requisite for the completest and best in life.

By what signs, then, may you conclude that you are physically fit? Here are some of them:

1. A sense of physical well-being. This means that you should feel a zest and satisfaction in mental and muscular effort; an interest and joy in work and recreation, kept in sensible proportion and balance; and a freedom from pain—for this inevitably interferes with clear thinking, concentrated effort, and effective work.

2. A feeling of being refreshed and recuperated on rising in the morning after a customary night's rest, and a feeling of healthy fatigue as bedtime approaches. The hangover of fatigue in the morning, experienced by so many students and teachers, should be escaped from as fast as possible. On the other hand, a feeling of intellectual keenness and brilliancy in the late evening should be viewed with suspicion. It is an auto-intoxication of the nerves.

3. Enjoyment of wholesome food, including a moderately good appetite

even for breakfast. To begin the day's work without a fairly nourishing breakfast is just as sensible as for a steamer captain to stoke his furnace with the chopped up wood-work from his vessel. This extraordinary expenditure of fuel may, in both cases, be necessary in rare emergencies but it is highly extravagant and, moreover, harmful to the internal architecture of the man as well as to that of the ship.

4. Body weight maintained at about the proper standard for height and age. A person who is 10 per cent. or more under standard weight is probably undernourished and to some extent deficient in energy and endurance. The individual who is more than 10 per cent. above standard weight is carrying burdensome "excess baggage" which is apt, with advancing years, to prove a handicap to health or perhaps to life.

5. Elimination from the intestinal tract. This should take place at least once daily.

6. Freedom from persistent worry. This is one of the most destructive influences upon life, health, and physical as well as mental fitness.

If you are honestly intent upon being physically fit, what should you do?

1. Admit to yourself the limitations upon your health, if such have been imposed upon you by ancestral influence and your own past life; but do not because of these be discouraged, or excuse yourself for being a health slacker. Then do the best you can with what you have. The health accomplishments of some delicate children and adults make up notable chapters, even if unrecorded, of heroic human achievement.

2. Free yourself from physical defects that are wholly or partially remediable, which may lower your physical fitness. A thorough health examination of the human machine and advice at least once a year, for children and adults, will detect flaws, improve power, prevent disease, save the doctors' bills, lengthen life, and increase happiness. The eyes, ears, and teeth should be especially looked after. Defective eyes and ears may obstruct mental development, injure the general health, and produce serious social and economic loss.

Defective and neglected teeth have caused more physical deterioration of this nation than the use of alcohol—and no minimizing of the harmful effects of alcohol is here either stated or implied. Unrecognized teeth abscesses and diseased tonsils cause a majority of all cases of rheumatism and neuralgia, as well as some other ills. Infections absorbed through the teeth and tonsils produce an alarming proportion of organic heart defects. No sentiment or superstition should prevent the removal of diseased tonsils. Correct your physical defects before they cripple you.

3. Eat regularly. Eat slowly. Eat patriotically in accord with the rules of the Food Administration.

Eat some hard food for the sake of the teeth; eat fresh, raw, or green food for the chemical needs of the body; eat meat or eggs only once a day.

Avoid undereating and underweight. Avoid overeating and overweight.

Eat lightly of easily digested food when tired, excited, or anxious.

Drink three to five glasses of water a day outside of mealtime. Never drink when there is solid food in the mouth.

Finally, before putting food into the mouth, always wash your hands.

4. Spend eight to nine hours in bed every night. Very few can maintain physical fitness with less than eight hours in bed daily. Many students and



teachers will add much to productive efficiency by devoting nine hours to sleep and rest each day. Sleep out-of-doors when you can. Sleep as nearly as possible in outdoor air at all times. Outdoor air is the most valuable. Do not expect to sleep and rest well at night unless the body and extremities are warm.

If you are wise you will also lie down for ten to twenty minutes rest near the middle of the day, if possible. Forty-five per cent. of 1,400 teachers in New York State testify that one of the most unhealthful school conditions affecting them is the lack of a place in which to rest or to lie down during noon intermission.

5. Spend at least an hour a day in recreation and exercise, outdoors, if possible; and it is possible, with few exceptions, even in stormy weather, if you plan intelligently enough.

Take exercise that is enjoyable, and vigorous enough to require deep breathing and to open the skin pores.

Exercise daily not only the extremities but the trunk of the body, even if you have to do briefly, in addition, some gymnastics indoors.

6. Acquire and maintain a good posture; weight over the balls of the feet; chest forward; abdomen back; the back not hollowed too much; the top of the head held as high as possible without fatiguing strain.

Seventy-five per cent. of students and teachers have faulty, weak postures. Posture reflects and helps to determine mental attitude and efficiency as well as bodily fitness.

Avoid weak or fallen foot arches. Wear as healthful shoes as your rationalized hygienic sense will permit.

7. Take a cool tub, shower or sponge bath each morning before breakfast. Use a coarse towel, and flesh brushes, as the vigorous friction of the entire body surface is of great value. Twice a week take a warm cleansing bath at bedtime.

Attend to the evacuation of the intestine daily and with absolute regularity. Constipation is the most common of all physical ailments. It is the trench disease of sedentary workers.

Constipation produces auto-intoxication (self-poisoning) of the body and may also cause headache, indigestion, biliousness, and other disturbances even more serious. Avoid constipation by drinking sufficient water, eating bulky food and fruit, and taking regular, vigorous exercise. Avoid medicines for constipation, if possible. However, as a last resort, take a mild laxative rather than retain the poisonous waste matter in the body.

9. Get some form of mental as well as muscular recreation regularly. Cultivate some hobby for an avocation. Cultivate and preserve the play spirit. This is the best elixir of youth for teachers.

10. Avoid worry as you would avoid the plague.

Worry injures the nervous system, and is mentally harmful. Worry depresses the bodily functions, disturbs the secretions, and endangers the vital organs.

Worry decreases the resistance of the organism against some forms of communicable diseases and infections. Everywhere, worry is destructive and disintegrating.

Be cheerful. Be unselfish. Preserve a sense of humor. Cultivate your

imagination. Be determined to keep physically fit, but don't worry about your health, of all things.

If you are not well, if the condition of the machine disturbs you, get expert advice.

Remember! If you are in fairly good condition, if you are living hygienically, if you are not worrying, hard work will not hurt you. It is the unhealthful living and the worry that do the harm.

It is the confident belief of the challenger in this message that no measure has been here advocated which will not more than repay for the time and effort expended. The wise investor will draw his dividends in the currency of improved physical fitness, increased efficiency, and a general satisfaction with his work and his world. Health coupons, too, are payable not merely on quarter days and at the year's end but hourly throughout a long life.

### PRINCIPLES WHICH ARE TO BE USED AS GUIDES IN CLASSIFYING AND PROMOTING CHILDREN

Early in 1918 a committee of county superintendents—Morris of Ocean County, chairman, Cressman of Atlantic County, and Decker of Sussex County, was appointed to work with Assistant Commissioner Scott to formulate principles for use as guides in classifying and promoting children.

After preliminary study of the problem this committee met with a group of city superintendents composed of the following members—Bryan of Camden, Bliss of Montclair, Sherman of Englewood, Broome of East Orange, Corson of Newark, Snyder of Jersey City, and Gregory of Long Branch.

Several joint committee meetings were held. A careful study of the many phases of the problem was made, and a detailed report was submitted. The prevailing suggestions and criticisms of the county superintendents and helping teachers were also incorporated.

This final report, then, represents a careful study made by groups of educational leaders in New Jersey. Perhaps no single member would agree to all the principles given. On the other hand, these principles do represent the common judgment of the group taken as a whole.

The purpose of this study will be fulfilled if it indicates to boards of education and administrative and supervisory officers of the state the educational principles to be followed in classifying and promoting children. If it is interpreted on broad lines and followed in practice greater progress will be made throughout the state in adjusting the work of the schools to suit the needs of individual children.

The Department acknowledges its indebtedness to the above named superintendents who did such good work in the preparation of this report.

There is no more important problem in school administration than that of classifying and promoting pupils. Fundamentally, all business people and all professional people plan their work with the idea that they will make a success of it. This idea, or ideal, which they hold in mind no doubt is a big factor in determining their progress. School teachers and school children should think of the work of the school in terms of success, which can come only through persistent interest and effort on the part of supervisors, teachers and pupils. There are few adults who enjoy doing the same task in the same way the second time, unless, perhaps, they are given an extra record for the second performance. Likewise, few school children get any enjoyment from doing the same task the second time, from repeating a half year or a year's work. Fundamentally, then, those of us interested in school administration, those of us doing the actual teaching from day to day should become imbued with the idea that success in the work attempted should be the goal for school children.

In systems where excellent teaching conditions obtain it is possible to have a very high percentage of promotions. It would be well if in all systems a tentative promotional standard could be set up. For example, one system might decide that its standard of promotions should be 95 per cent. of all pupils on roll. This tentative standard might serve as a check to those teachers who think that all children should be promoted regardless of results accomplished or interest and effort put forth.

It might serve, on the other hand, to stimulate those teachers who think that success is measured by the number of pupils who are "kept back." In either case the tentative standard is very helpful in indicating what results are expected in the way of pupil progress. If individual buildings or individual teachers fall below this standard the supervisor should learn fully the causes of such deviations. He should make any and all such deviations a supervisory problem.

There may be definite reasons why at certain times a building may fall below the regular standard of accomplishment. The course of study may be poorly adjusted. Illness may keep many children away from school for a long time. Several inexperienced teachers may be working simultaneously in the building. The teachers may be uneconomically placed with respect to grades. The school may lack a follow-up system to care for the over-aged pupils.

Again, there may be reasons why, for a half year or a year, a given room may fall below the standard. This room may have several over-age pupils. The teacher may not be suited to the grade. The physical conditions of the room may not be good. The pupils may be of an age when they question the worth of school.

In any case the important consideration is for the supervisor to understand fully why such deviations have occurred. If he and the teachers understand the conditions fully, and if they are working intelligently to approach the standard, good results will be sure to follow. In systems where this plan has been in operation a steady lowering of retardation has followed.

With the foregoing thoughts in mind the following propositions relative to progress through the grades have been worked out, and they are suggested as possible criteria by which to measure school work.

1. Progress of children through the schools should be determined by

their accomplishment or achievement from day to day, rather than by accidental or limited performances, such as monthly tests or term examinations. The record of accomplishments or achievements, however, should not be made daily, but when a unit of instruction, a problem, or a project is finished.

2. In considering the classification or placing of pupils it is important that the intelligence, physiological age, native ability, native interest (both in subject matter and in the pupil's membership in a certain social group) and the health of children should be the determining factors. The function of the school, then, will be to provide such environment that the pupils of varying abilities will continually be using their native endowment to its highest capacity.

3. Limits of work to be accomplished in a given course of study should be determined by supervisors and teachers, but provision should be made whereby pupils who have greater native ability, or better advantages, would be permitted to do more than the minimum requirements; and pupils who have less ability, or who have had limited advantages, would have opportunity to do less than the minimum. For example, in a group of thirty children in geography the four or five of marked ability should be expected to make special reports or give added information; the four or five lowest in ability should be expected to do even less work in quantity than the average ones of the group. The course of study for schools in which there are many foreign-born children should be adapted to the needs of those children.

4. The normal distribution of children in terms of ability indicates that from 3 per cent. to 10 per cent. of any large number of children are of superior ability; that from 10 per cent. to 15 per cent. are above average ability, but not superior; that from 40 per cent. to 55 per cent. are of average ability; that from 10 per cent. to 15 per cent. are below average ability, but not inferior; that from 3 per cent. to 10 per cent. are inferior in ability. The largest homogeneous group in this normal distribution is the large middle group, called the middle 50 per cent. The pupils of this group are those of a given room, or a given building, who are capable of doing the average work of a grade. In measuring the work of all children the teacher should keep in mind this middle 50 per cent. of the normal distribution of children. If she measures in terms of what this group can accomplish, she will be more patient with the small group of children whose accomplishment is less than the average. She will be more exacting of the small group whose possibility of accomplishment is greater than the average group.

5. In order to rate pupils on their accomplishment they should be divided in the minds of teachers and supervisors into about five groups: 1, 2, 3, 4, 5. Such a system of rating recognizes the individual differences in pupils. It makes it easier to adjust the promotional scheme upon a point basis rather than upon a percentage basis. This point basis should permit of variations around a certain point. Any scheme of marking is merely an approximation and should be used accordingly.

6. As a principle in school administration, no pupil should repeat a grade more than once. Ideally, no pupil should ever repeat a grade. Where pupils are wholly unsuited for the work of a given grade, special provision should be made by which they may be given additional help, or a new type of work.

7. It is not advisable to hold children back because of lack of skill in a single subject; for example, in arithmetic in any grade, or in oral reading above the second grade.

8. Pupils should be promoted by subjects wherever school administration permits such a scheme.

9. Pupils who by native ability or by accomplishment have finished a given subject ahead of time should be given additional work or excused temporarily from that subject in order to improve their achievements in subjects in which they are less skillful.

10. The majority of school administrators agree that the semi-annual plan of promotion, or some modification of this plan, should be followed wherever possible. Under ordinary conditions, pupils should remain with a given teacher a full year. The right use of the semi-annual plan of promotion will permit of adjustments whereby pupils will remain a full year with a teacher. The important consideration, regardless of the plan, is flexibility of promotional scheme.

11. Instead of formal tests or examinations for promotional purposes, the daily accomplishments of pupils should be the basis for classification and promotion. Tests for achievement, to show work accomplished by the pupils and to indicate growth in skill in the teacher, should be given at irregular intervals through the year. In general, standard tests should be used for this purpose.

12. In judging achievement pupils should be marked on basis of quality of work as well as quantity of work.

13. Pupils of superior accomplishment should be promoted at any time during the year. It is a mark of good supervision and teaching when superior children are promoted at any time during the year and a careful follow-up plan adopted.

14. Trial promotions should be more frequent. They are successful in more than 80 per cent. of the cases.

15. Whenever a teacher or supervisor is in doubt about promotion the child should be given the benefit of the doubt and promoted, since teachers are often conservative. In situations where there has been doubt, conferences have been held between teacher, principal and supervisor, with the result that almost invariably, after the discussion of the pupil's records, habits of work, and future possibilities, promotion has been made. In these cases there is no doubt but that such action was good for the children, but the best feature of the plan was that the teacher very likely obtained a more liberal attitude toward the whole question of promotion. It is not the business of the supervisor or principal to state independently that a given child is to be promoted. True, he may do so, and should do so when he feels that the situation demands it. It is his important function, however, through conferences with his teachers, to show them the advisability of promoting certain children.

16. The marking of teachers has much to do with the promotion of pupils. The tendency of some teachers is to mark too closely; the tendency of others is to be too liberal in their marking. The supervisor of a given system should train his teachers definitely in regard to marking, so that extreme variations may be removed. In certain successful New Jersey systems graphs showing different teachers' markings are kept. A comparison is made with the average graph for the different grades in the system. This device has helped in standardizing teachers' marks. The teacher who persistently fails a large percentage of her pupils should revise her standard and her method

of teaching; on the other hand, the teacher who persistently promotes all children "willy nilly" should revise her practices.

17. All review tests should be organized on the basis of units of instruction, problems or project, and not periodically. For example, the time to give a review on decimal fractions is upon the completion of work in decimal fractions. The economical review upon transportation is the one which is given when pupils have just studied the various phases of transportation.

18. Parents should be kept informed as to the progress of children as far as possible. If a child is not to be promoted a special statement should be sent to the parent several weeks before the end of the term.

19. Wherever there are ten or more mentally retarded children in a community the supervisor should take advantage of the provisions made by the law and establish a class or classes for such children.

20. Opportunity classes should be provided for over-age pupils.

21. Provision should be made for precocious children by organizing classes where they can make progress in keeping with their ability.

22. Age grade tables and age progress tables should be made at least once each year. These tables should be studied carefully by the supervisor, and should form the bases of teachers' meetings.

23. Exceptionally bright pupils in high school should be allowed to carry additional subjects and shorten the course.

24. The State Efficiency Tests should be used for general efficiency only, not for promotional purposes.

## CONSOLIDATION OF SCHOOLS

The consolidation of schools in the rural districts has steadily increased in all parts of the state, but has grown more rapidly in some counties than in others. In one large rural county of the state about fifty one-room schools have been closed and the children transported to neighboring schools or to consolidated buildings erected for the purpose. At the close of the year there were 709 one-room schools in the state. In 1912—seven years ago—the number of these one-room schools was 869. This indicates the progress of consolidation in seven years.

We do not need, in my judgment, any additional legislation affecting consolidation. The substance of the law affecting consolidation provides substantially as follows:

Whenever a township, incorporated town or borough school district desires to consolidate with an adjoining township, incorporated town or borough school district, the board of education of such district shall petition the superintendent of schools of the county in which such district is situated to appoint a time when the legal voters of each district shall vote upon the question of consolidation. Each of said boards of education, upon being instructed by the county superintendent to hold such election on a day designated by him,



shall call a special meeting of the legal voters of the district for that day and at such hour and place as each board may determine. Such election shall be by ballot, and if the county superintendent shall ascertain that a majority of votes cast in each district is in favor of such consolidation, he shall at once notify each of the boards of education and thereafter said districts shall constitute but one district.

Four members of each board of education, chosen by lot, shall serve on the board of the consolidated district, and these eight members shall select a ninth member from the remaining members of the board of education of the district employing the greater number of teachers; provided, that if the board of education of one of the districts consists of but three members, all shall be members of the consolidated board, and four members shall be chosen by lot from the board of education of the other district so consolidated; and provided further, that if each of the boards of the consolidated district shall consist of but three members, each board shall constitute the board of the consolidated district. The board formed as provided above shall serve until the next annual meeting for election of members of boards of education.

Said consolidated board of education shall be a body corporate, and shall be known by the name of the municipality in which was situated that district so consolidated which had the larger amount of taxable property, as ascertained from the last published report of the State Comptroller.

### SCHOOL FESTIVALS AND FIELD DAYS

A new departure in the work of the schools has been the organization in many of the counties of school festivals and field days.

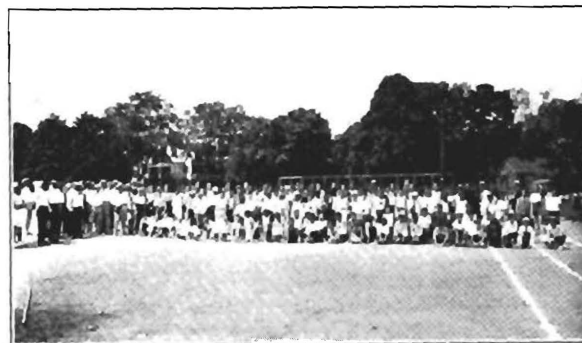
These days have been held usually in the spring of the year, with the county as a unit. In one or two counties, however, the township has been made the unit.

At these festivals the school children of the county—or township, as the case may be—give exhibitions of their work in physical training, chorus singing and other school activities.

Usually the festival or field day is an all-day affair. They are very popular, and at times the attendance runs into the thousands. The attention with which the work is observed attests the interest that the public has in the children and their school enterprises.

There is no better means of securing real school spirit and interest in the schools on the part of the public than through these festivals and field days.





MORRIS COUNTY SCHOOLS ATHLETIC MEET

COMMISSIONER OF EDUCATION.

87

COUNTY SUPERINTENDENTS

During the year the following appointments of county superintendents were made by the Commissioner of Education and confirmed by the State Board of Education :

H. M. Cressman, Atlantic County, July 6, 1918.  
B. C. Wooster, Bergen County, July 6, 1918.  
Charles S. Albertson, Camden County, July 6, 1918.  
Joseph M. Arnold, Mercer County, July 6, 1918.  
H. Brewster Willis, Middlesex County, July 6, 1918.  
Edward W. Garrison, Passaic County, July 6, 1918.  
Henry C. Krebs, Somerset County, July 6, 1918.  
Ralph Decker, Sussex County, July 6, 1918.  
Aaron W. Hand, Cape May County, November 2, 1918.  
Charles A. Morris, Ocean County, November 2, 1918.  
Oliver J. Morelock, Essex County, February 1, 1919.  
J. J. Unger, Cumberland County, March 1, 1919.

TEACHERS' INSTITUTES

Teachers' Institutes were held as follows :

Atlantic County, at Atlantic City, January 25, 1919.  
Bergen County, at Hackensack, March 29, 1919.  
Burlington County, at Mount Holly, February 15, 1919.  
Cape May County, at Cape May, January 11, 1919.  
Cumberland County, at Bridgeton, October 31 and November 1, 1918.  
Gloucester County, at Woodbury, December 7, 1918.  
Monmouth County, at Long Branch, December 7, 1918.  
Ocean County, at Lakewood, December 14, 1918.  
Salem County, at Salem, January 18, 1919.  
Somerset County, at Somerville, December 14, 1918.  
Sussex County, at Newton, October 7 and 8, 1918.  
Warren County, at Belvidere, February 21, 1919.

The institutes were conducted in part on the sectional plan, namely, different sections for primary grades, grammar grades, high school, industrial education and rural school. This plan, while increasing the expense, is much more satisfactory and effective than that of having only general lectures before the entire institute.

ELECTION DAY AS A SCHOOL HOLIDAY

As stated in a previous report, I cannot see any good reason for closing the schools of the state on the regular election day, except to make available the small number of rooms which are needed for election purposes.

In my judgment the law should be amended so that schools may be kept open on election days.

I am in favor of using schoolrooms for election purposes. But where they are not used for such purposes, the schools should be in session.

It costs to operate schools of the state about \$140,000 a day. Depriving the children of school during this day means an educational loss, therefore, of \$140,000.

There are only a very few states—not to exceed, I believe, four or five—where the schools are not in session on election day.

The school year at best is short enough and we want to conserve every day possible.

I recommend that the school law be so amended that it will not exempt teachers from teaching on the day on which a general election is held, even though such day be a legal holiday.

#### THE NEED OF BETTER SCHOOL ENROLLMENT AND ATTENDANCE

The schools were in session on the average 166 days, in comparison with 178 days the previous year. This decrease was directly due to the wide-spread prevalence of influenza during the fall term.

The average per cent of attendance was reported the same as last year—88 per cent.

The average absence for each pupil was 16 days; for the previous year it was 18 days.

The “average pupil” was actually in school 133 days, and the corresponding number of days for the previous year was 139.

There are 8760 hours in the calendar year. Giving each child 10 hours for sleep, the amount needed by every school child, there are left 5110 hours when he is awake.

Counting the school day as  $5\frac{1}{2}$  hours, the average New Jersey child was in school  $731\frac{1}{2}$  hours last year. He was therefore in school approximately only 14.3 per cent of the time when he was awake, taking the calendar year as a whole.

During 85.7 per cent of his daylight hours, therefore, he was not under the influence of the schools.

When we consider the obligations laid upon teachers in the training of children, the duties which have been thrust upon the schools of late, the enlarged responsibilities which the schools have undertaken, and how much the public demands of them, it is apparent that every hour of the child's time in school should be used to the very best advantage.

He was in school, to repeat,  $731\frac{1}{2}$  hours—a little more than 30 days of 24 hours each. Computing his time in school in this way,

335 days of the year out of 365 days he was not in school at all. How brief is this period in school—30 days out of 365.

Our school year, then, at the best is brief. When we consider that only 14.3 per cent of the child's time is demanded by the schools we can readily see how important it is that he be in school every hour of that time.

How regularly do children go to school in New Jersey? Do they *all* go to school as the law requires?

For detailed answers to these two questions read the reports of the county superintendents and helping teachers which follow.

The loss in the efficiency of the schools due to poor attendance is greater than that due to poor and inadequate teaching. The cost of the schools goes on whether the children are in school or not. Teachers and superintendents must be paid, janitors employed, buildings heated and textbooks bought. The schools exist for the training of children. It is difficult to state how much of the poor attendance could have been prevented if adequate steps had been taken to prevent it. Probably one-half of this absence might have been avoided. This is not merely my opinion; it is also the opinion of others who have made a study of the situation.

The plain truth is that the compulsory education laws are not enforced in New Jersey as they should be and might be. Let us be honest with ourselves and admit it. Let us further admit that 133 days of schooling—the school attendance of the average child—is too brief for purposes of public education and training of children. Let us also bear in mind that 232 days in the year the child does not go to school at all in New Jersey.

Is this a safe condition of affairs? Let us not delude ourselves, after this showing, that we have what might be called universal education in New Jersey.

Our present laws provide that in every school district there shall be a local attendance officer or attendance officers to enforce the compulsory education laws. Many of these officers do use their best efforts to enforce the laws but others do not.

It is asserted that there are cases where the attendance officers are appointed with the understanding that they are not to enforce the law to get the children into school and keep them there.

One of the defects of the present law is that the township or district unit is not large enough. The local attendance officer is not likely to enforce the law against men whom he calls by their first names and the result is that the law is laxly enforced or not enforced at all.

The current expenses for the school year 1918-19 were \$25,451,-014.43.

Absence was approximately 12 per cent. One-half of this absence could have been avoided if the children had been in school as they should have been. In other words, the average attendance might have been 94 per cent instead of 88 per cent.

Six per cent—representing avoidable absences—of twenty-five million dollars is a million and a half dollars. This was money actually lost to the state in the efficiency of the schools.

Many of the children in the state attend school only one half of the time, or two-thirds, or even one-third of the time, because our compulsory education laws are not adequately enforced.

May I again call your attention to the facts as revealed by the county superintendents and helping teachers in the reports which follow. These persons, actually in the field, know the situation better than any other persons in the state.

The war revealed—as is well known—the fact that there is an astonishing amount of illiteracy in this country. This illiteracy is directly due to the failure to enforce the compulsory education laws in America. You cannot teach children if they are not in school.

There are many children in New Jersey who do not go to school. They escape the processes of education, although the Constitution of the State reads as follows:

The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in this State between the ages of five and eighteen years.

The children who do not attend school grow up ignorant, or as illiterates. We have a magnificent school system and spend millions of dollars upon it. All the children in the state should be in school somewhere, but a few are not in school anywhere.

The census of 1910, the last federal census, classed 12,253 persons in New Jersey—born here—as illiterates above the age of 10 years. How many there are now nobody knows.

On the other hand, there are more than 2000 schoolhouses, valued at over \$80,000,000; there is a school system costing over \$25,000,000 a year, and there are 18,000 teachers. It would seem as though one of our greatest leaks is that the children and their parents do not take advantage of these educational opportunities as they ought to.

We cannot make great inroads upon this evil with our existing appliances for administration.

What we need is an attendance bureau at Trenton whose sole business would be to give its attention to the prevention of this enormous waste in dollars and cents, to say nothing of the waste in education which is caused by inadequate enforcement of the compulsory education laws.

It will not do to say that our education is as good as it is in other states or that it is as good as it ever was. This is pettifoggging the situation. New Jersey schools should be the best in the country and steps should be taken at once to remedy what seems to be our greatest defect.

New York, Pennsylvania and Connecticut have attendance bureaus whose business is to enforce the compulsory education laws.

New Jersey should also have an attendance bureau. The cost would not exceed \$12,000 or \$15,000. No investment that the state could make would yield greater dividends in better schools.

We cannot get at this evil by talking about it or by employing makeshift methods. It is necessary to have a well organized, definite business administration, but such an administration must have adequate funds.

The business of the state is to educate all of its children—not some of them—as stated in the Constitution quoted above.

We shall never secure the education we should have by swinging the policeman's club. Attendance officers in schools should not be of the policeman type. They should be like social workers.

Women make fine attendance officers and more women should be employed as attendance officers in the state.

The attendance officer works, or should work, as a sort of go-between for the homes and schools. He—or preferably she—should in many cases help to clear up misunderstandings between the homes and the schools.

Where compulsory education laws are best enforced the attendance officers are of the social worker type.

The school system is an absolute failure as far as the children who do not to school or who go to school extremely irregularly are concerned. It should not be a failure anywhere.

No well regulated business concern would tolerate for a single day the loss that goes on in this state from irregular and no school attendance.

An attendance bureau would cooperate with the local boards of education and compulsory education officers all over the state.

It would endeavor to create a better public sentiment about school attendance. It would hold conferences with local attendance officers

in convention or otherwise. It would receive regular semi-monthly reports from every district in the state as to its attendance and enrollment, and it would cooperate in every way with local attendance officers, boards of education and principals and teachers to help secure better attendance.

It would attempt to build up an *esprit-de-corps* among attendance officers.

It could devise means for taking a school census of the children through the aid of the older children already in the schools.

Those who have studied the situation believe that the older pupils could keep track of all the children, particularly in the rural districts. This would furnish a valuable lesson in civics.

At any rate, this could be tried, and if it did not work out well a law should be passed providing for the taking of a regular school census every year.

We shall never solve the problem until we find what children there are and whether they are in school.

Some means of locating every child in the state and of determining whether or not he is in school, and if he is not, why not, should be found.

I do not see how it is easy to escape the conclusion that we should have means of bringing every child in the state into some school, either public or private.

I believe that it is the paramount duty of the Legislature to provide for the Department of Public Instruction a suitable attendance bureau.

Illiteracy and ignorance are the soil in which Bolshevism, anarchy and the Reds flourish.

We must not only make the work of the schools better, but we must have all the children in school. Good teaching and good attendance must be found everywhere.

These children who are not educated and who grow up in ignorance become the easy victims of all sorts of revolutionary agitators.

It is necessary to educate all the children, as the Constitution of the State provides—not some of them—if the State is to patriotically do its duty to itself and to its future citizens.

New Jersey will come to this sooner or later, for when the people understand the situation they will not tolerate for long this condition of affairs, which means the loss of hundreds of thousands of dollars and also the lack of school attendance for many children in the State.

The county superintendents and helping teachers were asked to



report to the Commissioner at the close of the year concrete cases where the compulsory education laws were not being enforced. They were asked to give the names of children who were not attending school or who attended irregularly. Their statements follow:

## COUNTY SUPERINTENDENTS

*Superintendent Henry M. Cressman, Atlantic County*—In one township the board appoints a truant officer simply to meet the requirements of the law. They pay him such an insignificant salary that he can't afford to do anything worth while and it seems that the less he does the better they are pleased. The percentage of attendance in this district is always the lowest in the county. The leading spirit in the board of education acts upon the principle that the children who desire no education merit none. This man has the reputation of being very intelligent and domineers the township, politically and otherwise.

*Superintendent Charles S. Albertson, Camden County*—In the district showing the lowest percentage of attendance I am satisfied that all the children of school age were not enrolled. The board and the attendance officer were very indifferent as to their duties in this respect. The attendance was but 73 per cent of the "possible."

*Superintendent Aaron W. Hand, Cape May County*—All our boards of education appoint attendance officers. These men obtain from the teachers the names of absentees, and endeavor to secure attention to the law by persuasion, but hesitate to apply drastic measures, because usually they are dealing with neighbors or friends. . . .

In one township an Italian colony evades school attendance as completely as possible during the fall, in order to use the children at cranberry picking on the great cranberry plantations there.

*Superintendent J. J. Unger, Cumberland County*—It is next to impossible to enforce the compulsory education law as it stands at present. About the best we can do is to make a bluff at it.

The township with the lowest average for the year ending June 30, 1919, had a percentage of 77.01, which was more than 3 per cent. lower than the next lowest district, where the percentage was 80.37.

In the district where the attendance was poorest there is a colored school with three teachers. In this school the attendance averages very low. I find from my records that this colored school, owing to the epidemic of influenza, was open only 247 days last year.

Here are some flagrant cases of non-attendance:

A attended 44½ days; B, 74½ days; C, 29½ days; D, 43 days; E, 40½ days; F, 60½ days; G, 61½ days; H, 65 days; J, 65½ days; K, 38½ days; L, 49½ days; M, 50½ days.

Those whose names I have given are all pupils seven years old or more. This district had a compulsory attendance officer who pretended to be on his job, but I could never get him, even after considerable urging, to bring any cases to court. The result was that his visits to the colored district were of little or no avail in securing better attendance at school.

*Superintendent D. T. Steelman, Gloucester County*—In a district in which there are ten schools the supervising principal has been acting as attendance officer and the teachers have reported regularly the names of absent pupils. In many cases the five day notice was served upon the parents, but to my knowledge no arrests have been made in the past two years.

The population in the rural sections of this district is Italian and the chief occupation is farming. The farmers seem to feel that they have the right to keep their children from school whenever there is work to be done. Some members of this board of education sympathize with this thought and do not press the cases brought to it.

*Superintendent H. Brewster Willis, Middlesex County*—One district is a borough of many industrial institutions with a school census of about 1,000 children. This borough has a court in which such cases can legally be tried and penalties or prison terms imposed.

A statement of absences in this district contained the names of 21 children between the ages of 12 and 15 years, most of whom had not gone beyond the fifth year of work and had not entered the school during the school year up to May 6; and of 10 pupils who entered at the beginning of the year and left during September and October and who did not appear again up to May 6. A meeting of the board of education was called to consider this condition. The people were somewhat aroused and a few of these pupils appeared during some of the remaining school days of the year.

*Superintendent Charles J. Strahan, Monmouth County*—In our school census work last year we found a family of five children who had not been to school in two years. They were all of school age and had lived in New Jersey during the entire two years. They probably moved two or three times.

We also found a pupil 11 years of age who had not been to school more than two years.

*Superintendent Charles A. Morris, Ocean County*—The schools were actually in session 160 days on the average. The average number of days pupils were present was 120; average absence was 40 days. In other words, pupils are taking advantage of the school three-fourths of the time on the average. Essentially this same condition has held true for a number of years.

The chief factor affecting this irregular attendance is the entrance of many pupils late in the term. Much of this late entering is not necessary. . . .

In one township there was an attendance officer throughout the year but he was not active in enforcing the law except for a short time along in the spring. For the most part the supervisor of the district and the attendance officer apparently made little effort to secure regular attendance. This district made the poorest record in the county. . . .

One particular case arose in another district where the father of a boy about 12 who had not entered defied the officer, stating as his reason that the boy knew more than he (the father) did and it was not necessary for him to go to school longer. The case came to court and the father defied the court to make him send the boy to school. When the court imposed a light sentence, however, he was convinced that it would be wiser to obey the law.

## COMMISSIONER OF EDUCATION.

95

The point of all this is that in the smaller communities the boards are slow to appoint officers for the most important period of the year, namely, the first few weeks, with the result that the term starts off without pupils and parents being brought to realize that they are responsible for regular attendance at school.

The statistics for last year bear me out in the above. The schools were in session an average of 160 days. The average number of days each pupil attended was 120. This shows that the average number of days each pupil was absent from school was 40, and of this number 20 days is accounted for by late enrollment.

*Superintendent H. C. Dixon, Salem County*—I give the information in tabulated form, designating the schools A, B, and C.

	A	B	C
Number enrolled in the school.....	16	16	6
Range of ages in years .....	8-16	9-16	11-14
Average age last September.....	12	12	13
Range of grades in which they are placed	1-6	2-8	3-5
Average grade .....	3 plus	5	4 plus
Highest number of days' attendance of any one boy .....	111	88	52
Lowest number of days' attendance of any one boy .....	12	14½	29
Average number of days' attendance to May 1 .....	48 minus	46 plus	52

These are not isolated cases. Others could be given. And it makes very little difference whether there is a local attendance officer of the type we had had or whether there is none. It is needless to say that the boards where these pupils are found do not believe in attendance officers.

*Superintendent Henry C. Krebs, Somerset County*—In rural districts, as a rule, there is little or no effort made to cause children to attend school. In one case a boy 14 years old, the son of the local trustee, had usually been absent from school one-third of the time. When school opened in the fall, this last year, he did not want to attend, alleging that the teacher was not efficient. I know that she was *very* efficient. However, the boy was allowed to stay at home, and no urging on my part could induce the attendance officer (who was a fellow-member of the board of education) to serve a five-day notice. The result was that the boy stopped his schooling then and there.

In another case we found a whole family in which the children were usually absent at least 65 days in the year—one child having been present only 17 days in all. . . .

I believe a county supervisor of attendance would be able to carry out the law in an efficient manner, and that, until we have such an officer, the law will not be properly executed.

*Superintendent Ralph Decker, Sussex County*—The children of one township are very irregular in attendance and this makes a very poor showing for our school and reflects unfairly upon the children of our borough. Fol-

# SCHOOL REPORT.

lowing is a list of the attendance of the children of this township from September 1 to March 1:

Name	No. days present	No. days absent	Name	No. days present	No. days absent
A .....	43	67	G .....	64	56
B .....	21½	88½	H .....	57	53
C .....	52½	57½	I .....	40	70
D .....	29	81	J .....	31	79
E .....	25	85	K .....	68	42
F .....	21	106	L .....	22	108

The matter has been reported to the truant officer of this township but no improvement has been made.

## HELPING TEACHERS

One township has a yearly enrollment of approximately 65. This may be 70 more or less. Their average attendance for the year 1918-19 was 32. Their per capita cost on enrollment was \$57.51; on attendance, \$143.78. The latter figure includes the purchase price of a bus for transportation. Subtracting this sum, the per capita cost on attendance is still more than \$112. . . .

Another township has an approximate yearly enrollment of 70. I visited their two one-room schools September 30, 1919, and found a combined enrollment of 27.

Henry, a moss gatherer, age 12, came out of the woods to prepare for the eighth grade examinations two days before the efficiency tests were given by the state. He attended school five days this past school year.

- A, second grade, attended school 56 days. No excuse.
- B, second grade, absent 110 days. Working.
- C, second grade, absent 42 days. Helped mother.
- D, second grade, absent 52 days. Just stayed home.
- E, second grade, absent 98 days. No excuse.
- F, age 12 years, third grade, working, 35 days.
- G, third grade, absent 53½ days. No excuse.
- H, third grade, absent 72½ days. No excuse.
- I, fifth grade, absent 52½ days. No excuse.
- J, fifth grade, absent 56 days. No excuse.
- K, has been in the same grade three years; during the past school year she attended school 69½ days; was tardy 8 sessions. Stays home to attend to the younger children. This year (1919-20) she has attended school 2 days out of 17 days.
- L, 40½ days present during the past year. No excuse.
- M, 29 days absent. No excuse.
- N, sixth grade, 60 tardy marks, 65½ days absent (working).

In one township I find:

- A, 14 years, third grade, absent 47 days—1918-19.
- B, 10 years, first grade, absent 61 days—1918-19.

This was a nine month school term. On October 7 they had not entered for this year.

In another township I found the following:

- A, 15 years, now third grade, absent 37 days—1918-19.  
B, 14 years, now third grade, absent  $71\frac{1}{2}$  days—1918-19.  
C, 14 years, now third grade, absent  $50\frac{1}{2}$  days—1918-19.

Last year we did not have one efficient attendance officer in the eight districts. As far as I know there was no attempt to hunt up pupils more than once a week.

If attendance officers did any work, it was because the teachers were pushing them hard.

---

Two reasons for the non-enforcement of the compulsory education law are:

1. Attendance officer too well known, too sympathetic.
  2. Local board of education too easy-going.
- 

This county has great need of better school attendance.

Our reports of last year show some very poor records. In a school in one township a girl of 11 years in the second grade has this record of attendance. She did not enter until December although reported weekly.

December,  $10\frac{1}{2}$  days present.  
January, 4 days present.  
February, 1 day present.  
March, 11 days present.  
April, 4 days present.  
May,  $\frac{1}{2}$  day present.

This shows a total of 31 days.

There are many similar cases where our compulsory attendance officers seem to have entirely failed.

---

A boy 14 years old, whose birthday was given as April 19, 1904, entered school December 9, 1918, and left February 25, 1919, having attended school only 54 days during the year. He was placed in grade 5, but had difficulty in doing the work of that grade and of course was not promoted. The teacher tells me that she reported the case to the truant officer every time he called at the schoolhouse, which was nearly every other week. The report was circulated quite broadly that the boy's father threatened the truant officer when he called at the house. As far as I can learn no attempt was made to secure an age and schooling certificate for the boy.

This happened last year. So far this year the boy has not appeared at school and I personally saw that the name was sent to the new truant officer, who has just been elected.

This is only one of many cases where the truant officer absolutely failed to enforce the law. Those of us who are trying to help the boys and girls to catch up feel so helpless. We all hope that some solution of the problem may be reached.

---

In this particular district the truant officer's position is practically a nominal one and the salary is \$25 a year, which makes it unattractive for any

## SCHOOL REPORT.

one. As a result, the attendance in each of the three schools was only 50 per cent. of the enrollment for this last school year, and there was one child in one school who attended school 8 days during 1917-18 and 2 weeks during 1918-19.

In addition to using a township as an illustration I know of an extreme individual case. The girl is about 16 years old and has attended school 2 days. As far as is known there is absolutely no excuse for this case.

---

In one school five children are enrolled from one family. The youngest is 7, the oldest 13. Their attendance last year varied from 9 to 79 days for the school year. The average attendance of the five was 45 days. In the same school another pupil averaged 23 days in school during the year. Parents when questioned give work as the excuse. Neighbors claim that the children do nothing and that the indifference of the parents is the sole reason for the children's absence.

In a second school four boys from one family stay home the first and last two months of every school year and two or three days regularly out of every other week in the year. In neither case cited do I feel that the school is at fault. Both schools were last year "live" schools. Both have attendance officers.

In two instances I have known parents to transfer their children to another school in the township when the teacher reported them to the attendance officer regularly.

---

In one township I found that one boy, age 13 or 14, was not in school last year and attended school but four days the year before. The school children say that he can neither read nor write.

In another township a number of parents took advantage of a change in school conditions and kept their children out of school.

A, age 10; B, age 8; C, age 12; and D, age 13 or 14, were out the entire year. E, age 13, was in school 2 days; F, age 11, was in 2 months; and G, age 10, was present about 3 months.

---

A family of four children, ranging from 7 to 13, did not attend school during the year 1918-19. These children formerly attended a school in an adjoining township, but near their home. Last year the teacher in the last named school supposed the children were in school in their own township. The children are now attending school.

A boy about 12 years of age, living in another township, has not entered school during the present year.

---

The truants of the rural districts seem to form themselves into groups.

1. Those who work on the farms and cranberry bogs who are under age.
2. Those who are indifferent to transportation.
3. Those who dilly-dally—in a day, out a day, just because they don't feel like going to school.

One township has several cases of each group. In group 1 are the following:

- A, age 9, not in this year as yet—attended 30 days last year.  
 B, age 13, not in this year as yet—attended 30 days last year.  
 C, age 9, not in school yet.  
 D, age 7, not in school yet.  
 E, age 13, not in school yet.

The children in one family are still out. They live within the mile limit but expect transportation, I believe. These children are truant, as they come to play with pupils after school is dismissed.

You will see that boards of education have difficulty in securing local officers who are willing to sacrifice the love of relatives and esteem of friends for a small sum.

---

The cases cited are from two townships.

A,	13	years old,	86	days absent.	No valid excuse.
B,	12	" "	116½	" "	" " "
C,	11	" "	105	" "	" " "
D,	9	" "	103	" "	" " "
E,	8	" "	109	" "	" " "
F,	7	" "	166	" "	" " "
G,	6	" "	177	" "	" " "

N. B. The mother became incensed because the teacher *kindly* asked if the children might not be sent to school cleaner.

H,	age 11.	Absent entire year.	No valid excuse.
I,	age 8.	" " "	" " "
J,	age 6.	" " "	" " "
K,	age 11.	Days present 6.	No valid excuse.
L,	age 9.	" " 5.	" " "
M,	age 8.	" " 6.	" " "

N, age 10, resided in one district three months but did not attend school at all. She moved to another district and attended a few days only.

---

Children who come from various institutions and are "bound out" to farmers, are allowed by these institutions (contrary to law) to remain from school possibly a month at each end of school year. This time is extended to several months by the farmers having the children in charge. The children are behind the classes when they do enter and ambition is destroyed, in many cases, by knowing that spring's arrival will take them from school.

These children are unfortunate enough in not having their own home and parents, and should be given extra care and instruction to make them intelligent citizens and voters. This looks like a form of slavery.

---

As a concrete instance of negligence the following school is a fair type. This school is made up of Polish children almost entirely, whose names I cannot recall. These children are kept from school to help on the onion and celery meadows, the truant officer giving permission for them to do this. Judging from the amount of absence even during the winter, it seems to me that they use this excuse for any season of the year, and abuse it.

Another instance of negligence is in a family where there are four large boys, three of whom have not appeared at school this year, due to the fall



work on the farm. They were away a large part of last year.

Really there are many other localities where this is the rule. As one teacher puts it, "If the father is going to repair fence, one of the boys must stay home to hand him the hammer."

---

A bright girl 15 years of age, a pupil in a two-room school, was offered a position in a postoffice. She is the daughter of a well-to-do farmer and it was not necessary for her to work. She persistently stayed out of school after she had been warned by the attendance officer. She would come back to school after having been notified by the attendance officer but would probably be out of school again in a few days. It was a game of "catch me if you can" between the attendance officer and the girl. She was not in school long enough to become interested in her work. The attendance officer would complain that he had done all he could with her except prefer charges against the parents. But the attendance officer did not like to incur the displeasure of the parents and the girl became 16 with 26 days as her attendance through five months of the school year.

A bright boy 14 years of age helped in the railroad depot. He attended school  $36\frac{1}{2}$  days during spring term (five months). He was antagonized by the truant officer with dire threats which were never put into effect. After the attendance officer had visited the boy regarding his attendance, he would return to school for a few days; then came a repetition of the truancy.

There were two boys and two little girls of school age in one family. The children were in school hardly half the time. The older boy's attendance was 68 days for the entire year, his brother's 109 days for the entire year; the little girl's attendance was a little better. The mother's excuse was that the transportation wagon was crowded, that the wagon left too soon, that the children were misbehaving on the wagon. This mother wrote to the State Department, meanwhile intimidating the attendance officer as to what she would do to him if he forced her children to go to school.

---

On several occasions members of school boards told me of the appointment of a local officer simply to comply with the letter of the law. He did not intend to act, many selfish and ignorant reasons being given for such non-action.

---

Family of 12 children, 8 children at home. Sanitary conditions at home bad—therefore much illness in family. Mother is industrious and does her best. Father lazy and drinks. Older children no schooling. Younger children never attended until after I brought case to court. Attendance since very irregular.

One boy has attended about two short periods in his life; now about 13 years old.

Family of 8 children, 5 of school age. Father refuses to allow children to walk to and from railroad station. Court sustained case and ordered township to confer with family but nothing happened. However, this family and another family have always attended very poorly or not at all.

Compulsory laws controlling attendance officers should be made with supervision by State Attendance Officer.

One boy, 12 years of age, reported to school on the first day of last September, attended 3 days and remained home for 10 days, claiming illness of mother. I visited the home and found the mother out working. Reported case to truant officer. On my visit the next month, found the boy had not been to school. I made several visits the next two months and was not able to keep the boy in school more than 30 consecutive days for the school year.

Three children of one home, ages 10, 9 and 7, respectively, remained at home nearly half the school year without any apparent reason.

I investigated home conditions and interviewed the board of education, but no results.

---

One great need in this county is a better enforcement of the compulsory education law. The more one looks across the vacant desks, the more one witnesses the struggles of the pupils to "catch up" after an absence of a day or several days, and the more one sees the inattentive and disinterested attitude of pupils, who after several feverish but unsuccessful attempts to make up lost work, find the struggle too great, the more urgently one wishes all children might have the opportunity to attend school regularly. We have truant officers, it is true, but they are busy men usually and fortunate in the number of their friends. Their popularity renders their task all the more difficult, especially when some member of the board of education or some friendly neighbor keeps his children out of school to set out onions or to pick strawberries or tomatoes. Nor is his task less embarrassing if the delinquents prove to be state wards in the home of a friend. A state official or a county truant officer who could be sufficiently paid to devote his whole time to the work would find himself less hampered in the administration of impartial justice and in the enforcement of the law.

### VISIT-THE-SCHOOLS WEEK

The week from Monday to Friday, February 17 to 21, was observed throughout the state as "Visit-the-Schools Week." The following letter was sent out by the Commissioner to local boards of education, superintendents, principals and teachers.

I am designating, with the approval of the State Board of Education, the week beginning Monday, February 17, as Visit-the-Schools Week.

The custom of setting apart a certain week near the midyear for visiting schools was established two years ago. It is unnecessary to again give at length the reasons why the observance of such a week is valuable for the schools.

In brief, we need a closer co-operation between the schools and the homes. We need a better understanding on the part of the public of the work of the schools. Fathers and mothers need to know the teachers better. The public needs the encouragement which usually comes from visiting a school. The public needs to know, too, the vastness of the work of public education. And finally, the public needs to realize that the process of public education requires large amounts of money.

All these things will be brought home in a concrete, definite way to all who visit the schools.

## SCHOOL REPORT.

Last year more than 30,000 persons made visits to the schools during the week.

At the risk of repetition the following suggestions to teachers and principals are given.

The older children, as a part of their work in English and drawing, should prepare invitations to parents and others to visit the schools. These invitations may set forth that while the schools are ready to receive visitors at any time this particular week has been designated as Visit-the-Schools Week.

The public, as a rule, is interested in the regular work of the schools. It is therefore recommended that teachers follow their usual schedules, except on the afternoon of Friday, February 21, when the usual patriotic services should be held. With this exception it is not necessary to prepare a special program for any day or session. The preparation of special programs, with rehearsals, would interfere with the regular work of the schools and might place a heavy burden upon teachers.

It is recommended, however, that the singing of our national patriotic songs be given a prominent place on the school programs of the week. Not only should *America* and the *Star Spangled Banner* be rendered, but such songs as *Hail, Columbia*, the *Battle Hymn of the Republic*, and *Columbia, the Gem of the Ocean* should be sung.

It would be very appropriate if the older children, with the teachers as chaperons, should on Friday, if the weather permits, sing patriotic songs in various neighborhoods out of doors—much as Christmas carols are sung.

Committees of children should be appointed to receive visitors, to explain to them the various activities of the schools, to see that they are provided with seats and places for their wraps. Children, as well as teachers, should act as hosts. This will be good social training.

Since many, especially men, may be unable to visit the schools in the daytime, one session might be held in the evening in those buildings which have lighting facilities. The work should be a duplication of a regular afternoon session.

A record should be kept of the number of visitors—men and women—and this record should be reported to the city or county superintendent. The older children of each school should take charge of making this brief report to the superintendent.

The board of education, superintendent, principals and teachers should see that newspapers give publicity to the week. Clergymen might be asked to give out notices concerning it from their pulpits on the Sunday preceding.

## PURCHASE OF STATE NORMAL SCHOOL AT NEWARK

It is gratifying to state as a matter of record that after prolonged negotiations between the State Board of Education and the Newark Board of Education, \$500,000 was finally agreed upon as the amount which the Board would recommend to the Legislature as the price to be paid by the state for the Newark Normal School.

The price agreed upon was placed in the appropriation bill and was passed by the Legislature.

The state therefore has added to its normal school equipment one

splendidly equipped school. It is housed in a most beautiful building.

It would have been a calamity to the educational interests of the state if this action had not been taken. The school is the largest of our state normal schools and fills a need difficult to estimate in our facilities for the training of teachers.

Credit for this purchase should be given in no unstinted measure to the Legislature—particularly the Appropriations Committee—to the State Board of Education and to the Newark Board of Education.

### EDUCATIONAL SUNDAY

“Educational Sunday” was quite generally observed in the state in accordance with the following proclamation, issued by the Commissioner and approved by the Governor:

*To the Clergy and the People of the State of New Jersey:*

It has been common of late years to observe one Sunday near the beginning of the school year as Educational Sunday. On this day the clergy and congregations of all denominations are invited to make their services appropriate to the general cause of education.

In the midst of war activities, which demand—and rightly—so much of our time and energies, it should not be overlooked that the training of boys and girls, by means of the schools, and in homes as well, is a matter of supreme importance.

Education is vital to the ongoing of society. It is preparedness for the future. It makes for the safeguarding of our citizenship. It increases human wealth. No other subject is of greater concern to the nation or to the parent than the education of children.

To give children and youth a more abundant life is the great purpose of the school. This is likewise the purpose of the church. It is also the ideal found in well-ordered homes.

These are truths widely recognized by thoughtful people.

The organized instruments for education are by no means perfect, for they are human institutions.

To make schools better not only requires greater intelligence on the part of school officials and teachers, but there is needed also consistent and ungrudging public support, to which should be added a larger realization of the enormous possibilities of education.

The war is revealing some of the shortcomings of education. Men and women with patriotic vision begin to see that illiteracy is not done away with; that the Americanization of all the people has not been accomplished; that physical education has been too much neglected; and that the period of education should be extended.

An enlarged program of education is one of the necessities of the time. England and France see this and are preparing to meet it. It is the part of wisdom for us to recognize this necessity, great as our progress has been.

Not only is the sound education of all the children and youth their right,

but it is the duty of the State to see that they get this education. For the State and society this is no other than a wise investment.

The training must not only be material; it must also be intellectual and moral and spiritual, for these are fundamental in the creation of human wealth.

The schools have done a wonderful work in the conservation of our democratic society—never more wonderful than in the past year when there has been so much going on opposed to the conventional processes of education.

It cannot be said with too much emphasis that the schools have responded splendidly to the demands of the war time.

There has been throughout the schools of the State a new seriousness and also a new joy. This seriousness and joy have been called out by the ideal of service to men and to country.

The spiritual energies of teachers and pupils have been quickened by the war activities found in greater or less degree in every school.

Much more, however, remains to be done in the educational program of the State, and to do it are needed the co-operation and whole-hearted support of all men and women.

The near future, indeed, is not without anxiety. War demands are likely to increase; a scarcity of teachers is already apparent; many women as well as men have already withdrawn from teaching; there may be a public disposition to curtail educational facilities.

But although our first task is to win the war, the education and training of children and youth must go on impaired as little as possible.

After the war is ended great problems for the reconstruction of the world must be met and settled. These will be of unparalleled difficulty.

The United States will be called upon to make a large contribution to a wise readjustment of the world's affairs. Educated, intelligent and trained men and women—always essential to a democracy—will be more than ever needed in the near future.

As far as is compatible with the immediate purpose of winning the war, our higher institutions, as well as our elementary schools, should be kept going at the maximum of their efficiency, in order that our leaders may be trained leaders and the masses of the people may be intelligent.

In the long run our plans and processes of education depend upon the degree of popular support and interest accorded them. As one means of further enlisting this support and interest Educational Sunday has been established.

It is therefore recommended that Sunday, October 13, be known and observed throughout the State as a day in our churches for the consideration of this great enterprise.

*With the approval  
of the Governor*

C. N. KENDALL,  
*Commissioner of Education.*

## PHYSICAL TRAINING

Attention is called to the report of Dr. F. W. Maroney, director of physical training in the state, which follows.

The physical training law was enacted by the Legislature of 1917. It provided, in part, that two and one-half hours a week should be

given to this form of training, and that the Commissioner, with the advice of the State Board of Education, should prepare a course of exercises or study.

In 1918 an appropriation was made by the Legislature to maintain this form of physical training. This enabled the Department to employ Dr. F. W. Maroney, director of physical training in the Wisconsin State Normal School at La Crosse, and formerly of Lawrenceville and Newark in this state, to supervise the work in the state.

We were fortunate in every way in securing Dr. Maroney. Not only is he well equipped by training and experience to teach physical training, but he has the degree of doctor of medicine.

Miss Marianna G. Packer, formerly supervisor of physical training in Montclair, was also employed and has rendered excellent service.

Physical training has greatly enlivened the schools. It has steadily accomplished its purpose of making our pupils physically fit. Pupils are becoming upstanding pupils. The law is popular.

Not the least of its benefits is its effect upon teachers. These teachers have really become younger because of the fact that we have this physical training law. Its operation in our schools has been in every way beneficial.

Because we have this law the future citizens of this state will be healthier and more enduring men and women.

As to the future program of health instruction in the state, we need additional help. Dr. Maroney should be relieved from actual classroom instruction and should become health adviser in the New Jersey schools and have the supervision of medical inspection throughout the state.

In many districts medical inspection is by no means what it should be, and there is much criticism of the law, particularly in rural sections. If Dr. Maroney could give a considerable portion of his time to medical inspection many of these objections would disappear.

We ought to employ two more men—one in the northern part of the state and one in the southern part of the state—who would constantly be in the field, under the supervision of Dr. Maroney, to carry out the provisions of the physical training law.

We have an excellent law in New Jersey. We have an excellent course of study. We have the hearty cooperation of teachers. We have the support of the public for this form of training. We have the enthusiastic support of the children. But what we need, looking



forward to the health of the children, is better medical inspection, better physical conditions in the schools, and more effective teaching of health and physical training.

These 600,000 school children should have the best instruction in physical training that is to be had. It is to the interest of the state to furnish this instruction. No money invested by the state will bring better returns than money spent for the health of the children, including physical training.

#### REPORT OF FREDERICK W. MARONEY

The following report for the year ending June 30, 1919, is respectfully submitted. I wish to thank the members of the Department, the school officials, and the teachers, all of whom have done so much to make our physical training effective.

It is recognized by physical training teachers generally throughout the United States that the New Jersey physical training law is comprehensive and practical. The law, while it is far reaching in its conception of the privileges and responsibilities of citizenship covered by the so-called informational subjects, emphasizes the importance of physical training as a part of a school health program and as a factor in the promotion of school discipline and character development. It has been my privilege throughout this school year to interpret the various phases of this law and to bring its many possibilities to the attention of the teachers, pupils, boards of education, parent-teacher organizations, and business men's clubs.

The policies of practically all our cities and of a number of smaller communities, which have for some time past employed special physical training teachers, school nurses, and health supervisors, have stimulated many of the remaining districts to the use of these same agencies.

It seemed advisable for me to direct my energies along certain lines of work to insure something in the way of definite results.

#### COUNTY PHYSICAL TRAINING INSTITUTES

County Physical Training Institutes, called by the Commissioner of Education, were conducted in each of the twenty-one counties. They were attended by county superintendents, city superintendents, supervising principals, principals, physical training teachers, and all teachers to whom physical training work had been assigned.

The program consisted of an introductory talk, the purpose of which was to emphasize the importance of the physical training activities as a part of the regular school curriculum. After this I taught four gymnastic lessons to high school boys, high school girls, and elementary and primary school children. This practical demonstration was to clear up any misconception of just what our policy of "work through the spirit of play and good cheer" meant. Physical training lends itself to visual instruction as perhaps no other subject in the school program does. The demonstrations were followed by a conference and discussion of the material used, its application to local conditions, and the solution of time and space problems common to all systems.

There was a general response of co-operation at all these gatherings—





Girls' Hockey Squad

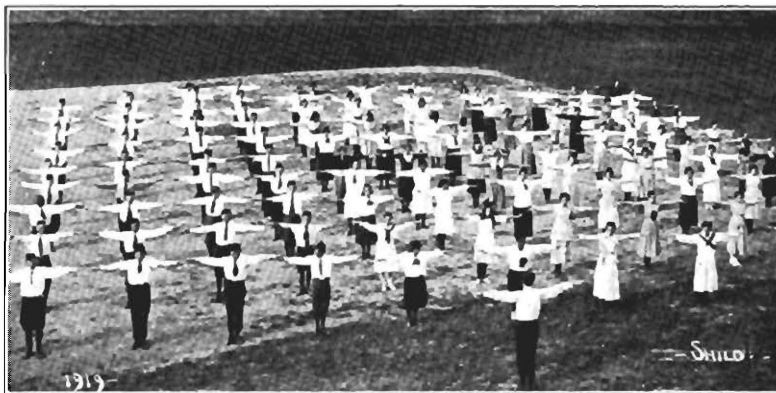


Relay Race



Seventh Grade Girls

MERCHANTVILLE PUBLIC SCHOOL



Free Hand Work

SHILOH, CUMBERLAND COUNTY

both the children and the teachers present entering heartily into the spirit of the meetings. That this type of meeting met with the approval of school authorities was evidenced by their arranging similar meetings in local school systems for the benefit of all their teachers.

#### TEACHERS' INSTITUTES

Physical training talks and practical demonstrations of gymnastic teaching were given at the Teachers' Institutes, which were conducted both before and after the influenza epidemic.

#### NORMAL SCHOOLS

Through the cordial invitations of the Normal School principals it has been possible for both Miss Packer and me to spend at least one day a month in these schools. This gave us an opportunity to point out to the normal school students the physical training problems as we found them in our school visitations. We spent our time in the normal schools doing actual teaching of classes.

At our suggestion, the physical training teachers in the normal schools have entered into a plan to unify the work, to make a more thorough use of the state monographs, and to bring to the attention of the students the health clubs and similar organizations which are doing such fine work in many counties of the state.

#### PARENT-TEACHER ASSOCIATIONS AND SCHOOL BOARD MEETINGS

During the school year I have attended many meetings of school boards and parent-teacher associations. Whenever possible the school authorities have kindly furnished demonstration classes. Experience has taught me that it is very desirable to show the parents and the board members just what we are striving for in our physical training work, for there seems to be a popular conception that physical training consists principally of setting-up exercises.

Rational physical training, in addition to stimulating the vital forces in the body and so make for better health and the development of character and high ideals of service and loyalty, should inculcate health habits and a love for the out-of-doors which will carry through after the child has left school and gone on either to higher institutions of learning or into business life.

The increasing number of hours for recreation, through the shortening of the working day and the daylight saving law, has made imperative a policy of education for recreation.

Physical training with its manifold possibilities, such as football, baseball, volley-ball, basket-ball, hiking, swimming, skating, dancing, running, jumping, etc., will do much to furnish the people with healthful ways of spending this extra time.

In Camp Sherman it was discovered that 75 per cent. of the men did not know how to play. Two hours a day were spent in organized play as a part of their training. Thirty minutes a day is the minimum of time that should be spent in play during the school day.—*School Life*, II :2; May 16, 1919.

#### HELPING TEACHERS AND COUNTY SUPERINTENDENTS

The helping teachers have entered into the physical training work with excellent spirit. They have been aided and supervised by Miss Packer, whose splendid example has done much to maintain interest and arouse enthusiasm for this department of the school activities in our rural schools.

## SCHOOL REPORT.

The county superintendents have given generously of their time and energy in arranging meetings, in promoting the health-habit practices, and in showing by precept and by example that they are in sympathy with the workings of the physical training law. To a very great extent we have been able, through their interest and enthusiasm, to do much for the children who attend schools in districts where no regular physical training teachers are employed.

### SUMMER SCHOOLS

In the state summer schools at Ocean City, Collingswood and Newton the physical training work was taught by trained teachers. It was my privilege to visit these schools, to address the students, and to teach classes. I believe that the summer school work is of great value in giving to the teachers who attend and visit not only new material, but also an opportunity to grasp the spirit of the work which is essential to its success.

Rutgers University opened a school for physical training teachers as a part of its summer school organization and appointed me to direct the work. There were forty-two physical training teachers registered for the course this past summer.

### COUNTY FIELD DAYS

Many of the counties conducted field days during the months of May and June. The work was of high order, the programs attractive, and the interest keen. The physical activities of the children, including games, dancing, running, jumping, gymnastic drills and other exercises, appeal to the parents. We should do much more of this kind of work, not only to popularize the physical side of the child's education, but also to help interest the public at large in this phase of our health program. We are living in the days of visual instruction and much can be accomplished by using these fete days and field days to instruct children and parents in the healthful forms of recreational activity which are so necessary to their well-being.

### MEDICAL INSPECTION

Medical inspection is a very important department of our school health program and is closely related to our physical training work. In fact, an ideal system of physical training would presuppose a thorough medical inspection so that the child's activities might be directed in the way that would be most advantageous. The prescription of exercise to correct physical defects is within the province of the medical inspector. The statement, so frequently made, that our entire system of medical inspection is a farce, is not borne out by my inspection of many school districts. The great majority of men who have this work in hand are capable and painstaking. It is acknowledged by all that too much is expected of them and that they are underpaid.

In my opinion, each school district should have a medical inspector for every 6,000 elementary school children and one full-time school nurse for every 1,200 children. We need the medical inspectors and it would be a mistake to permit school nurses, or to employ school nurses, to do this work.

Constructive legislative measures which would result in securing adequate compensation either from the state or from local boards would do much to raise the standard of the work. Cards and printed forms, which could be

uniformly used, would do much to systematize the work, but the most essential thing is to make these men feel that their efforts are appreciated and that we, as school people, realize the very worth-while service which they render the community in safeguarding the health of the school children.

Without exception, the medical inspectors recommend the employment of school nurses, or health supervisors, to help follow up the medical inspection, not as a charitable work but as an educational procedure and as an economic measure. Children who feel well will learn more quickly and progress more rapidly than those who are handicapped by some remedial defect.

#### NEW JERSEY PHYSICAL EDUCATION ASSOCIATION

The New Jersey Physical Education Association was organized during the past year because it seemed to those of us most interested in physical training that there was need for a closer relationship between the physical training teachers of our state than has existed in the past. The Association membership includes teachers in public schools, private schools, colleges, normal schools, Y. M. C. A.'s, and athletic clubs.

The first annual convention will be held in Newark during the month of December, 1919, and it is planned to make it as practical as possible so that the teachers attending will profit by the demonstrations offered.

#### NEW JERSEY STATE INTERSCHOLASTIC ATHLETIC ASSOCIATION

The purpose of the New Jersey State Interscholastic Athletic Association is to foster athletic competition in our public and private schools. The officials divide the state so that sectional championships in football, baseball and basketball may be conducted. An executive committee decides the question of state championships.

I believe this Association is a power for good. The athletic coach gets closer to the boy, perhaps, than any other man on the school faculty and his position enables him to do much in developing the right attitude toward athletics in our schools. Being associated through this organization with other men in similar positions makes for a mutual elevation of standards and a higher appreciation of the ideals which may be inculcated through fair play.

#### GENERAL REMARKS

There never has been a time in the history of our country more propitious for a wide-spread campaign to popularize the subject of physical training. The lessons of the war, the academic and economic losses to our communities as the result of disease which to a great extent is preventable, will all too soon be forgotten unless we capitalize our experiences. There is no short road to health or to physical well-being. We raise or lower the standards of our resistance to disease by our daily habits of eating, sleeping, bathing, working and exercising. Physical training is only one phase of a health program but it is an important phase. Daily exercise is essential for the health of the teacher and the pupil.

The school authorities throughout the state feel that the physical training work is well worth while in the schools. But physical training is not a subject that every grade teacher can handle without the help and supervision which is possible when there is a trained physical training teacher on the faculty. School boards should, in so far as their funds permit, employ train-

ed physical training teachers if they wish to realize the maximum benefit from the work.

Physical training means more than muscular development and the winning of games. In its broad conception it includes both of these and results as well in the developing of character, the spirit of fair play—so vital in our business world of to-day—and the forming of health habits which will make for happier and healthier children.

### ENLARGED OPPORTUNITIES FOR HIGHER EDUCATION IN NEW JERSEY

There were two events of wide significance during the year in connection with higher education. One was the opening of the New Jersey College for Women as an affiliated college with Rutgers, at New Brunswick, and the other was the beginning of the Junior College in the City of Newark.

In the Commissioner's report for 1913 occurred the following statements under the title "Some Educational Needs of the State:"

An opportunity in the State for the higher education of women. Such an institution of the right sort would react favorably upon both the elementary and high schools of the state. New Jersey is the only great American commonwealth in the northern half of the country, from the Atlantic to the Pacific, without a college or university open to women. One of the very rich men of the state could use his money to no greater advantage than to adequately endow such an institution, either a new one or in connection with an existing institution, and make it free of tuition cost to the young women of the state. Such an institution should not merely offer instruction along traditional lines, but it should also offer both instruction and training in those activities which are of special value and interest to women, not overlooking the home. Such an institution should train teachers for secondary schools, and train them adequately, first by means of theoretical study of education, and second, by means of opportunities for practice teaching.

The New Jersey College for Women was founded by "The Trustees of Rutgers College in New Jersey" in April, 1918, as a department of the State University.

A lease was taken upon a most desirable estate which comprised eleven acres of ground and a fine old brown stone mansion containing twenty-two rooms. The large house adapted itself readily to the purposes of a school building and during the summer it was completely renovated.

Shortly after acquiring the first site the Trustees secured another desirable piece of property nearby. This was the Cooper house and grounds, which were renovated so as to make a very acceptable dining hall and dormitory.

The College opened September 18, 1918, with an enrollment of fifty-four students.



## COMMISSIONER OF EDUCATION.

III

Two distinct courses of instruction were offered by the College, one the liberal arts and general science course leading to the degrees of A. B., Litt. B., or B. Sc., and the other a course in the practical arts or home economics, leading to the degree of B. Sc. Twelve students elected the course in home economics and forty-two chose the liberal arts.

The faculty during the first year was composed almost entirely of professors from the Rutgers College faculty.

No state scholarships for women were available during the first year but three were created on private foundations.

With one or two exceptions every student has come to this new College with a definite purpose and expects to prepare herself for a position immediately upon graduation. Those interested in the College feel that the institution will grow so rapidly that it will be hard to accommodate the students unless it receives the support of the state in the splendid work that is being undertaken. A new dormitory to accommodate 150 students is absolutely necessary for the fall of 1920, and a new recitation hall will be required for the year following, as well as maintenance funds for both years.

The establishment of this institution for the higher education of women marks a new era in the educational history of New Jersey. The College deserves the financial and moral support of everybody who is interested in higher education for women. New Jersey has been conspicuous among the states as lacking such opportunities. It is pleasant to record that these facilities for the higher education of women have now been established.

The Newark Junior College is planning at present to do two years of college work. For some years a number of the graduates of the high schools in Newark and vicinity had returned to take what was called postgraduate work. Bearing in mind the demands of this increasingly large number of pupils, the school authorities in Newark established at the South Side High School in that city in September, 1918, the Junior College. Fifty pupils were registered, all of whom were graduates of four-year approved high schools. The plan of admission included students of three types: first, matriculated students, comprising those who could meet or had met the entrance requirements of senior colleges; second, those who had not successfully met all entrance requirements and therefore had some conditions, but not more than two; third, special students, graduates from high schools, who desired to pursue college subjects but who did not intend to work for a degree in a senior college.

## SCHOOL REPORT.

The program of studies covers the range indicated by the foregoing enumerated courses. It includes English, the classic and modern foreign languages, mathematics, sciences, the social studies, philosophical subjects, public speaking, physical training and hygiene, and the commercial studies of the secretarial course. All the courses are of college grade and are not high school courses with supplemental work, as in junior colleges of a different type in some western states. They correspond in scope and character to the freshman and sophomore courses given in colleges of the highest rank throughout the country. Although given in a building where there is a high school, they are in no way connected with this institution, but are courses of distinctly higher grade than those in secondary curricula.

The life of the College is its own, although under the same roof as the high school. The recitation hours are different, covering a range from 8.30 a. m. to 4.30 p. m. on each school day. The assemblies are of College students only. The students have their own recitation and study rooms, their own athletic teams, their central College organization, to which every student must belong before he can join any other club.

The faculty is composed of thirteen members, six of whom give their time exclusively to the College, while the others have programs of high school and College subjects. Four are ranking heads of departments in the high school. Twelve have done post-graduate work and hold the Master's degree, while three hold the degree of Doctor of Philosophy. They are all teachers of successful experience and excellent records. Some are authors of books and contributors to periodicals, and active leaders in their profession. They are skilful instructors, devoted to their work and ambitious to make the College successful.

The New Jersey State Board of Education has accorded its official approval to the College, and seventy-one of the leading colleges and universities have expressed their willingness to give credit to those students who fulfil the entrance requirements and sustain themselves in the advanced work.

### REPORT OF STATE CLUB LEADER

Although Mr. A. M. Hulbert does not work under the direction of this Department and is not appointed by this Department, yet his work as State Club Leader is so closely allied with the schools that it seems appropriate to print in this report a summary of his activities. This summary he has prepared at the instigation of the Commissioner.



COMMISSIONER OF EDUCATION.

113

In compliance with your request that I prepare a brief summary of the activities that have been carried on in New Jersey in co-operation with the public schools through boys' and girls' club work, I submit the following:

I desire to express my appreciation of the splendid cordialty with which the state and county leaders have been received by superintendents and teachers everywhere in the state. Both in letter and in spirit have the memoranda of agreement that have been entered into between the Department of Public Instruction and the Extension Division of Agriculture been carried out.

During the year that will end November 30, junior project work has been organized in eighteen counties in fourteen projects. The distribution by counties and projects is as follows:

## SCHOOL REPORT.

## CLUB MEMBERSHIP BY COUNTIES AND PROJECTS FOR 1919

Counties	Baking	Calf	Canning	Cooking	Corn	Cow	Garden	Pig	Potato	Poultry	Rabbit	Sewing	Sweet Potato	Tomato	Totals
Atlantic			57		62		87	76	19	20			28	8	357
Bergen			46												46
Burlington	17		7	19								30			73
Camden	132		78	3	109		244		137	11		133			847
Cape May			63		5		63			5					136
Cumberland	25	9	53	22	21		291	41		95			24		581
Essex		1			58		2	11		16					88
Hunterdon	14	8	33	35			97	14		55	3	39			298
Mercer		15	238		10		108	51	6	59					487
Middlesex			41				9	12		2		4			68
Monmouth		1	226	12			166	6		25		57			493
Morris			126	20	4		817	18		94	27	199			1305
Ocean			125	98			369	64		121		175			952
Passaic			54				53								107
Salem		4	22				186	13		3					228
Somerset	21		28	37	2		73	8		33	1	62			265
Sussex		10	17	27			158	19		42					273
Warren		51	88	39		6	593	24		145	47				993
Totals	209	99	1302	312	271	6	3316	357	162	726	78	699	52	8	7597

## COMMISSIONER OF EDUCATION.

115

The work has been administered by the Extension Division of the State Agricultural College, through the office of the State Club Leader, with the help of two assistant state leaders. In four counties it has been carried on under leaders employed on full time. In eight counties there have been leaders working on part time during the months that the schools have been in session, but these leaders devoted their entire time to directing and supervising the work during the time that the schools were closed for the summer vacation.

A brief summary of the activities of these state and county leaders show some results as follows:

Club or group meetings.....	871
Field meetings for instruction, etc.....	435
General meetings .....	1,331
Demonstrations before groups .....	295
Personal visits to plats or homes .....	2,972
Club exhibits held .....	101

Club or group meetings, field meetings and demonstrations before groups are designed always with the thought of making them educational in character and for the purpose of emphasizing some specific feature of the project under consideration. Personal visits to the plats or homes of individual boys and girls from the standpoint of the leader of the work is a slow way of making contacts but from the side of the boy and his home is a most helpful way of meeting problems. The leader comes to know at first hand the conditions under which the individual boy or girl lives; he may learn something of the social and economic handicaps that the boy has to meet; he can better understand the difficulties and discouragements that have to be overcome. Personal visits of leaders often put them on friendly terms with parents which result in the removal of prejudices from their minds and the establishing of confidence and co-operation. General meetings are such meetings as community gatherings, parent-teacher associations, farmers' institutes, meetings with teachers and supervisors, etc. Talks by state and county leaders are always given with the thought of getting before the people of the community the character of work that is done under the junior project, the relation that it bears to the home, the school and the community. Its value as an educational factor in the life of the child is also emphasized.

An interesting project that is well organized and that is becoming very popular, especially in the rural communities and among the helping teachers, is the hot school lunch. This work is in charge of Miss M. Ethel Jones, assistant state leader. It was started by her in Sussex County, working in co-operation with Miss Farber, the helping teacher, in the fall and winter of 1917-18. At that time some simple demonstrations were given as an incentive to show how the work might be carried on. These demonstrations were given mostly in one-room schools, and the cooking was done on top of the heating stove. As a result four or five schools decided to undertake the work. The next year this work was further carried on by demonstrations given to the teachers and in the schools. Fifteen schools are now doing this work. The results show that there has been no financial loss. The older girls are very much interested in doing the work and it does not seriously interfere with the school program but rather supplements it. The same demonstrations were given in four different schools in Monmouth County two years

ago. Two of these schools are still carrying on this work. Two schools in Warren County have undertaken the project.

As an outgrowth of the canning club work undertaken at the Washington high school, they are undertaking the serving of one hot dish at the noon hour this winter. Liberty Corner in Somerset County was able to get this work well started last year and it has proven so satisfactory that it is a real model to others schools. Four schools in Burlington County are undertaking the work this winter. The Cinnaminson School, outside of Riverton, did cooking and baking club work all last winter. The serving of the hot dish is an outgrowth of this work.

Much interest is being shown in this project in many rural communities, as is shown by the number of requests that come into the state office from teachers and patrons of the schools.

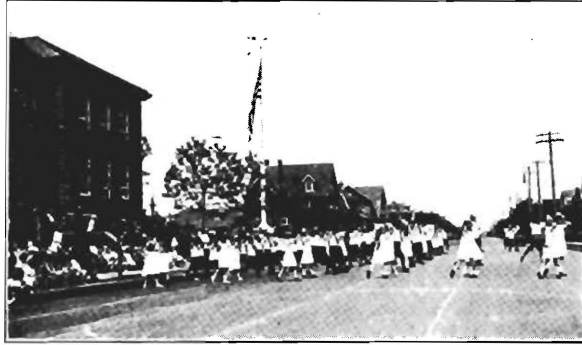
Warren County is a splendid example of what can be accomplished through co-operation. The county superintendent of schools, the helping teachers and the teachers have been of great assistance to the state and county leaders. As a result there has grown up a general interest in the work throughout the county. A committee of interested citizens of the county, of which the superintendent of schools is a member, has been formed to help carry on the work. The committee has furnished funds for caring for the expenses of the county leader. They act in an advisory capacity in determining the projects that should be undertaken in the county, assist in planning and carrying out a program, etc. The work in this county is typical of what is being done in many others.

Another project that is becoming very popular with the girls, especially in the small rural community schools, is that of sewing or garment making. During the war, work in this project was done in co-operation with the Junior Red Cross.

It has become the practice to hold at Rutgers College some time during the year a boys' and girls' meeting, known as the Annual Achievement Days. Last year this meeting was held on June 13 and 14. There were about 250 boys and girls in attendance, representing thirteen counties. The expenses for the trip were met by the several counties. The College opened the dormitories for our use. Arrangements were made also whereby all the meals were served in Winants Hall. The program was educational in character, being designed to acquaint the young people with the various departments of Rutgers College as well as the State College of Agriculture and the Women's College.

The Eastern States Exposition of Springfield, Massachusetts, has for a number of years offered free trips from the ten eastern states to the exposition. This year a junior agricultural camp was held on the grounds of the exposition, for eight days, from September 13 to 20. New Jersey was represented in that camp by nineteen boys and girls, three state leaders and one county leader, representing thirteen counties. The object of the camp was not only to offer an award to the boys and girls who had done worthy and creditable work in their various projects but it was planned in such a way as to have a distinct educational value.

For a number of years the Interstate Fair at Trenton has shown an interest in the work that is being done in agriculture by the boys and girls of the state. Through financial co-operation furnished by the fair management it



Mass Drill



Folk Dance



Fifth Grade

PHYSICAL TRAINING IN VENTNOR CITY



SCHOOL GARDEN PRODUCTS—LEONARDO

tions, and the special exhibits held from time to time. Later each school was asked to appoint a museum representative, and through occasional conferences these representatives were kept in touch with the work of the museum, and asked to make suggestions for the further practical co-operation of museum and schools.

Two years ago beginnings were made toward collections which could be lent to schools of the state outside the city of Trenton. At first only a few rather dingy bird and animal specimens were sent out. Gradually industrial process charts, natural history cases, lantern slide lectures and motion picture films were prepared and advertised cautiously, so that the demand might not too far exceed the supply. This autumn the first printed bulletin of lending collections was sent out to schools all over New Jersey, and the response has rather appalled the small museum staff, who are struggling valiantly to keep up with it. That bulletin contains lists of 125 lantern slide lectures, 30 motion picture films, 15 cases on natural history subjects, and industrial process charts representing more than 30 industries. Of course each of these is duplicated many times—as often, in fact, as is necessary to keep up with the demands of the schools. Besides this, there are several hundred pictures on natural history and industrial subjects, designed especially for schools who do not have lanterns for showing slides.

The museum lends these teaching materials as a library lends books. One natural history case, four industrial process charts, twenty pictures, two motion picture reels, or one lantern slide lecture, may be borrowed by each school, kept for a month, returned and exchanged for other exhibit material. The only expense to the borrower is the slight cost of transportation. Another year it is hoped that even this expense may be eliminated, thereby increasing the circulation in small schools which cannot afford even the transportation charge.

The museum is now reaching the schools in still another way—through community centers. A series of exhibits, similar to the larger natural history and industrial exhibits in the museum, have been so arranged, with labels complete, that they can be sent out to libraries, granges and other community centers, kept for a month, and then exchanged for other material. These exhibits reach not only the school children, but their parents as well.

The museum is looking forward to enlarging its program as rapidly as funds and space and working staff can be increased. Exhibition space in the permanent museum should be much enlarged so that the large collections now stored in the basement could be displayed. More industrial processes should be arranged so that the exhibits would be of commercial as well as educational value. Storerooms, workrooms and classrooms should be added. Lectures and exhibits should be planned to correspond with the study courses of local schools. Lending collections should be duplicated and new ones added. Story hours, children's clubs and junior museum work should be encouraged. And additional funds and workers are needed.

Our neighbor states, New York and Pennsylvania, already have large, well-organized educational museums, with the splendid support of the state behind them. The New Jersey State Museum is still young in its educational work, but if its usefulness increases with each demand made upon it, its growth should be phenomenal. It is hoped that the teachers of the state will continue to be generous with interest and suggestion, in order that this growth may be in the right direction.

## COMMISSIONER OF EDUCATION.

119

### SCHOOL LIBRARIES

During the past year 684 schools applied for school library money. The majority of these applications were from rural schools.

The grade of books on the lists submitted for approval showed marked improvement.

Both the increased number of applications and improvement in book selection is attributed largely to the interest and aid of the county helping teachers and county school superintendents.

Ten years ago few rural schools owned any books for supplementary or correlative reading, and were able to teach the children only the outstanding bare facts as given in cut and dried textbooks. With the adoption of new textbooks which made suggested reading a large factor in teaching, and with the issuance by the State Department of Public Instruction of monographs on various phases of teaching which called for outside reading and which included extensive bibliographies, it became apparent that the lack of libraries in rural schools debarred them from employing new methods in teaching or making use of the monographs published by the state. New and enthusiastic rural school teachers immediately set themselves to remedy this defect. The applications for school libraries increased and books necessary to modern methods of instruction took the place on the lists of indifferent and sensational sets of books written at so much per page.

The ideal—or even standard—for rural schools cannot be reached until every rural school has been aroused to secure its school library money each year and thereby build for itself a library which will enable the teacher to adopt modern methods of instruction and teach boys and girls to find information for themselves and to appreciate the value of books.

In towns with public libraries schools should depend on these libraries to supply general and correlated reading. These two factors for public education—the library and the school—should work in the closest harmony and cooperate in every way possible, the school-teacher bringing to the library specialized knowledge of children and methods of instruction, and the librarian bringing to the schools specialized knowledge of books and their adaptation to subjects. The school, although the most lasting and formative influence in a child's life, can hold him for only a few years, but the efficient school-teacher, through cooperation with the public library, can send the boy and girl from school so imbued with the love of books and knowledge of their value and so familiar with the methods



## SCHOOL REPORT.

of the public library and appreciation of its value as a source of public education that the boy and girl will as man and woman continue their education through life. That is the greatest thing which can be done for the 80 per cent leaving school before high school age.

The rural school-teacher may accomplish the same end with a well chosen school library and by constant reference to the Public Library Commission for special aid and books for general reading.

The well chosen rural school library enables the country school-teacher to vitalize each subject, to give the children the stories, the dramatic aid, the special subjects, the training in debating, the intimate friendly knowledge of far places and strange peoples, with the interest and proficiency of the best equipped city schools; it makes of the country schoolroom a life's workshop instead of a dreary canning factory of dried and assorted facts.

The increased demand shows that country school-teachers have come to this realization.

Many teachers who have served an apprenticeship in country schools and passed on to principalships in towns have, by their efforts in raising money for school libraries, by their intelligent selection and buying of books, and their aptitude in relating books to subjects and life, left in each community where they have taught a sense of the value of books, a community spirit, and a desire to further education that has led to a neighborhood awakening and the establishment of a community center and library which has enabled not only the boys and girls but also the fathers and mothers to continue their education.

To teach without a library is to make bricks without straw, to fight a battle without artillery, to raise a crop on an untilled hillside without fertilizer.

## VICTORY BOYS AND VICTORY GIRLS DIVISION OF THE UNITED WAR WORK CAMPAIGN

On October 31, 1918, the Commissioner issued the following circular to school officials of the state.

You have received explanatory circulars concerning the drive to be made during the week of November 11 to 18 for another war purpose—the Earn and Give Campaign.

This is one more call upon the schools for war service. The schools have responded so well in the past to various causes that the response now to another call will be equally enthusiastic, earnest and successful.

It has become a habit to New Jersey teachers and pupils to respond eagerly to all calls.

## COMMISSIONER OF EDUCATION.

121

The campaign has been worked out so that boys and girls will have a suitable time in which to earn the \$5. They will have a purpose in earning it.

Five dollars will give comfort and cheer for five weeks to one of our soldier boys. Of course contributions of a less amount than \$5 will be thankfully received.

The drive will appeal to all teachers of English as giving abundant opportunity for oral and written work. It will also be a good opportunity to utilize four-minute speakers.

One of the most gratifying things about this campaign is that the various organizations are working as a unit.

The details of the whole matter can be obtained from the county chairmen. More than half of the county chairmen of this campaign are either county or city superintendents.

Every county and city superintendent, every principal and every helping teacher should make it his business to see that the schools are well organized and that every effort is put forth to make this drive a great success.

The teachers and children responded splendidly and eagerly to this call for war service, as they had to all calls for service during the war.

As a result of this campaign the money raised for this enterprise was reported from the various counties of the state, including the cities within these counties, as follows:

Atlantic County .....	\$13,202 72
Bergen County .....	36,888 42
Burlington County .....	12,262 71
Camden County .....	18,524 16
Cape May County .....	2,608 60
Cumberland County .....	5,025 67
Essex County .....	58,230 94
Hudson County .....	73,491 18
Hunterdon County .....	2,450 22
Gloucester County .....	5,744 18
Mercer County .....	31,421 59
Middlesex County .....	9,111 41
Monmouth County .....	11,450 00
Morris County .....	14,833 83
Ocean County .....	2,874 88
Passaic County .....	29,340 98
Salem County .....	3,412 49
Somerset County .....	5,690 99
Sussex County .....	2,222 07
Union County .....	21,422 29
Warren County .....	4,900 67

Total ..... \$365,110 00

## EFFECTS OF THE WAR

Now that the war is over, it is appropriate to make a brief summary of its effects upon the schools.

1. There has been a great diminution of school building activities throughout the state.

## SCHOOL REPORT.

An examination of the county superintendents' reports shows that there was expended for the purchase of land and the erection of buildings between five and six million dollars in each of the years 1915, 1916, 1917 and 1918. But in the school year July 1, 1918, to June 30, 1919, the expenditures for these purposes were \$2,772,-218.06, which was a decrease of \$2,667,830.33 from the preceding year.

The high cost of building and the action of the Federal Reserve Board in discouraging the erection of buildings were responsible for this decrease.

This is unfortunate from the point of view of the schools, because in a rapidly growing state like New Jersey the constant erection of school buildings is necessary.

As a result of the lessening of building activities a large number of classes will be placed on half time during the year 1919-20.

2. The war conditions caused increased expenses for schools, in the salaries of teachers and janitors and in the cost of fuel and other necessary supplies, to say nothing of added cost of building.

3. The war affected high school enrollment, particularly in the case of boys. The high school enrollment or registration increased only 331 during the past year. In fact, during the years 1916-17, 1917-18 and 1918-19 the high school enrollment remained practically stationary—a little more than 50,000 pupils.

From 1914-15 to 1915-16—before the war affected us seriously—the high school enrollment increased approximately 6000 pupils. During the period from 1911-12 to 1915-16 it increased from 28,479 to more than 50,000 pupils.

Mr. Meredith points out in his report the decrease in the number of boys enrolled in the high schools in certain counties as follows:

Bergen County .....	94
Cumberland County .....	43
Essex County .....	330
Middlesex County .....	76

The high school enrollment for the year 1919-20 will probably be greatly increased over the previous years.

4. The war was also responsible for a smaller evening school attendance. The enrollment in our evening schools showed a decrease during the year of upwards of 8000 pupils. Of this number, 4766 were boys and 3262 were girls.

This decrease was due probably to an increase in the opportunities for employment for young people, and to the high wages which

were paid them, which had the effect of lessening in their estimation the need of attendance at evening schools.

5. Another effect of the war was the decrease in the number of men teachers in the schools of the state. During the year the number of men teachers in the state decreased 181 and the number of women teachers increased 445.

This condition is unfortunate because we need more men teachers in the schools.

On the other hand, many of the war activities in the schools, while taxing the resources of teachers and children, were beneficial.

6. The children in practically all the grammar and high schools, in our manual training shops, in our sewing rooms and in our cooking classes devoted many of their activities to war work.

In the manual training shops and in the sewing and cooking classes a healthful motive was found in the construction of things which were used in carrying on the purposes of the war and in affording relief to the destitute children in the countries of our allies. A healthful motive was also found in the "Earn and Give Campaign" of the Victory Boys and Girls and in the making of war cabinets for local histories of the war.

The interest in all these activities was greatly increased among the children and teachers because there were certain definite things to be done which were patriotic and humanitarian.

7. Many of our pupils in the various school systems of the state found in the making of garments in Red Cross work for destitute Belgian and Serbian children and in the aid of French children a motive for service which was invaluable training for these pupils.

8. Instruction in civics or citizenship received a new impetus as a result of our participation in the war. The Legislature enacted at its last session a law requiring instruction in Civics and in Problems in Democracy in grammar and high schools. This law is referred to elsewhere in this report.

9. The revelations of the deplorable physical condition of our youth of military age brought out the fact that more attention should be given to health and physical training in the schools.

The operation of our physical training law, which was begun in 1917, has been fortunate for the schools. It came at a time when public attention was drawn as never before to the importance of physical training and health in the schools.

Approximately one-tenth of the time of New Jersey school children is by statute devoted to this training.

10. The war also revealed the need of conservation, thrift and the wise spending of money.

The influence of the war as set forth in the first five of the foregoing has been detrimental on the whole to the schools; the influence of the other five has left a permanent impress for good which teachers will not forget or ignore in the subsequent activities of the schools.

Motivation for school work is needed.

Service to others has been emphasized and will not be forgotten.

Teachers as well as pupils found a new seriousness in their work because of this service.

The civics instruction, the health instruction and the thrift instruction have left a permanent impress upon the activities of the schools which in the long run will work for the improvement of the schools and the children of the state.

## EXTRACTS FROM ANNUAL REPORTS OF COUNTY AND CITY SUPERINTENDENTS

---

### COUNTIES

*Superintendent Henry M. Cressman, Atlantic County*—The Health Crusade conducted by the co-operation of the schools and the National Tuberculosis Association, under the leadership of Mrs. E. G. Shreve, was participated in by all the schools. According to the report of the Association more schools participated in this in Atlantic County than in all of the other South Jersey counties. The helping teacher, Miss Schaible, writes: "It seems to me that nothing in our school work this year has been more worth while, or has yielded more definite results than the efforts spent in the teaching of good health habits. I have in mind one boy whom I did not recognize after he began to clean up; and I can think of many more whose appearance was wonderfully changed." We hope it will be continued in succeeding years.

*Superintendent B. C. Wooster, Bergen County*—The total enrollment was 45,664 pupils, an increase over preceding year of 1270. This, for some reason, was far short of our usual increase, which has for many years been more than 2,000 annually. There were fewer children in one-room schools, about the same in two-room schools, and grades I to IV. The increased enrollment is found in kindergarten, grades V to VIII, and in high school, the biggest of all being in the upper elementary grades. This would seem to indicate that the schools are holding pupils better and longer than has sometimes been the case. I mention this particularly because the temptation to leave school has never been greater than during the past year. Boys and girls were able to earn adults' wages and found ready employment. I am credibly informed that a 14 year old boy, living near Camp Merritt, has earned over a thousand dollars within a year, delivering papers, running errands, etc. . . .

The Victory Boys and Girls leaders gave the schools and the school children recognition as an integral fighting body, with its own existing organization and with chance to use its own initiative. We showed what we could do and have won a place in the public eye not heretofore held. . . .

We are pleased that every school child in the county received the Camp Merritt medal of appreciation for efforts of the children on behalf of the soldiers quartered in the county.

*Superintendent Louis J. Kaser, Burlington County*—In the past year, there were fourteen auto busses owned by the boards of education. During the summer I was informed that six additional auto busses had been purchased. . . .

During "Visit-the-Schools Week" in Miss LeConey's territory an evening meeting was held at the new Cambridge School. Many of the people of that section are Polish, and in order to reach these people the teachers and helping teacher decided to include in the program a short talk in the Polish language. The board of education became interested; the leaders in the community became aroused; the children were delighted and did their part in advertising the meeting. A demonstration in physical training was given and patriotic songs were sung. The Polish speaker was obtained through the efforts of Mrs. Frantz, chairman of the county organization of parent-teacher associations. He was a young man and his talk was a comparison of the schools in Poland with those in America. He tried to explain American aims and education, their interest in health problems and the desire to have their co-operation. There were more than 100 adults present, 75 per cent. of whom were foreigners. The meeting was a success from every standpoint. . . .

School moneys were withheld from Southampton Township on March 3, 1919, because the proper facilities were not being furnished the children.

The township has voted a new school building at Vincentown for \$35,000. They have purchased one automobile truck. The architect is working on the plans. I think a contract will be let for the building in the early fall. As soon as that is done, I shall recommend the releasing of the school moneys. . . .

Eighty teachers, or 20 per cent. of all the teachers in the county, attended summer school in New Jersey. In addition, 21 teachers attended summer school outside of New Jersey, making about 25 per cent. of the teachers in the county who attended summer school. . . .

For the year ending June 30, 1916, there were twelve districts in Burlington County with a school term of nine months in length. I have constantly preached a longer school term until I am very glad to report that all the districts excepting Washington, Shamong, Tabernacle and Woodland Townships are now ten month terms. These will probably remain nine months owing to the cranberry season. If schools were opened earlier the children would not be in attendance because the whole family often moves to some other section of the county during that season of the year. . . .

A traveling dental clinic has been established in Burlington County. Dr. C. J. Hollister is in charge of it. The funds are being contributed by Burlington County people who are interested in the clinic with the hope of having the boards support it after the first year.

*Superintendent Charles S. Albertson, Camden County*—Our "needs" are: more grade teachers, higher teachers' salaries, several new buildings, better medical inspection with nurses, a more effective attendance law, better supervision in some districts. . . .

One of the most potent influences in securing "better teaching" in Camden County is the Collingswood Summer School. This school has developed groups of "real" teachers with a fine professional spirit and a keen appreciation of their teaching power and of the possibilities of their calling. In many cases the change of attitude has been complete and surprising. We feel that we are very fortunate in having this school in our midst and that so many of our teachers have responded to its influence. The personal culture, earnestness, courage, energy and teaching power of the members of the faculty are remarkably effective on the personalities of the young people who come under their influence. These facts are frequently commented upon at meetings of our supervising principals and our helping teacher. During my visits to schools I frequently hear "Collingswood" given the credit for a successful school achievement or to justify a procedure.

*Superintendent Aaron W. Hand, Cape May County*—One of the most interesting experiences of my school career was a demonstration to the board of chosen freeholders of the county of the value to the county and the quality of the work of the county vocational school in agriculture and household arts.

The board made an attempt to reduce our appropriations as fixed by the county board of estimate, and though they had no legal right to attempt such a thing, I determined that they should be shown that the school was doing its work faithfully, was benefitting the county and helping the farmer and the rural sections immeasurably.

Our effort was entirely successful. A dozen of our farmer students, all adults, attended the meeting and gave eloquent testimony in favor of the school by reciting the great help it had been to them. The appropriation was immediately restored and paid a few days afterward. We convinced a group of hard-headed men, not anxious to be convinced, and the school emerged much stronger and more popular than ever.

I thoroughly believe that the effective way to improve conditions in the rural sections is through the mediumship of vocational schools conducted just as ours is, and that the agricultural and home economics activities of our state school system should be through the mediumship of the schools, including the vocational schools.

Great difficulties are bound to arise if pupils, teachers and school officers are called upon to serve or to assist other departments or organizations in carrying out a program which is bound to seriously conflict with the school organization and duties. The school system is best able to conduct its own agricultural and home economics activities because they become ingrained as the regular work of the schools and topics of discussion at all our numerous meetings of supervisors, teachers, pupils and people at large. Our vocational teachers supply the trained skill and scientific knowledge and are called upon to attend teachers' meetings whenever necessary for this purpose. The county vocational school idea should be vigorously promoted throughout the state as the best agency available for the improvement of our rural conditions and



interesting the farming population of all ages in agriculture, so that the hegira from the rural sections to the cities may be at least partially halted.

*Superintendent J. J. Unger, Cumberland County*—During the year I visited 178 teachers twice, 11 teachers three times, and a few four times. Sixteen teachers, most of whom were in service for a short time only, I visited only once. My visits varied in length from one half hour to two hours.

The vital question is, what can a county superintendent do in so short a visit that will help the teacher to do better teaching?

In the first place, he must gain the confidence of the teacher. If the teacher is a beginner especially, it is his duty to put her at her ease in the first few moments of his visit. A smiling countenance, a cordial greeting, a sympathetic attitude, showing his interest in work displayed and in the pupils at their seats, generally will not fail to dispel the self-consciousness of the beginning teacher.

Gradually opportunity offers for the superintendent to talk to the class about their lesson, and in a tactful way he may strengthen the pupils' confidence in their teacher.

Suggestions to the teacher should not be given in the presence of the pupils, even though they be given in an undertone. It is far better to give these at recess or after school when the pupils are not present. If neither of these plans is feasible, then a few suggestions in writing may be left in the register when the superintendent signs it.

Criticism should be helpful, constructive criticism. Care should be taken to criticise favorably rather than adversely. The superintendent may strengthen the confidence of the teacher in him by saying perhaps, "I like the way in which you taught your reading class; however, I would suggest," etc. But the supervision then is furthered still, if a conference with the helping teacher concerning the work of the individual teacher follows. The policy of the helping teacher in assisting the individual teacher must not run counter to the policy of the superintendent. They must work harmoniously and with a unity of effort for the improvement of the teachers supervised. No supervision is worthy of the name that does not leave the teacher visited a better and a happier teacher than she was before the visit of the county superintendent. . . .

An interesting comparison of the comparative cost of wagon transportation and automobile transportation was made. This showed that for the entire county the average cost per pupil transported by wagon was \$40.06, while the average cost per pupil by automobile was only \$39.78. This study was reported in the newspapers with the result that for the coming year there will be more automobile transportation than ever before. . . .

One of the most successful meetings I attended was the meeting of the Maurice River board. It was the annual inspection of school buildings, not by a committee of two or three, but by the majority of the members. All of the schools were visited, and the county superintendent was able to point out effectively the needs of the schools by way of repairs, new furniture, blackboards and other equipment. Dinner was served at the home of one of the members, after which the board met in regular session and passed upon the improvements suggested by the county superintendent. Additional slate blackboard space was provided, new furniture ordered for two rooms,

a new floor and metal ceiling placed in one of the buildings, globes and other equipment provided to the limit of the financial condition of the treasury. The annual inspection day idea is a splendid one and should be carried out by every board of education.

The subjects of music and drawing, though highly important in a scheme of education, received little attention previous to last year in most of the rural districts. Exclusive of Landis only one township, Stow Creek, had a teacher of music. Early in the year arrangements were made with the boards of education of Hopewell, Lawrence, Downe and Commercial to have drawing and music taught in their high schools, so as better to fit their graduates for entrance into the state normal schools. The county superintendent was given authority to employ a teacher of music and drawing at a salary of \$1,000 a year. She divided her time among the high schools of these districts and the districts paid her salary in proportion to the time received from the teacher.

It was found out, however, that the work in the high schools was of necessity so elementary in character that before the close of the school year it was decided to extend the instruction into the elementary grades. Accordingly two teachers were engaged by these same districts to teach these subjects in the high schools and to supervise them in the grades. This program will go into effect this coming year. One of these supervisors of music and drawing will serve Hopewell and Lawrence and the other will serve Downe and Commercial townships.

*Superintendent Oliver J. Morelock, Essex County*—Before passing to the next topic it might be well to state that my experience as county superintendent and as member and secretary of the county vocational school board during the whole period of the founding of the county vocational school from its inception, has thoroughly convinced me of the wisdom of the law making a county vocational school possible, and also of the decision to establish such a school in Essex County. Although this is one of the leading industrial communities of the county and contains at least three large school systems that have been widely heralded as being highly progressive systems, only two municipalities in the county have done anything along the line of providing vocational schools, and most of the superintendents and supervising principals have been either apathetic or have actually stood in the way of the pupils who desired to go to the county vocational school. In other words, industrial education's only chance for free development is away from the chilling atmosphere of the academically minded school superintendents and principals. To show my own faith in the future importance of this new type of education, I might add that not only do I have greater confidence than ever in vocational education, but I believe that the time will come when at least 30 per cent. of the public secondary schools will be industrial or agricultural in character, and the proportion may well be much larger. For to large numbers of our children the vocational school offers opportunities not only for the development of industrial skill but for character development and for the attainment of genuine culture such as the traditional school as now organized, manned and equipped does not, and can not offer.

The interest in better physical education has received a great stimulus

from the work of the camps. Much needs to be done, however, to capitalize this impetus permanently. The combination of seven smaller districts of Essex County for the employment of a man physical training supervisor is a promising step in the direction of putting physical education on a sound and effective basis. A young man, trained in a college and in a good physical training school, with a year's experience in the Newark system, a year's experience as supervisor of physical training in the city of Irvington, and some army experience, has been employed to have charge of the physical training work in the schools of those districts, at an initial salary of \$2,000. As he has to pay his own traveling expenses we expect to increase his pay next year, and as he proves the value of his work, to keep on increasing the salary of this position up to a maximum of \$3,000.

*Superintendent Daniel T. Steelman, Gloucester County*—A booklet outlining a plan for the organization and conduct of health and civic clubs in the county was issued from this office. The plan had the endorsement of the supervising principals and leading teachers of the county. Clubs have been organized in about every school in the county. The sanitary conditions of the schools have been greatly improved and the pupils taught valuable lessons in health and cleanliness. A county banner is awarded each month to the school reporting the highest score.

The schools of the county contributed \$5,813.81 to the United War Work Campaign Fund. The county committee placed the allotment for the schools at \$3,000 and expressed its great satisfaction when nearly twice that amount was contributed.

The amount contributed by the schools to the Soldiers' and Sailors' Memorial Fund is \$1,096.99.

The schools were well organized into Junior Red Cross Societies and the work of the year outlined by months. \$1,800 was collected in membership fees of 25 cents each. Much creditable work was done by the pupils.

An essay writing contest on "Why we should own a Liberty Bond" was conducted in the schools, the prizes offered being German helmets to the school having the best essay in each district. Fifty-three helmets were won with the recommendation that they be placed among the war relics collected by the schools.

*Superintendent Austin H. Updyke, Hudson County*—The Town of Union has appropriated \$300,000 for a new forty-nine room elementary school building with auditorium, gymnasium and swimming pool. Work has been begun on this building.

West New York has appropriated \$225,000 for a new forty-one room building to replace No. 1 School. The buildings are being removed from the land to begin excavation at once for this building. . . .

The Town of Harrison contemplates the building of a seventeen room building, modern in every respect. It is necessary for the board of education to purchase some additional land. The contemplated cost is \$10,000 for land and \$200,000 for building. . . .

Hudson County has completed buildings during the year at a cost of \$1,840,000. Money has been appropriated for buildings which are to be begun at a very early date to the amount of \$2,655,000. . . .

## SCHOOL REPORT.

The cost of education per pupil based on average daily attendance is \$85.99 for Hoboken. This is the highest in the county. The lowest is Guttenberg, \$34.83 per pupil. The average for the county is \$70.33. This is an increase of \$13.87 over that for the school year 1917-18, \$20.97 over that for the year 1916-17, and \$25.18 over that for the year 1914-15. . . .

It is manifest that the children of Hudson County do not have equal educational advantages. In some districts the children have all the advantages of modern school accommodations and across the street in other districts only the common branches are taught and the buildings are not modern. . . .

Young women working as trolley car conductors in this section are getting more salary than many of the teachers that teach our children.

*Superintendent Jason S. Hoffman, Hunterdon County*—As you will observe by reports referred to before, every activity organized in this county during the past three years has been kept alive and growing. We have planned with definiteness and determination, and my very loyal aids never falter or fail to revive at the slightest evidence of neglect or loss of interest—as “Eternal Vigilance is the Price of Liberty” so is it the price of progress. The B. L. C. and health clubs and the rural school council and spring festivals have all been of increased effectiveness during the year. We have also kept a close lookout to prevent the accumulation of dust on the monographs, and rusts from the joints of physical training.

Our biggest administration problem this year has been to arouse public sentiment and center it upon the home school and its life. With this end in view we have held numberless public meetings in every section of the county, organized many parent-teacher associations, the details of which are given in the helping teachers's reports. In our series of get-together meetings very valuable assistance was rendered by the rural education department of Columbia University.

*Superintendent Joseph M. Arnold, Mercer County*—For the first time, student-teachers were sent to five of our one-room schools for practice teaching. This, it seems to me, is the kind of training these young women who expect to teach country schools need. Too often teachers accept positions in rural schools without any knowledge whatever of the problems of these schools and much time is wasted before they can adjust themselves to conditions. The follow-up work done by the Normal School in visiting teachers has been most helpful to those who are in their first working positions.

Physical training has brought to our teachers better health, more cheerful school life and easier tasks in discipline. For the children it has served to bring straighter and stronger bodies and increased activities and in many ways has made school life more attractive. Our teachers as a whole, have carried on the work with energy and enthusiasm. They appreciate its importance and have endeavored through attendance at summer schools and teachers' meetings to improve the quality of the work. Special stress has been laid on posture—on teaching the children how to sit, how to stand, how to walk, and in many practical ways how to take care of their bodies. At public gatherings in which pupils had a part, at spelling contests, special days in schools and at closing exercises physical training drills were a feature and gave the public an opportunity to see this work. . . .

## COMMISSIONER OF EDUCATION.

131

Standard tests were given in several subjects throughout the year—the Woody, Courtis and Munroe tests in arithmetic, the Ayres tests in spelling, the Munroe tests in silent reading and the Courtis tests in geography. Where any of these tests were repeated after an interval of several months gratifying results were noted. Throughout the county as a whole the results in primary and intermediate grades were much better than in the higher grammar grades. The spelling was based on the Ayres list and the work of the year has shown an improvement in all grades. The Munroe silent reading tests were given in Ewing and Hamilton by the pupils of the Normal School. Unfortunately these were given in Hamilton during the final examinations, which may have had some effect upon the results. . . .

We deeply regret to record the voluntary retirement of Miss Helen D. Grover after a service of thirty-six years as teacher, principal and supervisor in the East Windsor district. Hers is one of the best and noblest types of womanhood, and her teaching by example as well as precept has been fraught with blessings for the community which she served so faithfully. As a reward for her earnest and self-sacrificing toil, which too often seems unrecognized and unrequited, she carries with her a degree of gratitude and praise on the part of a host of pupils, teachers and friends that will ever be to her a ministry of joy.

*Superintendent H. Brewster Willis, Middlesex County*—Since the removal of the building restrictions the boards of education, during the past six months, have been hustling to provide larger and better school accommodations.

Among the districts which have made appropriations for school buildings are:

City of New Brunswick .....	\$480,000
City of Perth Amboy .....	300,000
City of South Amboy .....	115,000
Borough of Dunellen .....	82,000
Borough of Middlesex .....	38,000
Township of Woodbridge .....	165,000
Township of North Brunswick .....	8,000
County Vocational Schools .....	125,000

The townships of Raritan, Sayreville and Plainsboro have planned new school buildings aggregating \$100,000 and other districts are to be heard from. . . .

Our county vocational schools have completed another very successful year. The attendance at both the New Brunswick and the Perth Amboy schools shows an increase over that of the preceding year and the high quality of work turned out by the pupils is very gratifying. In spite of the fact that the majority of pupils attending these schools were employed during the summer of 1918 on some form of war materials production at very high wages, practically every undergraduate resumed his school work at the beginning of the fall term.

A department of industrial chemistry, probably the first of its kind to be organized in the county, has been established at School No. 2, Perth Amboy. In addition to the regular day school course, a part-time trade extension for workers in the chemical manufacturing plants in and about Perth Amboy was organized. This opportunity was taken advantage of by two of the

# MIDDLESEX COUNTY SCHOOL WAR ACTIVITIES—1919

September 1, 1918, to June 1, 1919

NAME OF DISTRICT	1 AMOUNT OF THRIFT AND WAR SAVINGS STAMPS PUR- CHASED BY PUPILS	2 AMOUNT OF LIBERTY BONDS PURCHASED BY SCHOOLS	3 AMOUNT OF MONEY CON- TRIBUTED TO THE RED CROSS	4 AMOUNT OF MONEY CON- TRIBUTED TO VICTORY BOYS AND GIRLS WAR WORK	5 AMOUNT OF MONEY CON- TRIBUTED TO STATE MEMORIAL HALL	6 AMOUNT OF MONEY CON- TRIBUTED TO LOCAL MEMORIALS	7 NUMBER OF GARMENTS MADE BY PUPILS FOR WAR PURPOSES
BOROUGHES							
Dunellen .....	\$1,716.53	\$4,450.00	\$66.73	\$524.32	\$72.00	.....	1,435
Helmetta .....	910.75	.....	.....	.....	45.49	.....	.....
Highland Park .....	2,181.79	1,250.00	21.58	188.00	6.58	.....	81
Jamesburg .....	1,528.63	2,600.00	.....	825.64	35.78	.....	.....
Metuchen .....	4,440.00	10,000.00	230.00	760.00	147.61	.....	40
Middlesex .....	3,610.00	250.00	.....	.....	40.60	\$108.50	.....
Milltown .....	400.00	.....	.....	.....	12.50	.....	.....
Roosevelt .....	2,093.87	22,450.00	577.25	606.25	673.86	909.01	579
South River .....	.....	4,000.00	.....	734.37	200.00	.....	.....
Spotswood .....	451.47	700.00	.....	.....	52.00	.....	275
Total .....	\$17,333.04	\$45,700.00	\$895.56	\$3,638.58	\$1,286.42	\$1,017.51	2,410
TOWNSHIPS							
Cranbury .....	\$1,101.50	\$1,450.00	\$20.00	\$168.11	\$4.80	.....	.....
East Brunswick .....	28.00	2,050.00	5.55	75.36	83.00	.....	8
Madison .....	420.58	2,200.00	72.00	.....	9.31	.....	.....
Monroe .....	769.51	1,250.00	89.45	.....	4.55	.....	.....
North Brunswick...	423.50	450.00	16.75	7.50	24.50	.....	.....
Piscataway .....	1,000.00	6,450.00	.....	.....	52.90	\$68.01	933
Raritan .....	648.47	5,300.00	23.75	178.96	31.02	.....	500
Sayreville .....	1,307.50	2,450.00	.....	.....	93.30	.....	.....
South Brunswick...	2,614.21	4,350.00	57.00	136.92	49.78	.....	.....
Woodbridge .....	2,121.41	23,900.00	107.00	1,224.62	188.27	.....	.....
Total .....	\$10,434.68	\$49,850.00	\$391.50	\$1,791.47	\$541.43	\$68.01	1,441
CITIES							
New Brunswick....	\$16,453.00	\$93,220.00	.....	\$3,043.00	\$65.00	.....	.....
Perth Amboy.....	6,908.90	6,500.00	.....	.....	.....	\$60.00	227
South Amboy.....	4,551.21	8,500.00	.....	638.36	46.00	.....	150
Total .....	\$27,913.11	\$108,220.00	.....	\$3,681.36	\$111.00	\$60.00	377
SUMMARY							
Boroughs .....	\$17,333.04	\$45,700.00	\$895.56	\$3,638.58	\$1,286.42	\$1,017.51	2,410
Townships .....	10,434.68	49,850.00	391.50	1,791.47	541.43	68.01	1,441
Cities .....	27,913.11	108,220.00	.....	3,681.36	111.00	60.00	377
Total .....	\$55,680.83	\$203,770.00	\$1,287.06	\$9,111.41	\$1,938.85	\$1,145.52	4,228



largest chemical manufacturing plants in the county and workers from these plants were allowed four hours per week to attend the extension classes. The textbooks used by the students were paid for by the employers and the employees attending the classes suffered no loss of time. . . .

The progress made by the regular day school boys in this department was little short of remarkable and we were unable to supply the demand for trained laboratory assistants.

*Superintendent C. J. Strahan, Monmouth County*—The supervisory and teaching force of the county is clearly advancing toward a recognized professional body.

The Supervisors' Round Table held monthly meetings throughout the year. A few speakers from outside the county addressed our meetings, but the major part of the time was devoted to discussions of county school work and reports of committees. This organization has become a scientific body for the promotion of education in the county.

A course in scientific measurement was given weekly in the Red Bank high school by Professor Crow, of the State University. About twenty principals and several teachers took the course. The interest in measurements had the natural result of improvement in curricula and methods of teaching. . . .

Committees of our supervisors' organization have with the assistance of teachers and pupils made a vocational survey of the county. Assistant Commissioner Wesley A. O'Leary and his assistant, Mr. McCarthy, have given valuable advice and co-operation. We have not as yet reached a conclusion as to whether county vocational schools should be established. Investigation and discussion in both the School Boards Association and the Supervisors' Round Table will be continued. . . .

County musical contests were held during April and May. This was a new venture to secure more interest among parents and pupils in this social subject. The results amply justified the effort expended.

Following are the divisions:

Choruses:

High school, grammar school, elementary and rural.

Solos:

Male—High school, grammar school, rural.

Female—High school, grammar school, rural.

Orchestras:

Open competition without limitation.

Scoring was made by expert judges upon the following: attack, rhythm, pitch, spirit, quality of tone, and balance of choruses and orchestras. Preliminaries, sub-finals and final contests were held at Matawan, Long Branch, Ocean Grove, Freehold and Asbury Park.

*Superintendent J. Howard Hulsart, Morris County.*

	1917	1918	1919
Pupils enrolled .....	14,709	15,160	15,351
Pupils in high school .....	1,692	1,791	1,740
Possible days' attendance .....	2,176,388	2,372,343	2,194,495



## SCHOOL REPORT.

Days' present .....	1,968,681	2,094,929	1,940,961
Percentage of attendance .....	90.4	88.3	88.4
Times tardy .....	11,079	13,558	13,223
Pupils neither absent nor tardy.....	853	519	546
Day school teachers and supervisors	454	467	471
Normal school graduates .....	243	252	254
College graduates .....	74	80	81
Average salary of male teachers, exclusive of supervising principals, non-teaching principals and special supervisors .....	\$945.54	\$1,070.43	\$1,201.66
Same of female teachers .....	692.44	731.67	827.09

The scarcity of teachers continued during the year. The difficulty of keeping the less desirable rural schools supplied with qualified teachers was constantly experienced. With the unfavorable features of such a condition, however, at least one good result is quite noticeable—a pronounced increase in teachers' salaries.

*Superintendent Charles A. Morris, Ocean County*—The following division of the enrollment compared with five years ago is significant.

	1914	1919	Per Cent.
Rural schools, one room .....	1032	765	26 Decrease
Rural schools, two rooms .....	744	658	12 Decrease
Kindergartens .....	141	173	20 Increase
Grades I-IV—primary .....	1397	1424	27 Increase
Grades V-VIII—grammar .....	983	1236	26 Increase
Grades IX-XII—high school .....	454	613	35 Increase

## Professional training of Ocean County teachers.

	1914	1915	1916	1917	1918	1919	Since 1914
Normal school graduates	48	53	58	66	83	66	38 Per Cent. Inc.
College graduates .....	22	24	26	28	27	30	36 Per Cent. Inc.
Training limited to high school and summer school .....	100	99	90	83	65	78	22 Per Cent. Dec.
Total .....	170	172	174	177	175	174	...

This shows a healthy increase in the number of teachers who are specially trained to teach. . . .

Teachers should be retained more generally than they are. Undoubtedly the chief consideration in this connection is the salary paid the teachers. Salaries have been increased somewhat throughout the county, but they were low in 1914 and have not been advanced even in proportion to the advanced cost of living. The average salary of all teachers, men and women, in 1914 was \$572.97; in 1919, \$739.62, an average increase of 29 per cent. . . .

The running expenses of the schools amounted to \$221,454.90. The chief items of expenditure were:

Salaries of teachers and principals.....	\$128,693.44	58	per cent. of total
Transportation of pupils .....	29,240.96	13	" " " "
Tuition fees .....	7,613.35	3	" " " "
Medical inspection .....	2,215.00	1	" " " "
Administration in the districts.....	4,997.28	2.2	" " " "

While this sum seems large in the aggregate it amounts to \$40.97 a year for each child enrolled, or about 26 cents a day for each child.

*Superintendent Edward W. Garrison, Passaic County*—The salary question has been a big proposition during the past year. The one thing that is going to make our schools better is money. Money for equipment and money for salaries, such salaries as will raise these teachers above the level of the average wage-earner and place them in a position where they can live and save. In order for them to give a community the best they have their minds must be free from the continual worry of making both ends meet and devoted almost impartially to the development of the children intrusted to their care. The boards of education in this county have done well along this line in comparison to what was being done, but nothing in comparison to what should be done. Again I believe the state should offer some additional assistance. The individual tax bill has increased tremendously during the past few years for this purpose, while the state's quota has practically remained the same. If the time for this assistance is not now, it surely must be in the near future.

*Superintendent H. C. Dixon, Salem County*—The teacher shortage that was troublesome last fall has not grown less. I thought it would be somewhat relieved about the first of January after the signing of the armistice, but my expectation was not realized. Only one teacher in the county who left teaching to engage in war work returned to teaching before the end of the school year in June. At the present time our schools are opening for a new year. Reports indicate that only four of our former teachers who engaged in war work have returned to teaching here. The teacher shortage amounts at this time to about 8 per cent. of the total corps. Some of these vacancies may yet be filled with qualified teachers, though I do not know that this will be true. I do not now see where we are to get enough teachers to man (or woman) the schools, though we are making use of all we can secure. . . .

If in the smaller communities particularly, where teacher personality counts for so much, we could employ capable teachers who would be content to stay there from year to year we should take a long step toward the solution of the school attendance problem and of other problems as well. But the teachers are a restless body. They seek the larger centers, and they move upon a slight provocation.

The value of school property is reported as being \$592,365, which is an increase of 87 per cent. in five years. The increase represents only new property. The valuations on old property have not been changed.

During the war school building operations were largely suspended but there has been some evidence of revival this summer though not as much as we wish. In May, Upper Pittsgrove Township voted \$25,000 for the purpose determined upon for this year only about 10 per cent. will be left in that type

of erecting a building to consolidate the schools in the upper part of the district. That building is now going up. In July, Pilesgrove voted \$16,500 to erect a building for its colored children and thereby complete consolidation in that district. The contract has just been let for the erection of the building.

These decisions of voters are evidence that the tendency toward consolidation continues. Five years ago 30 per cent. of the entire enrollment of the county was in one room schools. With the closing of the schools already of school. The practical disappearance of the one room school seems but a question of time and of a not very long time. . . .

The three supervising principals at Carney's Point, Penn's Grove and Woodstown indicate in their annual reports to me that they are taking the work of supervision seriously in their attempts to improve their teachers and interest their communities in the schools. Teachers' meetings are frequent for the discussion of teaching problems. The school buildings in their districts are used increasingly for public meetings and entertainments. In Penn's Grove the school building is the regular place of meeting of the chamber of commerce and of the woman's club. The latter is fostering a junior civics club and a garden club in connection with the schools.

*Superintendent Henry C. Krebs, Somerset County*—A series of demonstration lessons was given in four of our large graded schools, to which all teachers in the county were invited. For instance, on a certain day grade IV in one of our schools gave a demonstration lesson in reading at 2 o'clock. The teachers of the county had been notified of time and subject. Usually all the teachers of grade IV in other schools attended. Pupils were dismissed at 3 and the work was discussed by the teachers until 4, the supervising principal or the county superintendent presiding. . . .

The schools did their part in the various war work enterprises. Health clubs were formed in many of the schools. An endeavor was also made to have every pupil in the county a leader in something. There is no better way of developing leadership than by giving every pupil a chance to lead. This idea will be more fully carried out another year.

The progress of the schools in Bernards township during the past few years is worthy of special mention. All the one-room schools in the district have been closed, and all pupils are transported by auto-bus to graded schools. The average salary of female teachers in elementary schools has risen 27 per cent. in three years; in the high school 53 per cent. During the same period the average annual salary of male teachers in the high school has risen 86 per cent. For the coming year no teacher in the elementary grades receives less than \$950. The equipment of the schools, the supervision of special subjects, and the quality of teaching throughout are worthy of high praise. . . .

In conclusion, I recommend for renewed consideration the automatic closing of one-room schools whose enrollment is too small to render good work possible. The children of such schools cannot be wisely trained for a democracy, for the field is too limited. They cannot reap the benefits of organized play. There is no inspiration in a recitation comprising only one or two

pupils. In every respect these children do not have a proper chance at an education. The conservatism of our people causes these schools to remain open often at a per capita of \$100 with little return for the investment, when transportation would be much cheaper and the gain in the education of the children tenfold.

*Superintendent Ralph Decker, Sussex County*—There are 197 members of boards of education in Sussex County. Of this number 97 voted at the elections. This was 49 per cent of the total number, not a very satisfactory showing.

There are about 6,500 voters registered in Sussex County; to this should be added an equal number of women who had the right of suffrage at this election (only four of whom did exercise the right), making about 13,000 voters in all who had the right of franchise. Of this number 152, or 1.2 per cent, exercised their right.

Of the 152 voting, 108 were members of boards of education or employed by boards as teachers, attendance officers and janitors, leaving only 44 who were not directly interested in the schools in some official or pecuniary way, which is not quite an average of two patrons voting in each district. . . .

A study of the "cost of living" of the teachers of the county reveals the fact that the average cost for board of all teachers in the county last year was \$28.39 per month, to which must be added an average cost of \$2 per month for laundry, making the cost of living over \$30. This was the salary of a beginning teacher 25 years ago. Then the board was \$10 per month. To make our salaries now as good as then our beginning teachers should be getting \$90 per month instead of \$70.

Following our custom for a number of years we have been using our office as a news bureau and each week supply news items to the Sussex Register and New Jersey Herald of Newton, the Sussex Independent and the Wantage Recorder of Sussex, the Stanhope Eagle of Stanhope and the Newark Evening News. Our thanks are due these papers for their most loyal support and generous contribution of space in behalf of the schools. . . .

The automobile dealers were invited to exhibit cars and trucks and the hardware and machinery dealers, farm implements, etc., and to say they responded was putting it mildly. It certainly looked like an old-fashioned county fair. Gasoline engines, milking machines, reapers, mowers, hay rakes, pipeless furnaces, ranges, sewing machines, ensilage cutters, and a dozen makes of automobiles and trucks were on exhibition.

The school building was open to the public, and in each room could be found exhibits of school work of the different departments.

The attendance was large, being estimated between 6,000 and 7,000.

*Superintendent A. L. Johnson, Union County*—The constant emphasis which has been placed upon the use of the monographs has resulted in a very careful study of this literature by all of the teachers in the county. There is a general belief among supervising officers that teachers have come to realize their value and are using them not so much because they are required to do so, but chiefly on account of the real help they are getting from their use.

Many of the books mentioned in the reference sections have been supplied for the teacher's use in most instances at the request of the teachers themselves. . . .

Much attention has been given during the past year to work in English. There has been a concerted effort to place more emphasis upon oral composition following the suggestions given in the monograph. There has been a decided improvement in language power and it is the feeling among English teachers that these exercises have greatly improved the work in written composition. . . .

In order to measure the value of the teaching being done in the various districts, supervisors have given occasional efficiency tests and have charted the results for each school. By this method it has been possible to locate weak spots and apply corrective measures.

In practically every district in the county much attention has been given to weekly demonstration classes. Teachers are selected from the system who have developed a high degree of skill and are called upon to teach a lesson to a class in the presence of the other teachers. The recitation is followed by a discussion in which the teacher who has given the demonstration lesson participates, answering questions, explaining her aims and method, and defending her lesson plan if occasion demands. . . .

Organizations for the promotion of education in Union County: School Board Association, County Parent-Teacher Association, Principals' Association, Junior Principals' Association, Art Supervisors' Association, Manual Training Teachers' Association, Kindergarten Teachers' Association, Commercial Teachers' Association, Music Supervisors' Association, Physical Training Supervisors' Association, Health Supervisors' Association. These associations include the cities in Union county.

*Superintendent Howard E. Shimer, Warren County*—As will be observed, 62 per cent of the operating expenses were used for purposes of instruction. Although salaries are still too low to attract many unusually capable men and women to the profession, the report shows a gratifying trend upward. The following comparative table may illustrate my point:

Teachers receiving	1917-18	1918-19
Less than \$500 .....	54	4
Less than 600 .....	115	26
Less than 700 .....	169	100
\$700 or more .....	72	141

#### CITIES

*Superintendent Amos E. Kraybill, Asbury Park*—Last year a small group of student leaders from the high school gave most valuable assistance in physical training. I was very much interested in seeing whether this was merely a passing interest on the part of the pupils because the work was new, or whether it would continue. The work this year done by student leaders was even more successful than last year. The leaders are selected very carefully. They are given honor marks in their physical training work and

## COMMISSIONER OF EDUCATION.

139

are also given the same credit and recognition that goes to players on a successful athletic team. Some of them are planning to take a course in physical training after graduation from our high school and we are willing to consider the work done as student leaders of sufficient importance to satisfy our requirement for experience before employing a teacher in the Asbury Park schools. . . .

One of our teachers in the departmental work of the seventh and eighth grades taught the subject of English grammar by the use of the state monograph alone without the use of any textbook. The results were very satisfactory. She was a teacher, however, who had unusual initiative, energy and ability to create interest in the pupils. I believe there is room for someone to write a textbook on English grammar including within a compass of 100 pages all that is vital in this subject. It should be labeled "technical grammar" in capital letters and be taught as such. The subject of technical grammar has been so carefully concealed in the textbooks of language that few pupils know that there even is such a subject.

*Superintendent Charles B. Boyer, Atlantic City*—As stated in my report of June, 1918, the pupils of the public schools of this city took an active interest in soliciting subscriptions during the various Liberty Loan drives. They were also vitally interested in the purchasing of Thrift and War Savings Certificate Stamps. From January 1, 1918, to June 20, 1919, the pupils of the public schools of this city invested \$30,866.49 in Thrift and War Savings Stamps.

During the United War Work campaign in November, 1918, the pupils contributed most liberally to the fund designated "Victory Boys' and Victory Girls' Division," United War Work Campaign. An allotment was made for each school of the city as well as for each school of the county. Our pledges far exceeded the allotment for each school. An allotment of \$4,575 was made for Atlantic City school children. At the end of the campaign the pupils had pledged \$7,517.11, of which amount \$6,946.54 was paid by June 20, 1919, leaving unpaid pledges amounting to \$570.57. . . .

Group I. There are 37 male teachers in the employ of the board of education. These are either high school teachers, manual training teachers, vocational teachers, and principals of elementary schools and high school. The average salary of this class is \$2,140.54.

Group II. There are 53 women in this group. They consist of women teachers in the high school, supervisors, special teachers, as well as women principals of the elementary schools. The average salary of this group is \$1,559.43.

Group III. There are in this group 214 teachers, consisting of women teachers of the elementary schools, women teachers of manual training and vocational departments, as well as those of the special defective classes. The average salary of this group is \$1,099.53.

An effort will be made to increase salaries for all teachers for the school year 1920-21. A new salary schedule will be adopted and increases over and above a certain maximum will depend upon the efficiency, experience and actual worth of the teacher to the school system. . . .

The lunch room of our high school is related closely to the vocational

school, in fact, is under the supervision of said school. Five or six girls report from day to day in the lunch room and assist in preparing and serving luncheon to high school students. The lunch room has been self-supporting and a most valuable adjunct to our high school work. Not only the pupils of the high school, but also a large number of city teachers and high school teachers have been served luncheon daily. . . .

In the fall of 1918 the board of education authorized the superintendent to negotiate with Rutgers College for a course in educational measurements to be given to principals, supervisors, and teachers of the city schools. Proper arrangements were made with said institution, and meetings were held in this city every Monday afternoon during the school year. Measurements were undertaken in the following subjects: arithmetic, spelling, language, and penmanship. Tests were given in these subjects and papers marked by teachers. All papers were evaluated, careful records made, and charts and graphic illustrations of the results of each test were prepared for each building and classroom. The work proved valuable to our principals and teachers and more valuable to the work of the school. . . .

In order that the work of our special classes might be more effective and better organized, we shall centralize the pupils into one building. To do so, it is necessary to pay transportation and to make some different arrangement of school hours. We have therefore planned to pay transportation to children living remote from the central school building, and to so arrange our school hours that pupils will have a short intermission at noon, thus enabling us to dismiss for the afternoon session at about 2.30 P. M. In making the centralization of our work, we have so arranged the different groups of teachers that one teacher will have charge of the woodwork for boys, another of the hand work for boys, another cooking, sewing and hand work for girls, as well as two others to do the academic work. We are placing five teachers in charge of the classes, and hope to get much better results and better organization than heretofore. Centralization seems to meet our conditions best.

*Superintendent P. H. Smith, Bayonne*—All the products of the high school department were turned into the school lunch counter and the accounts were kept with the lunch accounts. The lunch counter did a business of over \$7,000. This covered all the expenses of the domestic science department, paid for all equipment and supplies, and the wages of the women and girls who assisted at the lunch counter. . . .

The high school classes have devoted the year largely to sewing for the Bayonne chapter of the Red Cross. From September 31, 1918, to June 1, 1919, the pupils of grade 9B completed 319 hospital garments and 466 refugee garments for women and children. In addition to this the class made 47 suits for the open-window classes at Roosevelt School. The class also made articles of underwear and dresses for themselves amounting to 272 pieces. . . .

The chief features of the music department have been the reorganization of the course of study, the extension of the work in musical appreciation and the organizing of seven orchestras in the elementary schools, which met weekly. The influence of this work on the individual and the life of the school as a whole fully warrants the expense of special teachers for this work. . . .



## COMMISSIONER OF EDUCATION.

141

The year was opened with a four days institute conducted by the supervisor. Physical training instructors were present. The work prescribed by the syllabus and other phases of physical training were discussed.

Two new gymnasiums were opened for use during the year in Washington and Roosevelt schools. The work in this department is of a high standard of excellence. It has received praise from many visitors. . . .

One of the most important undertakings of the year has been the work of Americanization. The appointment of Mr. Berman as principal and his assignment to take charge of this work on February 1, 1919, was with a full realization of the magnitude of the work. By his labor and enthusiasm, Mr. Berman has demonstrated his fitness for the task.

*Evening school.* The entire evening school program was along Americanization lines. Classes were conducted in Lincoln and Roosevelt Schools for foreigners. More than 800 men between the ages of 21 and 62 received instruction in these schools. The epidemic and labor conditions reduced the attendance somewhat from that of former years.

*Course of study.* The course of study is outlined for two years and is intended to teach the applicant how to speak, write and read English, give him sufficient knowledge of civics and history and such an appreciation of our ideals as will make him a good citizen. The student is invited to declare his intention to become a citizen when he enrolls in the school.

Upon completing the course the student is presented with a certificate of graduation issued by the Bureau of Naturalization Courts as evidence of fitness for admission to citizenship. Certificates for the completion of one year of the course were granted to about 150 members of the Roosevelt School on the evening of June 28. At the same time the Judge of the Court of Common Pleas presented final citizenship papers to nine men. In addition to this, first papers have been secured for about 500.

*Information Bureau.* An information bureau is maintained in each center. The people in charge speak Polish, Italian, Slavish, Spanish, German and Yiddish. Our foreign born residents are invited to bring all their troubles here. If the bureau cannot handle the particular type of difficulty, it refers the applicant to the proper authority. Many have been helped by these "information bureaus" and much exploitation of the foreigner has been prevented. The Y. W. C. A. has been of great assistance in this work. . . .

It was found impossible to get many of the foreign born women into classes, either in day or evening school, because of their home duties. As an experiment three teachers were assigned as home teachers. They devoted the entire day to instructing in the homes, either individuals or small groups. This work was carried on with the cooperation of the Y. W. C. A. The teachers and workers visited the homes and organized small groups of women in each tenement house and instructed them in English, first aid and sanitation. The plan requires a large number of workers to get quantitative results but I believe it is the only way to reach this particular class. It enables us to establish a point of contact with them and breaks the spirit of aloofness that stands in the way of effective work.

Day teachers were also provided for night workers. The class organized for bakers was particularly well patronized.

## SCHOOL REPORT.

On the whole a successful beginning has been made. The racial group have been aroused. The Chamber of Commerce has appointed a committee to cooperate with other agencies. The Mayor appointed a committee representing the industrial and educational forces to formulate a plan for the city. All this will be productive of good.

*Program for next year.* The program includes:

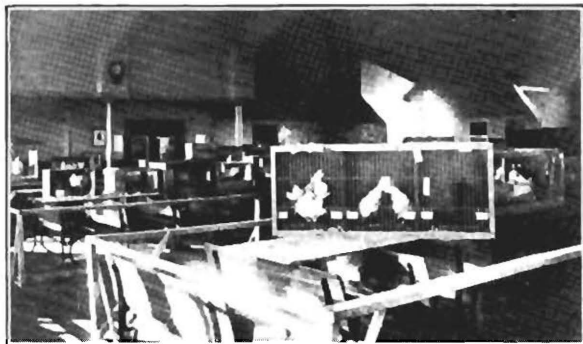
1. A teachers' institute for the training of teachers in the best method of teaching English to adult foreigners.
2. A survey of the city.
3. A two weeks city-wide campaign to get every non-English speaking person into some class.
4. A comprehensive lecture course for foreign born and native born.
5. A campaign to improve housing conditions and the home life of the people in the crowded sections. To this end we shall need social workers.
6. The use of the schoolhouses for the meeting of clubs and as community centers. The development of community councils.
7. The cooperation of all Americanization agencies to prevent duplication of work.

*Superintendent George Morris, Bloomfield*—Near the end of the evening school year the students were asked to give a written answer to the question "Why do you go to evening school?" Many excellent answers were received and some of them were read at the closing exercises of the school. Because they tell in an interesting way some of the results the evening school is accomplishing a few of them are quoted from our local paper with the comments of the reporter:

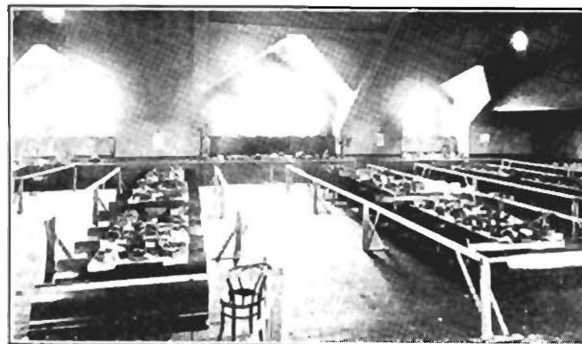
In telling why she attended the evening school, one young woman said in her essay that she came to this country from Sweden in 1902, landing in Boston. She had heard that there was a better chance to earn a living in this country and that the people here lived more comfortably, and she came here to earn a better living and enjoy more liberty. "But to enjoy the liberty and the better living I realized I must learn the English language in order to read books, understand sermons and lectures, and be able to talk to people in good English. I went to the evening school here, and I appreciate very much the opportunity it gave me to learn the English language and am thankful to the country that provided the evening school and to the principal and the teachers whose help has made it possible for me to learn the English language."

Another young man said in his essay that he came to this country from Sweden in October, 1916. He liked the country very well. He is now working as a tool-maker. He realized that it would be of good advantage to him to be able to read blue-prints and to do so the acquirement of the English language was necessary. He attended the evening school and he is going to take up mechanical drawing at the next evening school term. "I can now read and study books in the English language. I have had a great deal of good from the evening school, and as we can never learn too much I shall be glad to attend the school next term."

*Superintendent E. C. Broome, East Orange*—For the second, third and fourth Liberty Loans, the pupils of East Orange subscribed \$244,800. They



Poultry Exhibit at School Fair



Fruit and Vegetable Exhibit at School Fair



Indian Club Drill—High School Girls



Husking Bee on School Corn Plot

purchased \$97,853.87 worth of thrift stamps from January to June, 1919. They subscribed \$6,686.72 to the United War Work Campaign. During the last school year 1,740 articles were made by the pupils in domestic art classes or the use of the Red Cross. In the competition for the State Department, open to all high schools for a plan of a cabinet to exhibit war work, the plan submitted by the students of the East Orange high school was the one accepted. The students in the high school manual training courses made 40 bedside tables for the use of hospitals. Six hundred and sixty pupils enrolled in the School Garden Army and cultivated gardens during the last summer. The East Orange high school had the largest number of boys on farms during the past summer of any high school in the State. Were we to include the war work of the year 1917-18, we should have to add the following: 100 per cent membership in the Junior Red Cross; 3,000 more garments and 8,000 small articles made for the Red Cross by pupils of the schools; and, in addition to the teachers and janitors who entered the service of the country, we should have to add 40 high school boys and one girl. We believe that East Orange, with an average attendance of about 8,000 pupils, has a right to be proud of this showing.

During the past year we rearranged our plan of principal committees along somewhat the following lines. Of the nine principals, each one is chairman of a special committee on the course of study and there are associated with him two other principals. The chairmen hold the same position for three years, but the associates are changed every year. Each committee has definite supervision of a portion of the course of study; for instance, history, geography, grammar grade arithmetic. The duty of the committee is: (1) To see that the course of study is kept up to date in every particular, and that it fits the changing needs of the schools; (2) To be familiar with the latest and best textbooks on the market, and to recommend adoptions of new books; (3) To call conferences of teachers for the discussion of problems in teaching.

*Superintendent Frederick E. Emmons, Elizabeth*—During the year just past a group of principals and teachers have had a course in educational measurement under the direction of Professor Crow, of Rutgers College. The results of the course have constituted a partial survey of the educational conditions in our public schools, and the results will be tabulated and typewritten for public information. . . .

A rather interesting lesson can be seen in the following study of high school elimination.

	Left High School		
	1916-17	1917-18	1918-19
First year students . . . . .	120	144	115
Second year students . . . .	28	62	39
Third year students . . . . .	36	50	19
Fourth year students . . . . .	7	12	19
Total . . . . .	191	268	192

It is evident that there has been a marked decrease in elimination over last year's record with the number closely approximating the record for 1916.

There has been a decided change for the better in the retention for the year. This has been largely due to an adjustment of our work to the individual needs of the pupils.

*Superintendent Winton J. White, Englewood*—The public school system of Englewood suffered the most serious loss in its history on December 1918, when Dr. Elmer C. Sherman, who had been superintendent of schools in this city for the past fourteen years, was taken away by the influenza epidemic. It was to him, more than to any other one, that the success attained by the public school system of Englewood is due. It was under his direction that the city had built its four newest schools, ending with the completion of the Lincoln school, which was used for the first time in September of 1918. You know, Dr. Sherman was an educator of high rank, and his influence on the school system in this city was so great as to bring the standard of our schools up to that of the best schools of the State. We have suffered a loss in his death that cannot easily be filled, but we are glad to have had the inspiration of his life to help us strive for better things here in this city.

We have continued our experiments with supervised study and the socialized recitation in all schools. While progress has been made, we still find that it is in the experimental stage. We shall try this year to formulate more definite modes of procedure with respect to both these experiments.

*Superintendent W. F. Burns, Gloucester City*—When physical training was made a part of the school curriculum a few years ago, considerable opposition was encountered on the part of the patrons and among members of the board of education, who questioned its usefulness and who insisted rather that it took the children away from more important studies. After watching the effects of physical training upon the health and development of the children's bodies for a few years, and observing their more erect carriage and their joy in the outdoor exercise, the board last January elected a teacher of physical training whose whole time is devoted to that subject.

*Superintendent A. J. Demarcst, Hoboken*—The time devoted to the development of the mind is out of proportion to the time devoted to physical training. The lack of proper training for the body is detrimental to the students' health. The State through legislative enactment has remedied this matter and now physical training is allotted its full time and surely will bring about decided results.

A revision of the course of study has been undertaken and when completed we hope that it will meet the needs of the community. It is hoped that the method and procedure in the classroom may be more definitely directed to the present progress of the public schools. The monographs of the State Department were used as a basis of revision.

*Superintendent R. L. Saunders, Irvington*—A course in Spanish was added during the year and met with immediate favor on the part of the student body of the high school, as was shown by the fact that out of about 375 pupils enrolled about 150 signified their desire to take up the study of Spanish. The work in this department has been treated from both the commercial and the literary standpoints. We were especially fortunate in securing as a teacher

native Spaniard, experienced in teaching, and educated in this country the State College, Pennsylvania.

Seven of our teachers entered United States army service and were granted leaves of absence by our board of education. All have returned or signified their intention of returning next year, and have been granted substantial increases of salary, the local board of education giving them experience credit for all the time they were in the service, as well as raising their salaries above the regular scheduled amount. . . .

Our evening school for foreigners opened September 30, and closed April 30. A teacher reports that four students completed the regular evening school course and that all the time not given to these four students with the regular work was devoted to the entire class in the Americanization of foreigners; three were students who were entirely ignorant of our language and customs on entering, others had been regular attendants in the foreign schools for a year or more and were preparing for the federal examinations at the close of the year given by the government officials.

Miss Elsie Schuff, the instructor, reports as follows:

Excellent work was done by all the students. They came determined to their best and succeeded. In addition to civics, the work covered oral and written English needed in every-day life; such as reading, writing, lettering, friendly and business letters; the study of homonyms and synonyms puzzling to the foreigner, and facts in American history past and present by one should be familiar with. The last half hour of every Thursday was spent in singing national and folk songs. . . .

The total enrollment during the year consisted of 37 adults; 16 to 20 of these attended regularly. The superintendent of schools sent a notification to all foreigners of the town who applied for citizenship papers; the truant officer and school nurse distributed printed cards telling about our work, and the principal spent many hours in making personal calls upon our foreign pupils. I trust that the federal diplomas, given for the first time this year, a large number of which will be exhibited in factories and other social centers, will necessitate the opening of several classes in different schools in this town for the important work of Americanization, and that some public spirited persons will offer their assistance by donating a lantern to help in this work, which the Federal Bureau of Labor will gladly furnish slides. . . .

Standardized tests formed an important part of our program during the year; we used them to test our pupils in geography, penmanship, language, civics, and spelling.

Much attention was also given to socialized recitation and problem teaching. Next year we have what seems to be a helpful program before us dealing with the training of teachers in service, and taking in the proper assignment of the lesson, supervised study, the socialized recitation, and the training of the teachers in the use of the standardized tests.

*Superintendent Henry Snyder, Jersey City*—Eight evening schools of elementary grade were maintained during the winter. Besides the ordinary elementary subjects, instruction was offered in cooking and sewing. Special attention was given to the teaching of English and civics, and to patriotic education in classes for the foreign born. In these schools 31 nationalities were represented. . . .



There were 1,939 males and 1,010 females enrolled in the evening schools 110 teachers were employed.

Sixteen elementary summer schools were opened in the summer of 1917. In addition to these there was a summer school of high school grade, in which instruction in English, French, Latin, Spanish, algebra and geometry was given. The summer schools enrolled 8,314 and had an average daily attendance of 6,354. Two hundred and fifty teachers were employed.

The yards and courts of 16 schools and one of the public parks were maintained as summer playgrounds, with 38 instructors and a director. All were well patronized. . . .

Swimming classes, with a male and a female instructor, were maintained in Schools 5, 16, 24, 25 and 32, there being five classes in each school. During the school months the classes were held after school hours. During June about 90 classes were in operation each week. . . .

There are twelve classes for pupils mentally defective. For these the board employs twelve teachers and a supervisor, who directs the work of the class and examines pupils reported as subnormal.

Three open-air classes have been maintained.

Two classes for deaf pupils, one for the blind, one for over-age or backward pupils, and one for delinquents, have been maintained.

Special attention has been given to children suffering from speech defects and instruction continued during the whole year.

The work of the community centers has been continued. Weekly dances are conducted in five schools. The work also includes boys' and girls' clubs and Sunday concerts. . . .

In accordance with the practice of many years the school buildings have been frequently used for other than school purposes. These purposes have been political, patriotic, philanthropic and municipal. . . .

During the prevalence of the epidemic of influenza in October and November, 1918, the demand for nurses could not be supplied in the ordinary way. The City Hospital and Christ Hospital were overcrowded with patients, for which it was not possible to secure attending nurses. Mayor Hague appealed to the teachers of the city for their assistance in the emergency. The manner in which they responded to this appeal was remarkable. About 400 volunteered for this service. They were assigned to duty in three shifts, covering the twenty-four hours of the day, and served during the whole period of the epidemic. This service was rendered without compensation. It is needless to say that our community appreciated the devotion and self-sacrifice of the teachers and the very beneficial work which they did.

*Superintendent H. Dressel, Kearny*—In the middle of the year, finding that foreign-born residents did not respond to appeals to enter our night schools we tried the plan of enlisting the interest of the children in school whose parents were of foreign birth. In several schools we placed proper textbooks in the hands of these pupils and through the teacher instructed them how to teach their parents to read the English language. These children voluntarily pledged themselves to help their parents.

The interest of the pupils and of the parents is marked, and the p



seems to be succeeding so well that we shall try it in every school in town. The children will aid in trying to bring the parents to the several evening school centers and will help the teachers to interpret to the parents until they are able to understand our plan and to see that we are trying to explain America and her ideals to them. We will try to make clear the beneficent purposes of government and the great advantages of American citizenship. The manufacturing establishments are cooperating loyally and are sending to their employees blank forms of petitions for naturalization, and are urging the men to take out citizenship papers.

*Superintendent Christopher Gregory, Long Branch*—The difficulty in securing teachers, spoken of in last year's report, was more serious the past year. At no time during the year were all positions filled by regularly appointed teachers. Never less than one position, and generally several were held by substitutes. The average of teaching ability in our corps of teachers was lower than in other years, inevitably so. Vacant positions when they could be filled, had to be filled, not with what we wished to have, but with what we could get. Had the board of education been able to pay higher salaries this last difficulty would not have been so strongly felt. . . .

Perhaps the most important matter connected with the course of study was the attempt to map out a course in citizenship for the grammar and high schools. We have found it exceedingly difficult to do anything real of this kind. Reading patriotic selections, saluting the flag, and study of the Constitution, are never more than a small part of the work to be done, and sometimes of next to no value. Our course we are endeavoring to build around the following aims:

1. (a) To teach the underlying principles of democracy as a form of government and to make clear its various implications. (b) To impart such knowledge of national, State and local governments as is necessary for the intelligent discharge of a citizen's duties.
2. To form and develop those ideals, mental attitudes, habits of thought, etc., which are fundamental to good citizenship.
3. To crystalize the above into some definite form of right doing by the pupils, that shall develop the sense of responsibility for the common welfare. The second and third are the aims we have found hardest to make practical, yet they are the crux of the matter. The mere teaching of facts is not a great task. These aims are dependent not so much on placing in the teacher's hands a statement of what is to be done, as in directing and helping the teacher to know when and how to do it. To develop in the pupils the habit of thoughtful approach to any question means that the first aim shall be pursued with emphasis on teaching the pupil to think about the topics, not on memorizing so many facts. He is to be trained to discuss a topic, rather than recite about it. If pupils are to learn to think clearly and intelligently out matters of public welfare, discussion of these topics must be begun in the schools, and here may possibly be developed those first stirrings of independent thinking which shall make the pupil politically and socially self-reliant. Therefore we have advised that the lessons which bear upon these topics, especially in the higher grades, be discussions rather than recitations.

For example, a list of subjects was sent to the teacher of fourth year school history, the topics being intended as suggestive centers of discussion for the lessons.

*Superintendent Frederick James Sickles, Millville*—Two standard tests have been used in the Millville schools during the past year. In reading we have taken the Monroe silent reading test because it provides a means whereby the most important phase of reading achievement can be tested—the ability to get thought, rapidly and accurately, from the printed page. In spelling we have used the Ayres spelling scale. This scale is a series of 1,000 words most commonly used in ordinary writing and conversation. These words have been collected from thousands of papers where common topics have been treated. . . .

In the past we have had no standard by which we might measure results. Each school, each classroom has been a law unto itself. Every teacher is willing and anxious to improve her work but there was no accurate way to compare how her class ranked with others in the same grade.

Real progress comes when we are able to see ourselves as others see us. The standard test furnishes a scientific method of knowing when sufficient progress has been made in any grade. Causes of weaknesses are determined through the tests and when these causes are known remedies can be suggested.

It is the business of those who are responsible for the supervision to determine the causes of weaknesses and apply adequate remedies. In the two tests we have been given much time has been spent in the analysis of our status. Not only has each school and class been considered but the individual cases have had the careful thought of supervisory officers and teacher. Suggestions for the weaknesses which we found are contained on the pages where the results are recorded. . . .

Millville high school has continued the work of its clubs. This year various organizations included science, music, dramatics, history and debating, business and literature. Each month the clubs met and rendered a program. From the work of the debating club came preparation for a debate held with the Vineland high school. The team gave a good account of itself. Dramatic Club work culminated in the presentation of "Sheridan's Rivals" at the Levoy Theatre to a very large and appreciative audience. Science Club has on various occasions given pleasure and instruction to an audience of parents and friends. During the year a musical pageant was presented under the direction of the musical director. Not the least of the club activities was that of the Latin pupils. One evening was given over to a program rendered by students of the Latin department. This program was well rendered and showed that modern methods can be used with what some people call a dead language.

*Superintendent Don C. Bliss, Montclair*—In common with all other organizations, the public schools of Montclair cooperated heartily with local efforts to support the government in the vigorous prosecution of the war. This resulted in a serious interference with the progress of the schools, but it was accepted willingly in view of the national emergency. Early in the

the entire school system was organized as a Junior Red Cross, with the 5,000 membership of the schools enrolled. All requests for school participation in war drives were referred to this organization and in this way the details were handled with the minimum of school disturbance.

The response of the pupils to appeals for assistance was all that could be expected. The amount of money actually subscribed was by no means insignificant.

Sale of Thrift and War Savings Stamps.....	\$55,323
Y. M. C. A. War Drive.....	4,454
Victory War Drive.....	8,272
Liberty Bonds purchased by pupils.....	81,955
Liberty Bonds purchased partly as a result of solicitation of pupils .....	321,475

Some of the by-products which came to the school children as a result of their participation in the purchase of war stamps, bonds, etc., and contributions to war activities, are as follows: (1) Finding opportunities to earn money; (2) Habit of saving money; (3) Habit of self-denial; (4) Appreciation of the interdependence of individuals, groups and nations; (5) Ability to cooperate; (6) Better understanding of citizenship; (7) Better understanding of patriotism. . . .

One of the most significant events of the year was a revision of the salary schedule to meet the increased living costs. The amount varied from approximately 7 per cent in the higher paid positions to 33 per cent for those in the lower ranges. This gave an increase approximately of \$250 to each teacher. Under this schedule the minimum regular salary for elementary teachers is \$1,000, with a maximum of \$1,375. No minimum is fixed in the high school. Department heads, men, now receive \$2,750, as a maximum. . . .

An athletic field for the high school is being urged by interested citizens. A former board member has been especially active in arousing public interest in this question. Through her efforts, over \$15,000 have been pledged by private individuals for the development of a field, now being sought.

The platoon schools reported last year have been continued on the same basis, and are proving most satisfactory. Two all-the-year schools are maintained in districts where the majority of pupils remain at home during the summer. That these are meeting a real need is evidenced by the fact that the summer attendance approximates 90 per cent of the regular membership. According to the plan by which these schools are conducted pupils in attendance for the three summers will gain a full year over those who attend but ten months. No evidence of undue physical strain is seen among the pupils. The regular teachers are required to take a full month of vacation, the positions being filled by others who wish to undertake the work.

*Superintendent Ira T. Chapman, New Brunswick*—One of the greatest needs in this line is a more definite and detailed plan for teaching civics and citizenship. The school itself in its organization and class procedure should be and can be one of the greatest training fields for good citizenship. Initiative, self-reliance, self-control, consideration for others, ideals of cooperation and service can by the very atmosphere and methods of the school be

made a part of the conscious life of the child. The need of control and direction in home and school and in local government can very well be made clear. The dependence of one person upon another and the great necessity for each to contribute to the common welfare can be put in the foreground in the public schools. These basic ideals of good citizenship, if made a real working part of the organization of the schools themselves, will necessarily be influential in the homes of pupils and elsewhere.

As a part of this plan, pupils should be rated on good citizenship in its positive aspect; behavior or deportment, now a mark common to report cards, should be a factor in this rating. Class, group and school organization from the kindergarten throughout the entire school system can be of such a nature that the pupil becomes a real part of the organization, has responsibilities and is really conscious of success and failure not only of himself but of his group or class and of the entire school. Necessary informational material for the various groups about hygiene and safety, community affairs and government should be made available. Citizenship here, as in adult life, is, however, determined by attitude, service, accomplishment and the like, rather than by the possession of information about how things should be done.

Good citizenship and general social efficiency have, it would seem, been greatly aided by the following:

1. The systematic development of physical training in the public schools—very noticeably in the part that has to do with free play and games made possible by the completion last year of three gymnasiums. The summer playgrounds also contribute their share.
2. The increased attention to child welfare through the careful investigation of attendance and health conditions; also, it might be added, by the beginning of definite welfare work for the babies of the city.
3. The tendency of the times in elementary education, which call for more properly directing pupil activity; for greater participation by pupils in the activities of school and in community life.

This latter tendency is largely responsible for the movement for greater freedom in the schools—less of the military organization and more that springs from the initiative of the pupil. Both the method of procedure and the organization of subject matter have been influenced greatly. Pupils are now more in evidence in regular school work. Recitation and study groups apparently conducted by the students themselves are now more frequently seen. The spirit of the kindergarten is apparent in all the primary grades. Even the kindergarten itself is changing and, instead of the stock material of Froebel, is now demanding the play and activity material that the everyday life of such boys and girls in an American community ordinarily require.

This year in the grades, largely in response to the tendency of the times, much of the material for reading and study has been correlated around centers of interest. In this way considerable subject material has been taught in a practical setting. Reading, geography, history and drawing, it may be, or some other combination of subjects, have been drawn on as they contribute, let us say, to Indian life, coal, Rheims, or the like. This, the so-called project method of the schools, is in reality the ordinary procedure of every-day life. By this plan, the various subjects—reading, geography, etc.—contribute their

part as they do in the world of affairs to the solution of a problem or to the information necessary in arriving at a conclusion. The project organization of material for recitation and study does not in any sense neglect the essentials but rather, in conformity with the purpose of the public schools to prepare for the exigencies of every-day life, it makes use of subject material in the combinations ordinarily prevalent everywhere.

Such an adjustment in the elementary schools requires for best results that the equipment of the school and classroom meet the requirements of the work at hand. Movable chairs with which the rooms of the new additions are furnished offer greater freedom and consequently are better adapted to various group formations. The gymnasiums and halls recently provided also give an advantage. Books and material are being supplied with the project plan in view; definite provision for visual instruction is being made. A stereopticon and slides will soon, we hope, be a part of the equipment of every grade building in New Brunswick.

This method of procedure is being studied by teachers and principals and is meeting with their hearty approval. In every building something of this kind could be found last year. More of this thought stimulating work, I am sure, will be found during the coming year. The outlines in preparation can very well suggest plans.

In order that the public schools—particularly the elementary schools—may properly educate for citizenship, it is very necessary that there be proper interaction between community and school. Certainly the schools, with gymnasiums, shops and assemblies, can become a sort of civic center for their respective communities. Parents' meetings, social meetings, conferences of various kinds can, in considerable measure, be held in school buildings. Pupils of the kindergarten and first six grades should be accommodated in their community or district school. Transfers of pupils such as are common in New Brunswick are not conducive to a school community spirit and consequently should be done away with as soon as building conditions will permit. . . .

With all the effort put forth for Americanization, only a comparatively small proportion of the foreign population of New Brunswick is directly influenced by these evening classes. The day schools are still by far the greatest Americanization agency, for they deal with the developing mind of the young citizen. The intense patriotism and spirit of service manifested by these boys and girls of the public schools, however, must have permeated all homes. It might be said in this connection that more than 55 per cent of the pupils in the public schools have one or both parents foreign born. It might be added too that many of these parents are our most loyal and intelligent citizens. Through the utilization of the day school, then, for bringing together mothers, for parents' meetings and afternoon classes, there may be some increased interest created. . . .

During the year more than half the teaching force of the city has been registered for professional courses in extension work at Rutgers College, Columbia University or New York University. Twenty-five are now in professional schools for the summer term. Credits were given for salary increases on the basis of professional credits to twenty-five teachers; this fall

that number will probably be trebled. There is no more important consideration for the proper adjustment and evaluation of a public school system than that the teachers, principals and others directly connected with instruction keep fully in touch with the developing professional knowledge and newer social movements of the times. In no other way can public education at this critical time move forward as safely as it should.

*Superintendent M. F. Husted, North Bergen*—In 1916-17 the total enrollment of pupils exclusive of the high school was 4,537, a gain of 173 pupils over the previous year. This enrollment is also a gain of 21.4 per cent over that for 1912 and a gain of 50.6 per cent over that for 1907. The 1918 enrollment is 4,874, a gain of 337 pupils, or 7.4 per cent, over 1917 enrollment. The 1919 enrollment is 4,733, a loss of 141 as compared with 1918.

HIGH SPOT—COMPARATIVE ENROLLMENT OF PUPILS

	1907	1912	1917	1918	1919
Total enrollment, grades I-IV.....	2354	2247	2777	2834	2898
Total enrollment, grades V-VIII.....	657	1490	1760	2040	1835
Total enrollment, high schools.....	10	65	207	219	218
<hr/>					
Total enrollment .....	3021	3802	4744	5093	4951
Percentage in grades I-IV.....	78	59.2	58.6	55.7	58.5
Percentage in grades V-VIII-H.S.....	22	40.8	41.4	44.3	41.5

This table shows a remarkable and very satisfactory gain in the efficiency of teaching and management during the first half of the decade and a continuance of the gain in the second half. At the beginning of this decade only 22 per cent of the pupils were enrolled in high school and grammar grades while in the year ending June 30, 1912, there were 40.8 per cent that were so enrolled, and for the year 1917 there were 41.4 per cent above the primary grades. This remarkable decade shows a gain in the total enrollment of pupils of 57 per cent and it also shows a gain in the total enrollment of pupils in grades V-XII of 194.9 per cent, but the gain in the total enrollment of pupils in grades I-IV is only 17.9 per cent. This is a decided and very remarkable growth in the efficiency of North Bergen schools. The year of 1918 shows an increase over 1917 as follows: 57 pupils in grades I-IV, 280 pupils in grades V-VIII, 12 pupils in high school grades. The enrollment for the year 1918 may truly be termed a high spot index of progressively efficient school conditions, since 83.6 per cent of the increase falls in grammar and high school grades, while there is only a small increase of 16.4 per cent in primary grades.

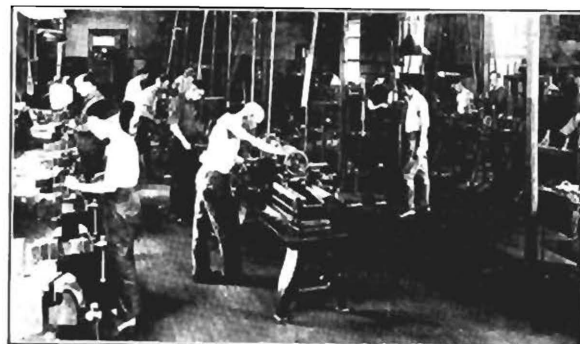
During the year ending June 30, 1919, we increased our enrollment in grades I-IV, 54 pupils, but our V-VIII enrollment fell off 205. This can be directly assigned to the attractive wages paid as a result of war conditions. One boy trained in our defective class was paid \$18 a week. Our high school loss was but one pupil, showing a remarkably good conception of the values of a high school education among our people.

*Superintendent James M. Stevens, Ocean City*—The local board of education decided to add a school nurse to the corps of teachers. While medical

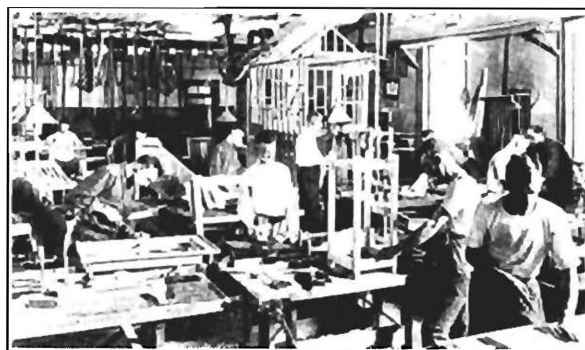




Sheet Metal Shop



Machine Shop



Woodworking Shop



Soldiers' Training School

STUDENT SOLDIERS IN NEWARK



inspection has been advantageous in a measure, it is believed that far better work can be done by having a regular school nurse as well as the regular medical inspector. As the nurse will have to look after about 600 pupils, she ought to be able to do considerable follow-up work. The most marked improvement that I have noticed since the introduction of regular medical inspection has been the improved condition of the pupils' teeth. A few years ago a large per cent of the pupils had defective teeth, while nothing was being done to correct the defect. While we still find defective teeth, about every case that was reported to parents last year received their attention and the pupils were sent to the dentist.

*Superintendent W. Burton Patrick, Orange*—For the purpose of arousing the interest of the foreign elements in the school a series of special entertainments was held. These were called "Nationality Nights" and the program was rendered in the native language of the nation represented. . . .

*Dental Clinic.* In view of the fact that the regular dentist enlisted for service prior to the opening of the schools, this department was on a shorter time period the greater part of the year. While the services rendered during that time were of a very satisfactory nature, the curtailment of time prevented the usual amount of work from being accomplished. The following tabulations—one for the present year and the other for the total length of time during which the clinic has been in operation—depict the benefit which this department has been to the individual pupils. The value to the school system is manifested in more regular attendance and closer application to work by the recipients of this treatment. The donor of this clinic is performing a service that is of inestimable worth to the school children of this city.

#### I. TOTALS FOR 1918-19

Number of individuals .....	826
Appointments kept .....	1771
Fillings (amalgam, cement, gutta-percha).....	1017
Extractions .....	1429
Cleanings .....	840
Treatments .....	400

#### 2. SUMMARY—MAY 15, 1916, TO JUNE, 1919

Individuals .....	3097
Sittings .....	8225
Fillings .....	7387
Extractions .....	8112
Cleanings .....	3423
Treatments .....	2185
Finished and discharged patients.....	2953
Patients who moved away .....	40
Carried as not finished—	
public schools .....	69
parochial schools .....	35

The organization of the classes for subnormal children has been further perfected since segregating all pupils of this type in a building by themselves utilizing one floor of the building for girls, the other for boys.

## SCHOOL REPORT.

There was one class of boys of higher mentality and one of lower mentality. This same division applied to the two classes of girls.

About one-third of the time was devoted to academic work. The time spent in manual work by the advanced class of boys was of a very practical nature and in many instances the training would well equip a boy for earning a livelihood after leaving school. All the floor brushes used in the different schools were made by the boys of this class. Many boys who previously have had similar training in this school now have good positions in brush factories located near here. In addition to the brush making, the boys have caned 225 chairs.

The boys in the second division wove raffia baskets, made small rug-looms and toy furniture.

Each girl in the advanced division was taught how to run a sewing machine, and the work along this line was so proficient that the girls brought from home material, which was made into articles of clothing for themselves and also for smaller brothers and sisters. Much work was done for the Red Cross, including six fine rugs for the soldiers at Camp Merritt.

Each girl in this class received instruction in cooking and several of the girls utilized this knowledge by getting their own lunches at the building under the tuition of the teacher.

The girls of the second class made many articles, such as sweaters, work bags, aprons, etc. . . .

The following tabulation from the attendance officer's report is interesting, inasmuch as it represents the reasons assigned as a result of each call made by him.

Truants .....	177	Sickness .....	2685
Illness in family .....	395	Death in family .....	82
Helping at home .....	100	Insufficient clothing and shoes...	336
At home—no reason .....	377	Moving in city .....	79
Visiting out of city .....	194	Working .....	75
Moved out of city .....	124	Attending parochial schools.....	70
Nobody home .....	421	Miscellaneous calls .....	95

A course in educational measurements was conducted Wednesday afternoons, after the close of the school session, at the high school. This course was under the direction of Professor Crow, of Rutgers College, and was attended by all of the principals, a few of the teachers, and the superintendent. Standard tests, such as the Courtis, Stone reasoning, Ayres, etc., were discussed, and then these were given in arithmetic, spelling, language and writing. A committee was appointed for each subject, the chairman of which was one of the principals. The results were tabulated by the committee and graphs made by the chairman.

Two general teachers' meetings were held, at which the tabulations and graphs were discussed for the purpose of ascertaining the subjects which need more emphasis in teaching. The meetings proved highly beneficial and the principals and teachers who devoted their time to the preparation of this work deserve much credit.

*Superintendent Fred S. Shepherd, Passaic*—We were able last January to show the immediate need of school nurses and the board authorized to

employment of two, who were given charge of two schools each, or about 2,000 children each. In general the duties assigned to them were: (1) To assist the medical inspectors in their examinations; (2) To follow up all cases requiring such attention; (3) To treat minor ailments in the school and to visit the homes of the children.

Whatever supplies or equipment were needed to this end were given to the nurses. The results have been most gratifying and the children very much benefited. The principals and teachers are greatly pleased with the arrangement and the demand is strong from the other schools to have similar care of children in the other schools. At this writing I am able to say that the plans laid at the close of the year for the reorganization of our medical department have been carried through, and this coming year, instead of five medical inspectors and no nurses, we shall have three medical inspectors with three nurses. One of these medical inspectors is designated as chief medical inspector and contracts to give us three and one-half hours of his time daily for \$5,500 per year. The two assistants are each paid \$500 a year and agree to give two hours a day to the schools as conscientiously as they will keep their own office hours.

The three nurses give eight hours a day, from 8 A. M. to 5 P. M. The out-of-school hours are used for home visitation. It is possible that the nurses will be required also to serve Saturday mornings in this capacity. It is recognized by our board of education that this organization is temporary and a step forward toward a still more complete and effective arrangement. The ultimate aim is to have one additional medical inspector, also a chief medical inspector who will give his entire time to the schools, and at least three additional nurses. We hope to demonstrate this coming year the value of our reorganization as a basis for a larger appropriation to make the department still more efficient.

The nurses are able to make some of the physical examinations formerly made by the medical inspectors. They also make classroom inspections and attend to all cases of pediculosis. For the month of September there were 178 physical examinations, a record which has never been equaled in the history of our Passaic schools for the first month. At this rate we shall have examined, by the first of May if not the first of April, every child enrolled in our schools and in addition have given much better medical attention than ever has been given before. I am appending a copy of the report of social welfare work being done in one of the schools where the nurse is. We hope eventually to do work of this character in all the schools of the city.

*Superintendent John R. Wilson, Paterson*—The Paterson schools took a prominent part in many of the war-time activities of the city. In the fourth Liberty Loan \$138,000 was subscribed through the schools and in the Victory Loan the subscriptions obtained by the schools amounted to \$280,700. The sale of Thrift Stamps and War Savings Stamps in the schools amounted to \$5,517. Paper banks have been distributed among the children so that the war savings work may continue during the summer vacation. The children so raised and contributed \$9,278 to the United War Work Drive. There were 1,800 home gardens cultivated by school children during the year. All the schools held membership in the Junior Red Cross, raised funds for the

purchase of material and made many useful articles for the unfortunate children across the sea. In the sewing department 20,073 articles of wearing apparel were made by the children and delivered to the local Red Cross chapter for shipment. An effort was made to establish a close correlation with the regular work of the schools. The war-time activities furnished subject matter for arithmetic and composition and served as a means of interpretation in history, geography and other subjects.

Two trained nurses were added to the department of school hygiene in September, making four who served throughout the school year. It is planned to add two more nurses next year. These women have done much to increase the efficiency of the medical inspection work and they have reduced considerably the number of absences due to the minor afflictions of childhood. Half of the staff will be on duty during the summer vacation in order that the work may be continuous throughout the year.

*Superintendent S. E. Shull, Perth Amboy*—Influenced by a close study of the past records of health conditions among pupils, and by a more vivid appreciation of the importance of the health of childhood, the number of nurses employed in the schools was tripled. It may be that conditions during the year were not conducive to a reasonably accurate estimate of their services in the schools. However, the records for the year show a greatly decreased loss of time due to sickness, and almost total elimination of skin diseases incident to poor nourishment and lack of cleanliness, better care of teeth, and a negligible number of cases of contagious diseases to which the young are particularly liable.

The value of the services of a corps of nurses is not besought exclusively in the work they do among the children enrolled in the schools, great and desirable as that is. These women, in this community, are an extremely valuable educational agency in the homes of many of our people. There is no substitute for the intelligent and tactful nurse who visits and instructs the mothers of the children with whom she deals in the school. Primarily, the work of our nurses is, of course, in the schools, but without the enlightenment of mothers of certain types, much of the work of the nurse in the school, so far as the health conditions of the schools as a whole is concerned, would be futile. . . .

The year's work was somewhat modified as a result of the lessons learned from the world-wide upheaval of the past few years. Here we felt that conditions called for placing special stress on English and those selection of literature embodying American ideals and aims; on the importance of better care for and development of the body; on social and civic duties, privileges and rights; on trying to get away from considering school population *en masse*, and on sizing up the individual in an attempt to better fit him to make his proper place as an industrious and self-respecting citizen of the America of tomorrow.

*Superintendent William C. Sullivan, Pleasantville*—A patriotic spirit pervaded our schools. The pupils were active in collecting money and in making articles for the Red Cross; in selling Liberty Bonds, Thrift and War Savings Stamps; in soliciting membership for the Victory Boys and Girls Con-

paign; and in getting subscriptions for the Soldiers' and Sailors' Memorial. It is probable that these activities have as great an educational value as the study of books and do much toward fitting boys and girls for citizenship; yet it can not be denied that they consumed a great deal of the time that could have been spent in acquiring other knowledge that would be profitable to our children.

*Superintendent W. F. Little, Rahway*—The annual exhibition of the work done by our pupils along manual lines was one of the largest ever given in this city. In woodwork there were 70 pieces of furniture made by the pupils that would cost, at wholesale, at least \$2,100. In the domestic arts department the exhibition of cooking and sewing was much larger than any previous showing of this department. The work of drawing and handwork, in the grades, from a pedagogical standpoint, was excellent. The work showed a steady progress from the beginning grade right up through the high school work. It insures a foundation for future development, and will bring our schools second to none, in this line.

A review of the work of the year in these departments would be very interesting. I shall offer a simple summary of what has been done. In the high school, the manual training department made during the year 48 packing cases for the Red Cross, at an estimated cost of \$1.40 per case, the Red Cross furnishing the lumber. During the year about 75 pieces of furniture and many other smaller pieces were made by the pupils. The printing department furnished practically all needed blank forms, etc., for all the schools, and also printed tickets and programs for entertainments, commencement invitations, stationery, and other things needed in the course of the year. The estimated cost of the work done for the different schools, by the director of this work, is \$390. . . .

Last fall, for the first time, a school nurse was employed, and the wisdom of this step has fully been established by the results achieved. During the year there were 753 cases of more or less severity that came under her observation. In addition, she made 209 home calls and there were sent home from school 109 pupils. By the careful attention given to the appearance of anything of a contagious nature it was possible to prevent the spread of the disease, and it may be said that we have had no epidemic of any kind among the pupils except, of course, the national visitation of influenza. The school nurse has been of particular value in the homes of those pupils where disease would be most likely to gain a foothold. By visiting these homes and giving instruction the chance of spreading contagion was greatly minimized. Another point of particular value, in having a school nurse, was the manner in which she was able to follow up cases discovered by the school physician. In the past, our trouble, like that of many other districts, was that we discovered and tabulated shortcomings, but did not always "follow them up."

*Superintendent O. O. Barr, South Amboy*—The year just closed completes my full fifth year as superintendent here. During that time marked changes and progress have taken place—thanks to a most progressive board of education. The following special departments have been introduced: manual train-

ing, domestic science, including sewing and cooking; drawing and art, music, physical training.

Each one is in charge of a special instructor and supervisor. Extracts from their reports are herewith submitted so you may know what is being done along those lines.

*Superintendent H. A. Sprague, Summit*—The words excellent, good, fair and poor may have different interpretations as used by different teachers. Public school education has been in great need of definite standards for measuring efficiency, comparable in practical application with those used in every progressive business organization. Several of the leading educators in the United States and Europe have prepared definite measures or "yard-sticks" in the field of education. The tests and scales listed below were derived and standardized by use of scientific methods. For example, the Ayres Spelling Scale was derived by dictating 1,000 words to each of the grades from second to eighth in 84 cities. In this way, 1,400,000 spellings were secured from 70,000 children. Words were classified, graded and rated. The 1,000 words used were selected according to frequency of occurrence in common textbooks, newspapers and correspondence.

The following tests and scales were applied in the Summit public schools during the early spring of 1919, and will be repeated in the spring of 1920:

Ayres, Spelling scale; Courtis, Research tests in fundamentals of arithmetic; Stone, Reasoning tests in arithmetic; Thorndike, Reading tests; Thorndike, Penmanship scales; Trabue, Nassau County composition scales; Terman, Revision of Binet-Simon intelligence tests.

The results of both series of tests should be given in the next annual report. While extensive comparisons can be made, yet the results obtained will be used principally to suggest problems for study relative to organization, courses of study and teaching methods.

*Luther N. Steele, Town of Union*—The health department consists of a school physician, school dentist and two nurses. This department is doing excellent work. We have a very enthusiastic physician who I think will be able to organize his department as a working unit for good and practical use, which will be of great help here in this community. Last year we employed one nurse, Miss Reed having resigned her position in the Town of Union to go over seas as a Red Cross nurse, it became necessary to employ another nurse, Miss Graham. After Miss Reed returned in March she was immediately given her old position by the board of education, thus giving us two nurses during the last two months of last year. We are continuing both these nurses this year and find them very superior and competent in their line, hard working and conscientious, willing to cooperate at any and all times for the greatest good of the children.

*Superintendent E. Mackey, Trenton*—The special events and days of the year have added interest nevertheless to the school work. Every department and subject has been given motivation. In the high school and upper grammar grades posters advertising the collection of peach pits, the Salvation Army drive, the sale of Liberty Bonds, athletic events and the like have



formed the great bulk of the art work. Students also designed dresses, planned interiors, making art a real interest. We are planning to add to our art courses a more extensive study of design and color for pupils planning to enter normal schools and to add commercial advertising to the commercial course in high school. . . .

In manual training and domestic art and science our aim has been to train in self activity by serving national, community and individual needs. In manual training the boys have made 300 packing boxes for the Red Cross, 2,000 yarn winders, 45 bedside tables, 1,500 Christmas toys, 100 knitting needles, etc. The shops have also done much repairing in the schools as well as to make 22 science tables, 125 flag stands, 115 seed flats, 4 manual training benches, folding screens, bulletin board, tables and trestles for primary rooms and the like. In the print shop over 100 separate printing jobs were completed. Printing forms, tickets and school papers have been a large part of the work. . . .

Under the direction of our garden supervisor, the children have planted and worked 14 school gardens, three of which are demonstration gardens. These tracts are divided into individual and class plots. The products were marketed and enough money was realized to entirely pay the seed bill for the schools and to have approximately \$15 or \$20 per school to invest in garden equipment or school supplies. There are also 1,100 home gardens under the supervision of garden directors. At the Interstate Fair products of the home and school gardens were exhibited and twenty prizes won. The value of the gardens cannot be measured merely by money received. They have been important in placing before the children real problems and in arousing community interest in school activities. . . .

The work of measuring the school children by giving various standard tests has been continued this year by having adoption of tests in reading, language, spelling, arithmetic and geography. Much of the work was directly in the hands of the classroom teachers or principal instead of one person. The interest in the subject of educational measurements can be determined by the fact that over one hundred of our teachers took the extension course in Educational Measurements given by Dr. Thorndike and Dr. McCall, under the auspices of Columbia University.

*Superintendent Arthur O. Smith, West Hoboken*—I feel that particular mention should be made of several teachers in the faculty of the system who volunteered their services in the county emergency hospital during the prevailing epidemic while the schools were closed. We tried to cover this work systematically with these volunteers, sending them in shifts. People of the town having automobiles conveyed at stated times the teachers to and from the hospital, which was located at Bayonne in the southern part of the county.

For the year just completed I report with no little pleasure that the town of West Hoboken appropriated over \$27,000 more for teachers' salaries than during the preceding year of 1917-18. This was distributed among all the teachers according to their respective merits. While the teachers are not adequately paid yet, still I hope to report a similar progress for the coming year. . . .

In this report I would be unjust if I did not commend the teachers of the



system for their most ardent work in cooperating in all war activities. This in turn has had its wonderful effect on the pupils of the school and has reflected great credit on the teaching profession.

The teachers and pupils have actually contributed or solicited \$4,996.99 for the different charitable war activities during the year. They have canvassed for and obtained subscriptions for Liberty Bonds during the year amounting to \$173,550. In War Savings Stamps they have bought \$28,614.97 during the present school year.

I speak of this work with much pride as it can but reflect credit on the school system in years to come. . . .

At the beginning of the year we instituted a course in mechanical drawing for all boys in the seventh and eighth grades and for those boys who elected it in the first two years in certain prescribed curricula in the high school. This has proved a great success as is shown in the over-time which the students put in at stated periods.

### REPORT ON SUMMER SCHOOLS

At the request of the Commissioner, Mr. T. D. Sensor, Director of Summer Schools for Teachers, has prepared the following report concerning the work of the 1918 summer schools:

The summer schools conducted by the State Department of Public Instruction during 1918 met as best they could the changed conditions brought about by the war. It was thought best, because of the decreased attendance at Phillipsburg and Freehold, to concentrate the work at Newton, Collingswood and Ocean City. Rutgers carried on summer school work along the same lines as last year.

The purpose of the present rule concerning teachers' certificates, which requires attendance at a state summer school for at least two years before the limited elementary certificate can be secured, is that no teacher shall enter upon her duties without some professional training. This rule reads: "In addition to graduating from a four-year high school course, on and after September 1, 1918, an applicant for a limited elementary certificate must have successfully completed two six-week sessions of a New Jersey state summer school, or a summer school approved by the State Board of Examiners."

About one hundred high school graduates without experience as teachers were in attendance.

The high wages offered to teachers for employment in war work reduced the summer school attendance. The enrollment was decidedly less for the entire State, but the changed conditions regarding all matters of industry easily explain the reason for this decrease.

The summer schools were made up generally of teachers who were compelled to attend in order to complete certificate requirements. We must, however, note that notwithstanding the temptations of high wages many teachers came to the summer schools seeking to improve their efficiency as teachers.

The schools of observation proved as helpful as in former years. High school graduates were sent into these schools to deal with children in actual

school work, and in this way they became familiar with their future duties as teachers.

Many helping teachers were present at the Ocean City school, and during Schoolmasters' Week conferences of these teachers were held in Round Table sessions. These were conducted by Assistant Commissioner Scott, and were largely attended by county superintendents and supervising principals. The value of the round table work is not easy to estimate.

Physical training was emphasized in all the schools, special teachers being in charge, and at Ocean City an opportunity was given teachers to prepare for supervision. In all the teaching of the summer schools the monographs prepared by the State Department were followed with the idea that there should be an intelligent and practical uniformity established throughout the State.

An interesting feature of the Ocean City school was the presentation of a patriotic pageant entitled "Pageant of Allied Nations." It was presented by the faculty and students of the school and the citizens of Ocean City, in the interest of the local chapter of the Red Cross. The costumes and special scenes were arranged by the art department, the folk dances and special drills by the physical training department, choruses and special music by the music department, advertising and posters under the direction of the industrial drawing department, stage properties by the manual training department, dialogue by the English and history departments. Upwards of \$1,600 was realized and turned over to the local branch of the Red Cross.

Schoolmen's Week was well attended, more superintendents and principals being present than in any previous year of the summer school work. The principal speakers were: National Commissioner of Education P. P. Claxton; Dr. Edward L. Thorndike and Arthur D. Dean, Teachers College, Columbia University; and Dr. Fred M. Hunter, Superintendent of Schools, Oakland, California.

During the two days devoted to the conference of the school boards, under the direction of the State Federation of District Boards of Education, two speakers from the National Security League addressed the convention, and too high a compliment cannot be paid to the addresses given by these men—Mr. Job Hedges, of New York, and Dr. Robert M. McElroy, of Princeton.

The Mothers Congress, while not as fully attended as in former years, was inspiring and helpful to all the delegates that could find time to be present. Here again, the National Security League sent an able speaker in the person of Dr. Thomas W. Churchill, of New York.

The patriotic work was carried on along Red Cross lines and the sewing department spent most of its energy and time in aiding the local branch to make garments for the Belgian and French refugees.

We feel that, notwithstanding all the difficulties involved in the conducting of the summer schools, the money of the State was well expended in keeping open this opportunity for improvement to those who teach the children of the State. The following is a brief statistical report of the schools for the year 1918:

## SCHOOL REPORT.

## ENROLLMENT

COUNTIES	OCEAN CITY	COLLINGSWOOD	NEWTON	TOTAL	RUTGERS	GRAND TOTAL 1916	TOTAL 1917
Atlantic .....	36	3	..	39	3	42	79
Bergen .....	20	..	2	22	14	36	59
Burlington .....	32	46	..	78	8	86	121
Camden .....	23	73	..	96	..	96	180
Cape May .....	66	2	..	68	2	70	66
Cumberland .....	51	10	..	61	4	65	114
Essex .....	17	..	1	18	29	47	50
Gloucester .....	20	29	..	49	..	49	94
Hudson .....	11	..	2	13	27	40	54
Hunterdon .....	19	1	..	20	9	29	40
Mercer .....	27	1	..	28	12	40	80
Middlesex .....	10	..	..	10	124	34	176
Monmouth .....	20	5	..	25	44	69	92
Morris .....	11	..	14	25	16	41	61
Ocean .....	13	5	..	18	7	25	32
Passaic .....	9	2	3	14	14	28	38
Salem .....	18	16	..	34	5	39	49
Somerset .....	6	..	..	6	25	29	46
Sussex .....	7	..	32	39	4	43	78
Union .....	9	..	..	9	45	54	45
Warren .....	5	1	15	21	18	39	80
	430	194	69	693	405	1101	1634
Students from out of the State .....	24	..	1	25	11	36	36
Delegates attending Mothers' Congress.....	100	..	..	100	..	100	..
Children in Observation Schools .....	120	32	32	184	10	374	370
Total .....	674	226	102	1002	609	1611	2040

## STATE BOARD OF EXAMINERS

So far as the certification of teachers is concerned the year that has just passed has perhaps been the most trying in the history of schools in New Jersey. The conditions which were developed by the world war made it necessary for the Board to grant what has

been known as the "war emergency certificate," and made necessary several other changes in the rules to meet the demand for some practical way in which to keep the schools open.

On November 2, 1918, the Board adopted the following amendments to the rules and regulations concerning teachers' certificates:

Supplement to paragraph (d), rule 31, of Rules and Regulations Concerning Teachers' Certificates, Edition No. 9, pages 11:

"The holder of a special physical training certificate may teach the informational course in first aid if this work has been covered in the course pursued by the applicant in a training school endorsed in accordance with the provisions of rule 19, section 1, of Rules and Regulations Concerning Teachers' Certificates, Edition No. 9.

"The informational work in home nursing and domestic hygiene may be taught by the holder of a special cooking or sewing certificate if this work has been covered in the course pursued by the applicant in a training school endorsed in accordance with the provisions of rule 19, section 1, of Rules and Regulations Concerning Teachers' Certificates, Edition No. 9."

On December 21, 1918, the following resolution was passed:

In order to meet the emergency conditions brought about on account of the war the State Board of Examiners will grant temporary licenses for the employment of teachers of physical training who, in the judgment of the city superintendent or county superintendent, give evidence of being able to fill the position in a satisfactory manner; said temporary licenses to continue in force during the duration of the war, with the understanding that the applicant shall begin to prepare himself to qualify for the regular certificate for the work which he is to do, and that if he is deficient in high school qualifications he shall consult the Bureau of Credentials and take the necessary examinations to complete the high school requirement. In addition to this he shall pass any physical training examination that may be required in accordance with the rules.

On March 28, 1919, the Board adopted the following resolution:

All war emergency certificates heretofore issued shall expire on June 30, 1919. Said certificates may, however, be renewed for one year on the recommendation of the county or city superintendent of the county or city in which the applicant teaches. All such certificates to expire June 30, 1920.

At this meeting the Board also passed a resolution that any teacher who had served in the army would be credited with the time in lieu of teaching experience, if this credit was required to complete any form of certificate he might be seeking.

On June 23, 1919, a rule was adopted that a person who had taken the examination in a subject required for the permanent elementary certificate and failed could be allowed to complete that subject in

## SCHOOL REPORT.

one session of a summer school. At the October meeting this rule was repealed.

On June 23 the following resolution was passed:

Resolved: That we recognize any kindergarten school in another State which is approved by the highest authorities in the State in which it is located, provided that a graduate of such school has had a four year high school course preceding admission to the kindergarten training school and must have had a two year training course in such school.

The statistical report follows.

## TEACHERS' CERTIFICATES GRANTED DURING 1918-19

## STATE CERTIFICATES

	MEN	WOMEN	TOTAL
Second Grade state (renewals) .....	..	4	4
Third Grade State (renewals) .....	15	50	65
Special State (renewals) .....	1	5	6
Permanent Supervisors .....	27	2	29
Limited Supervisors .....	16	4	20
Limited Secondary			
Incomplete .....	21	59	80
By examination .....	23	37	60
By endorsement .....	34	118	152
By renewal .....	18	77	95
Permanent Secondary .....	51	114	165
Limited Elementary			
By examination .....	5	106	113
By renewal .....	8	278	286
Permanent Elementary			
By examination .....	14	248	262
By endorsement .....	9	176	185
Two year Pennsylvania endorsements .....	..	43	43
Normal Life .....	1	27	28
Normal Life (granted by Normal Schools).....	7	850	857
Limited Special State			
By examination .....	73	186	259
By endorsement .....	32	101	133
By renewal .....	45	209	254
Permanent Special State .....	40	170	210
Limited Vocational			
By examination .....	7	6	13
By endorsement .....	23	29	52
By renewal .....	11	4	15
Permanent Vocational .....	8	5	13
Vocational Supervisors .....	..	..	..

## SUMMARY OF STATE CERTIFICATES

Limited .....	234	691	925
Renewals .....	98	627	725
Permanent .....	157	1192	1749
Total .....	489	2110	3399

COMMISSIONER OF EDUCATION. 165

COUNTY CERTIFICATES—RENEWALS

First Grade County .....	23	96	119
Second Grade County .....	..	63	63
Third Grade County .....	..	..	..
Special County .....	2	21	23
Total .....	25	180	205

TEMPORARY LICENSES

All kinds .....	1450
-----------------	------

WAR LICENSES

All kinds .....	35	384	419
Informational subjects endorsed on 450 certificates			680

GENERAL SUMMARY

State Certificates granted and renewed.....	3399
County Certificates renewed .....	205
Temporary Licenses granted .....	1450
War Licenses granted .....	419
Informational Subjects .....	680
Total .....	6153

Total number of examination papers written in November, 1918.....	2485
Total number of examination papers written in April, 1919.....	2842
Total .....	5327

Applicants, November, 1918 .....	919
Applicants, April, 1919 .....	1082
Total .....	2001

BUREAU OF ACADEMIC CREDENTIALS

Mr. T. D. Sensor, Chief of the Bureau of Academic Credentials, makes the following report in regard to that Bureau:

During the year ending June 30, 1918, the Bureau of Credentials revised the pamphlet which informs applicants what steps to take in securing high school equivalency. A copy of this is herewith submitted.

CIRCULAR REGARDING QUALIFYING ACADEMIC CERTIFICATES AND THE EXAMINATIONS NECESSARY FOR THE ESTABLISHMENT OF THE LEGAL EQUIVALENT OF HIGH SCHOOL WORK

Beginning February 15, 1917, the requirements for the Four Year High School Qualifying Academic Certificates, which are necessary for entrance to the examinations leading to the different professions, were changed from 60 academic counts to 72 academic counts.

This was done in order that the Qualifying Academic Certificate obtained by examination may more nearly approximate the minimum requirements for a diploma of graduation from an "approved" four year high school, and at the same time be in closer agreement with the requirements of those states with which New Jersey has reciprocity.

## SCHOOL REPORT.

All persons who applied for Qualifying Academic Certificates prior to February 15, 1917, are permitted to continue on the previous or 60 count basis; all others however, must be governed by the requirements outlined below for a 72 count certificate or less as may be specifically stated below.

By passing examinations a candidate may supplement one or more successful years of work in an approved school. Eighteen counts are allotted for each year of such work. A candidate who presents evidence of the partial completion of an approved secondary school course will be advised by the Bureau of Credentials in what subjects it will be necessary to pass examinations to complete the requirements for a qualifying certificate, provided that the record of secondary school work already done, and for which credit is asked, is submitted on form D29 properly authenticated.

Qualifying certificates may be obtained in any one of the following ways:

1. On evidence of graduation from a literary college or university (in distinction from a professional college or university) of recognized standing; or
2. On evidence of having completed a full four year course in an approved public high school or registered private school; or
3. On evidence of having (a) passed the entrance examination required to the literary course (or any other course for which the entrance examination is equivalent to that required for a 72 count certificate) of any recognized literary college or university, or of having been admitted to the same without condition (this does not include entrance to professional schools or colleges); or
4. On evidence of holding a New Jersey permanent elementary teacher's certificate issued subsequent to September 1, 1914, which certificate will be accepted in lieu of examinations for a 72 count certificate; or
5. On evidence of passing examinations as indicated below, aggregating 72 counts, at a minimum of 75 per cent, in each of the following subjects; and the specific conditions indicated.

### *I. For Four-Year High School Qualifying Certificate.*

#### *a. Required subjects; 43 counts:*

English, three years, 10 counts; English, fourth year, 3 counts; Elementary Algebra to quadratics, 5 counts; Plane Geometry, five books, 5 counts; two of the three sciences, Physics, Chemistry and Biology, 10 counts; American History with Civics, 5 counts; Ancient History, or Modern European History II, 5 counts.

#### *b. Elective subjects; 29 counts.*

Any second year foreign language, 10 counts.

Any additional second year foreign language, namely, Latin, second year; French, second year; Spanish, second year; Italian, second year, 10 counts.

Physics, 5 counts; Chemistry, 5 counts; Biology, 5 counts; or, Botany, 2½ counts; Zoology, 2½ counts (must be taken together); Physical Geography, 5 counts; Intermediate Algebra, 2 counts; Advanced Algebra, 3 counts; Solid Geometry, 2 counts; Plane Trigonometry, 2 counts; Ancient History, 5 counts; Early European History I, 3 counts; Modern European History II, 5 counts; English History, 5 counts; Economics, 2 counts; Commercial Arithmetic, 2 counts; Elementary Bookkeeping and Business Practice, 3 counts; Advanced Bookkeeping and Office Practice, 5 counts; Shorthand, 100 word test, 10 counts; Drawing, first year, 3 counts; Drawing, second year, 6 counts; English, first year, 3 counts; English, second year, 6 counts; Physiology, 2 counts; Commercial Geography, 2½ counts; Commercial Law, 2½ counts.

### *II. For Partial High School Qualifying Certificate.*

6. One year of high school work by earning 18 counts with a rating of at least 75 per cent in each subject.



*Two years* of high school work by earning 36 counts with a rating of at least 75 per cent in each subject.

*Three years* of high school work by earning 54 counts with a rating of at least 75 per cent in each subject.

Subjects to be selected from the lists mentioned above.

*Note:* Persons seeking a full Four-Year High School Qualifying Certificate must be governed by the conditions of I above, regarding required and elective subjects. 18, 36 and 54 counts cannot be merely added to a three-year, two-year and one-year certificate respectively and the total taken to make a full Four-Year High School Accredited Certificate.

7. Candidates for qualifying certificates by this method will be advised by the Bureau of Credentials upon presenting evidence of high school work on form D29, properly authenticated, as to the subjects in which it shall be necessary for them to take examinations to complete the requirements.

*N. B.* It is to be especially noted that the number of subjects and the counts given therefor toward a high school diploma of an approved school for a year of work in a high school bears no relation whatever to the count values given a year of work or to the separate subjects included in any year of work when application is made for a qualifying academic certificate.

#### SCHEDULE OF EXAMINATIONS FOR ACADEMIC COUNTS FOR THE QUALIFYING ACADEMIC CERTIFICATE

Examinations are held on the *last three Saturdays of April* and the *first three Saturdays of November* of each year under the direction of the respective county superintendents.

##### *First Saturday Subjects*

###### *Counts*

- A. M. (10) First Stenography and Typewriting (100 words per minute)
- (3) Elementary Bookkeeping and Business Practice
- (10) Third Year English
- (5) Biology
- (3) First Year English
- (6) Second Year English
- P. M. (5) Advanced Bookkeeping and Office Practice
- (3) Fourth Year English
- (5) English History
- (2) Solid Geometry
- (2) Economics
- (2½) Commercial Law

##### *Second Saturday Subjects*

- A. M. (5) Physical Geography
- (5) Modern European History II
- (2½) Botany } Must be taken together
- (2½) Zoology }
- (2) Physiology and Hygiene
- P. M. (3) Early European History I
- (5) Elementary Algebra
- (2) Plane Trigonometry
- (3) Advanced Algebra
- (2½) Commercial Geography

##### *Third Saturday Subjects*

- A. M. (5) Advanced U. S. History with Civics
- (5) Chemistry
- (10) French (2 years)
- (10) Latin (2 years)
- (10) Hebrew (2 years)
- (10) Greek (2 years)

- P. M. (5) Ancient History  
(3) Drawing (1 year)  
(6) Drawing (2 years)  
(5) Physics  
(10) German (2 years)  
(10) Spanish (2 years)  
(10) Italian (2 years)  
(2) Intermediate Algebra  
(2) Commercial Arithmetic

### Notes

A *twenty days' notice* is required by the rules for entering these examinations. The place of holding examinations may be ascertained by applying to the county superintendent of the county in which you live.

No applicant will be admitted to the examination unless he has been granted the privilege by the Commissioner of Education.

New Jersey examinations are not open to non-residents unless the privilege is especially granted by the Commissioner of Education.

A fee of \$5 must be paid by new applicants. Any applicant who fails three times in a subject must pay an additional fee of \$3. Fee must be paid in cash, money order or *certified* check.

Questions for academic counts will be printed on paper different in color from the questions for teachers.

The responsibility for using the right set of questions will rest with the applicant.

The passing grade in each subject is 75 on a scale of 100.

Candidates credited with biology cannot also be credited with botany, zoology, and vice versa.

Candidates taking first and second year English cannot receive full credit for third year English. Candidates taking third year English cannot receive credit for separate examinations taken in first and second year English.

The requirements for the Nurse Certificate and Chiropody Certificate: 18 counts representing one year of high school work.

For the Optometry and Pharmacy Certificate: 36 counts representing two years of high school work.

Examinations are held on the last three Saturdays of April and the first three Saturdays of November of each year under the direction of the respective county superintendents.

It is still well to emphasize the fact that the 60 count certificate cannot be accepted, and that those who earned their credits by means of examinations must secure 72 counts. This rule has been in force since February 15, 1917. The fee for taking the examinations is \$5. It includes the cost of issuing one certificate.

Academic credentials are now required to enter most of the professions. The law has been changed in regard to medicine, requiring two years of work in a literary college including certain special subjects.

We have at the present time a fair reciprocity agreement with the states of New York and Pennsylvania, and are about to settle conditions of reciprocity with the State of Maryland. In dealing with credits that come to us from other states of the Union, it is the custom of the Department to submit credentials to the highest educational authority of the State in which the work has been done. Careful consideration has been given, during the past year, to returned soldiers whose education was interrupted by their voluntary or enforced service in the army. State boards in charge of the various professions have also been very generous in their treatment of returned soldiers.

The correspondence in connection with the Bureau has grown very much in the last two years. The addition of a great demand for securing certified public accountants' certificates to meet the general need for such workers has added much to the work of the Bureau.

Below you will find a statistical report showing the work of this Bureau up to the present time. The report shows the increase in the number of certificates issued. There seems to be a growing demand on the part of those who have failed to complete high school courses to apply to the Bureau for a remedy.

### CERTIFICATES AND CREDENTIALS

	CERTIFICATES ISSUED	ACADEMIC CREDENTIALS CERTIFIED	TOTAL
Medical .....	191	121	312
Dental .....	113	120	233
Law .....	125	61	186
Pharmacy .....	6	37	43
Chiropody .....	6	2	8
Optometry .....	12	3	15
Certified Public Accountants .....	22	14	36
Nurses .....	9	67	76
Miscellaneous .....	..	25	25
			<hr/> 934

### APPLICANTS WHOSE CREDENTIALS ARE IN PROCESS OF INVESTIGATION

Medical .....	1758
Law .....	1843
Dental .....	775
Pharmacy .....	312
Nurse .....	400
C. P. A. ....	384
Optometry .....	75
Chiropody .....	76
Miscellaneous .....	893
	<hr/> 6516
Total number of certificates granted .....	934
Total number of cases pending .....	6516
Total number of cases considered during year .....	7450
Total number of certificates granted during 1918-19 .....	934
Total number of certificates granted during 1917-18 .....	787
Increase .....	<hr/> 147

The following statement, giving the number of applicants to whom certificates have been issued, shows the extent of the work for the different professions during a series of years.

### SUMMARY OF CERTIFICATES ISSUED

	1902	1903	1904	1905	1906	1907	1908	1909	1910	
Medical .....	..	2	62	92	132	164	210	196	179	
Law .....	29	33	43	36	23	36	88	134	157	
Dental .....	36	28	19	39	34	32	28	10	28	
Pharmacy .....	..	..	..	11	..	..	..	7	8	
Chiropodist .....	..	..	..	..	..	..	..	16	4	
Optometry .....	..	..	..	..	..	..	..	..	..	
C. P. A. ....	..	..	..	..	..	..	..	..	..	
	1911	1912	1913	1914	1915	1916	1917	1918	1919	Total
Medical .....	306	132	246	194	195	222	143	130	191	2796
Law .....	148	158	177	172	137	129	166	108	125	1899
Dental .....	26	59	44	94	90	154	217	94	113	1145
Pharmacy .....	8	..	..	1	5	5	3	10	6	64
Chiropodist .....	11	10	15	20	15	3	7	14	6	121
Optometry .....	..	..	..	..	6	6	10	3	12	37
C. P. A. ....	..	..	..	..	3	8	10	9	22	52
Nurses .....	..	..	..	..	..	4	4	9	9	26
Miscellaneous .....	..	..	..	..	..	..	10	10	..	20

## SCHOOL REPORT.

## SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1918, and Ending June 30, 1919

RECEIPTS	1918-19			Increase or decrease compared with 1917-18
<b>REVENUE RECEIPTS</b>				
APPROPRIATED FROM STATE TREASURY				
Expenses State Board of Education	\$3,500 00			\$600 00 I
State Normal School at Glassboro	283,889 72			16,110 28 I
State Board of Examiners	10,000 00			2,000 00 I
Manual Training, State Aid	300,000 00			50,000 00 I
Vocational Schools, State Aid	40,000 00			
Vocational Teacher Training	20,320 00			7,320 00 I
Free School Libraries, State Aid	4,985 06			2,014 94 I
Teachers' Institutes	2,000 00			
Teachers' Libraries	300 00			
School Fund Expenses	3,500 00			500 00 I
Teachers' Retirement Fund Expenses	14,950 00			2,050 00 I
Reduction of State School Tax	100,000 00			
	\$783,444 78			40,344 78 I
Manual Training State Aid, excess receipts reported by County Superintendents	2,784 07			663 72 I
RECEIVED FROM FEDERAL GOVERNMENT.				
Teacher Training	19,379 97			5,537 03 I
Trades and Industries	33,821 93			11,273 98 I
Agriculture	9,574 03			3,191 34 I
	62,775 93			20,002 35 I
APPROPRIATED FROM STATE RAILROAD TAX.				
Salary of Commissioner of Education	10,000 00			
Salary of Assistant Commissioners	18,000 00			
Transferred from Account 18-G.	400 00			400 00 I
Salary of Inspector of Buildings	3,000 00			200 00 I
Salary of Inspector of Accounts	\$2,800.00			
Less transfers	1,133.30			
	1,666 70			1,133 30 I
Clerical Services	27,025 00			
Transferred from 18-G.	233 30			3,758 30 I
Traveling expense—Special War Work	500 00			500 00 I
Blanks and stationery	19,000 00			
Incidental expenses	12,200 00			200 00 I
Education Bulletin	1,300 00			
Transferred from Account 18-G	500 00			500 00 I
Legislative Manuals	2,000 00			500 00 I
Physical Training	10,000 00			2,000 00 I
County Superintendents, salaries	63,000 00			
Evening schools for foreign-born residents (From county superintendents reports)	5,815 83			6,184 17 I
Summer Courses in Agriculture and Home Economics	12,000 00			2,000 00 I

## COMMISSIONER OF EDUCATION.

171

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1918, and Ending June 30, 1919

RECEIPTS (Continued)	1918-19			Increase or decrease compared with 1917-18
Vocational Schools, State Aid...	64,606	13		
County Vocational Schools.....	8,170	00		2,272 68 D
Pensions of Teachers .....	249,013	55		93,103 75 I
State Normal School at Newark.				
Maintenance .....	17,850	00		91,150 00 D
Salaries and wages .....	88,000	00		88,000 00 I
Repairs and replacements .....	6,300	00		2,300 00 I
Furniture .....	2,000	00		2,000 00 I
Practice teaching .....	15,000	00		1,000 00 I
State Normal School at Trenton.				
Maintenance .....	19,000	00		84,000 00 D
Salaries and wages .....	94,500	00		94,500 00 I
Repairs and replacements .....	16,500	00		500 00 D
Insurance .....	2,000	00		300 00 D
Practice teaching .....	10,000	00		
Received for tuition .....	3,000	00		3,000 00 I
State Normal School at Montclair				
Maintenance .....	15,950	00		56,875 00 D
Salaries and wages .....	65,150	00		65,150 00 I
Repairs and replacements .....	9,000	00		1,000 00 D
Insurance .....	838	00		838 00 I
Practice teaching .....	15,000	00		
New Jersey School for the Deaf				
Maintenance, salaries and wages included .....	96,212	50		29,212 50 I
Miscellaneous .....	included above			6,700 00 D
New buildings .....	25,000	00		25,000 00 I
Receipts .....	1,421	78		1,421 78 I
Manual Training and Industrial School for Colored Youth				
Maintenance (salaries and wages included) .....	49,150	00		9,150 00 I
Repairs and replacements.....	7,600	00		6,100 00 I
Miscellaneous .....	8,550	00		8,550 00 I
New buildings .....	19,600	00		14,900 00 D
Received for tuition .....	15,137	70		6,989 68 I
	1,111,190	49		172,358 86 I
TOTAL STATE APPROPRIATION.....	1,894,635	27		212,703 64 I
State School Fund .....	250,000	00		
State School Tax .....	7,842,323	68		527,300 14 I
Railroad Tax (received by counties) .....	3,171,004	98		193,480 66 I
FROM DISTRICT TAXES (School Year).				
Current expenses .....	13,533,032	33		3,051,582 86 I
Manual Training .....	500,418	39		33,534 63 I
Vocational schools .....	178,388	16		35,580 23 I
Vocational schools—County.....	77,597	62		77,597 62 I
School Libraries .....	18,612	09		842 04 I
Evening schools for Foreign-born residents .....	11,716	66		7,457 54 I
Redemption of bonds .....	1,073,524	22		425,145 74 I
Interest on bonds .....	2,282,763	87		68,717 16 I
From district tax for notes authorized by vote of the district .....	100,951	53		26,910 31 I
From district tax for interest on notes authorized by vote of the district .....	14,025	68		1,654 62 I
From district tax for sinking fund .....	606,257	71		63,104 99 I
Purchase of land .....	158,527	57		109,977 23 I

## SCHOOL REPORT.

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1918, and Ending June 30, 1919

RECEIPTS (Continued)	1918-19			Increase or decrease compared with 1917-18
Building, enlarging, altering, re- pairing, leasing, furnishing, equipping school buildings ...	1,690,817 65			497,356 49 I
Outhouses and toilets .....	2,762 06			4,159 03 D
		\$20,249,395 54		4,395,302 43 I
<b>OTHER SOURCES OF RECEIPTS.</b>				
Manual Training .....	27,633 45			12,433 31 I
Library Purposes .....	5,028 50			174 49 I
Tuition Fees .....	*533,048 92			47,468 33 I
Interest on Deposits .....	103,683 70			5,894 62 D
Sale of school books .....	3,851 08			512 54 I
Defacement of property .....	2,228 90			47 37 I
Return premium—fire insurance	6,007 99			3,478 64 I
Vocational schools .....	11,654 41			28,632 63 D
Vocational schools—county .....	27,298 78			27,298 78 I
Accrued interest on bonds .....	10,500 21			78,620 14 D
Evening schools for foreign-born residents .....	204 16			204 16 I
All other sources .....	227,708 23			59,676 02 I
		\$958,848 33		38,146 25 I
<b>MISCELLANEOUS.</b>				
Interest on surplus revenue....		28,463 21		304 16 I
Appropriated by counties for ex- penses of county superintend- ents .....		10,478 40		1,797 26 I
Apportioned by counties for sal- aries of county superintend- ents' clerks .....		17,160 00		1,816 00 I
Subscriptions for teachers' li- braries .....		200 00		100 00 I
<b>TOTAL REVENUE RECEIPTS (during year) .....</b>			\$34,488,069 41	5,391,616 61 I
<b>NON-REVENUE RECEIPTS</b>				
Sale of bonds, building, enlarg- ing, remodelling, furnishing, equipping school buildings ...	\$643,335 10			1,971,774 42 D
Purchase of land .....	119,637 60			197,333 14 D
		\$762,972 70		2,169,107 56 D
Sale of buildings .....		11,858 63		821 03 I
Sale of furniture, etc. ....		14,577 11		12,829 00 I
Sale of land .....		29,100 00		26,990 00 I
Fire insurance .....		16,275 51		7,524 86 I
Other non-revenue receipts ..		562,470 31		475,211 77 I
<b>TOTAL NON-REVENUE RECEIPTS (during year) .....</b>			1,397,254 26	1,645,730 90 D
<b>RE-APPORTIONED BALANCE .....</b>			2,185 21	1,725 21 I
<b>GRAND TOTAL RECEIPTS (during year) .....</b>			35,887,508 88	3,747,610 92 I
<b>BALANCE ON HAND (beginning of year) .....</b>			4,330,724 77	2,271,622 08 D
<b>GRAND TOTAL RECEIPTS DURING YEAR AND BALANCE .....</b>			\$40,218,233 65	\$1,475,988 84 I

\*Tuition money is a duplication of receipts.

## COMMISSIONER OF EDUCATION.

173

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1918, and Ending June 30, 1919

DISBURSEMENTS	1918-19			Increase or decrease compared with 1917-18
<b>DISBURSEMENTS</b>				
ADMINISTRATIVE EXPENSES—STATE				
STATE BOARD OF EDUCATION, EX-				
PENSES .....	\$2,834 76			\$1,059 05 I
STATE NORMAL SCHOOL AT GLASS-				
BORO .....	23 10			16,087 18 D
DEPARTMENT OF PUBLIC INSTRUCC-				
TION, EXPENSES .....				
Salary, Commissioner of Edu-				
cation .....	10,000 00			3,333 33 I
Salary, Assistant Commission-				
ers .....	18,248 22			6,248 22 I
Salary, Inspector of Accounts				
.....	1,666 70			199 97 D
Salary, Inspector of Buildings				
.....	3,000 00			1,133 33 I
Clerical Services .....	26,754 05			11,070 43 I
Blanks and stationery .....	16,654 87			2,345 13 D
Incidental Expenses—Travel-				
ing Expenses.				
Chas. McDermott. \$781 10				
Henry Huston ... 439 89				
C. N. Kendall ... 341 01				
Zenos E. Scott ... 732 36				
Wesley A. O'Leary 445 71				
Edw. A. Reuther.. 543 46				
A. E. Meredith... 786 73				
Iris Prouty O'Leary 210 21				
H. O. Sampson... 467 44				
Herbert N. Morse 238 81				
T. D. Sensor..... 21 74				
John Enright..... 27 60				
Marianna G. Pack-				
er .....	112 56			
Harriet Hawley... 5 45				
F. W. Maroney... 136 05				
Frances V. Smith. 7 51				
John S. Mount... 60 35				
\$5,357 98				
Office fixtures,				
postage, etc. 6,412 87				
Education Bulletin .....	11,770 85			5,181 83 I
Physical Training .....	1,745 85			920 60 I
Legislative Manuals .....	9,876 64			6,416 70 I
Teacher Training and Agri-				
cultural Supervision .....	2,000 00			500 00 D
Traveling expenses and pur-				
chases from Smith-Hughes				
Fund—State .....	10,263 04			7,915 74 I
STATE BOARD OF EXAMINERS, EX-				
PENSES .....	1,397 65			1,397 65 I
SUMMER SCHOOLS—Agriculture,				
Home Economics .....	7,351 92			560 40 I
Special War Work—traveling				
expenses .....	11,603 66			11,346 01 I
Vocational Schools .....	389 78			389 78 I
Teachers' Institutes .....	\$40,000 00			
	1,773 18			\$1,087 66 I
COUNTY SUPERINTENDENTS.				
Salaries—paid by the State...	63,000 00			21,000 00 I
Clerical services—paid by				
counties .....	17,160 00			1,816 00 I
Expenses—paid by counties..	10,478 40			1,797 26 I
State School Fund Expenses...	2,578 96			454 67 I
Teachers' Retirement Fund Ex-				
penses .....	13,034 09			4,622 04 I
Teachers' Pensions .....	249,013 55			93,103 75 I



## SCHOOL REPORT.

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1918, and Ending June 30, 1919

DISBURSEMENTS (Continued)	1918-19			Increase or decrease compared with 1917-18
EXPENDED FROM FEDERAL GOVERNMENT FUNDS.				
Teacher Training .....	10,523 26			8,147 05
Trades and Industries .....	24,214 71			5,682 98
Agriculture .....	9,574 03			3,277 85
TOTAL EXPENDITURES OF STATE ADMINISTRATION .....			\$576,931 27	178,830 05
STATE EDUCATIONAL INSTITUTIONS.				
State Normal School at Trenton.				
Maintenance .....	\$112,658 79			28,474 75
Repairs and improvements and insurance .....	21,723 76			4,905 79
Practice teaching .....	9,911 34			86 21
New buildings, etc. ....				2,300 00
		144,293 89		30,994 33
State Normal School at Montclair.				
Maintenance .....	\$81,592 19			15,416 13
Repairs and insurance .....	11,575 59			1,624 36
Practice teaching .....	11,525 10			596 00
		104,692 88		16,444 49
State Normal School at Newark.				
Maintenance .....	\$83,561 70			10,275 30
Repairs and insurance .....	6,520 84			4,191 23
Supplies .....	11,803 44			11,803 44
Practice teaching .....	12,166 74			1,310 98
		114,052 72		27,580 95
New Jersey School for the Deaf.				
Maintenance .....	\$93,008 32			36,775 81
Repairs, insurance, etc. ....	2,631 36			6,620 76
Land and new site .....	25,000 00			25,000 00
		120,639 68		55,155 05
Bordentown Industrial School for Colored Youth.				
Maintenance .....	\$63,766 09			\$25,348 53
Repairs, replacements .....	7,600 00			6,100 00
Miscellaneous .....	8,550 00			8,550 00
New buildings, improvements, etc. ....	19,600 00			17,421 29
		\$99,516 09		22,577 24
TOTAL EXPENDED FOR STATE INSTITUTIONS .....			\$583,195 26	152,752 06
ADMINISTRATIVE EXPENSES—Districts.				
Salaries, supplies and expenses of boards of education and business offices .....		\$309,462 36		76,906 47
Salaries of superintendents. ....	\$149,845 00			11,945 00
Salaries of assistant superintendents .....	33,550 00			13,250 00
		183,395 00		25,195 00
Expenses of superintendents, etc.		105,496 45		36,492 86
Salaries of District Clerks or Secretaries .....		154,548 55		17,474 47
Salaries, Custodians of School Monies .....		37,805 34		5,227 36
Compulsory attendance, salaries, etc. ....		186,090 45		33,997 42
			976,798 15	195,293 58

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1918, and Ending June 30, 1919

DISBURSEMENTS (Continued)	1918-19			Increase or decrease compared with 1917-18
INSTRUCTION EXPENSES.				
DAY SCHOOLS.				
Salaries, supervisors, principals and teachers including special summer schools	\$17,773.26	17		2,620,998 41 I
Expenses special summer schools	13,370	05		11,221 54 D
Textbooks	469,918	89		29,774 38 I
Supplies and other expenses of instruction	684,352	45		9,921 82 I
Apparatus purchased with current expense funds	111,532	01		28,262 91 I
Helping teachers	35,443	00		5,159 80 I
County truant officers	2,280	00		230 00 I
Supervisor child study	1,850	00		
	19,092,013	57		2,683,125 78 I
EVENING SCHOOLS.				
Salaries of teachers, etc.	\$142,065	99		\$14,010 71 D
For all other salaries, supplies, etc.	26,668	71		3,852 72 D
	\$168,734	70		17,863 43 D
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS.				
Salaries, principals and teachers	12,302	71		6,864 12 I
Textbooks and supplies	781	79		485 23 I
Janitors' salaries	1,367	50		155 52 I
Other expenditures	736	95		103 89 I
	15,188	95		7,608 76 I
MANUAL TRAINING—DAY.				
Salaries, supervisors, principals, etc.	563,433	05		64,601 08 I
Material and supplies	157,956	00		7,859 65 D
Repairs and replacements	14,481	71		3,317 89 I
New equipment	36,261	29		16,048 79 D
Other expense	12,962	86		1,716 45 I
	785,094	91		45,726 98 I
MANUAL TRAINING—EVENING.				
Salaries, supervisors, principals, etc.	358	00		44 00 I
Material and supplies	1,759	23		294 52 I
	2,117	23		338 52 I
VOCATIONAL SCHOOLS—DAY.				
Salaries, supervisors, principals, etc.	150,335	82		16,126 43 I
Material and supplies	21,485	65		801 96 I
Repairs and replacements	7,315	82		4,294 53 I
New equipment	5,391	13		26,438 12 D
All other expense	11,890	07		15,386 98 D
	196,418	49		20,602 18 D
VOCATIONAL SCHOOLS—EVENING.				
Salaries, supervisors, principals, etc.	45,920	50		277 05 D
Material and supplies	3,487	52		1,172 51 D
Repairs and replacements	728	13		39 27 I
New equipment	196	73		2 20 D
All other expense	5,588	04		1,871 93 D
	55,920	92		3,284 42 D

## SCHOOL REPORT.

## SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1918, and Ending June 30, 1919

DISBURSEMENTS (Continued)	1918-19			Increase or decrease compared with 1917-18
VOCATIONAL SCHOOLS—COUNTY.				
Salaries, supervisors, principals, etc. ....	\$49,895 25			\$49,895 25
Material and supplies .....	9,226 58			9,226 58
Repairs and replacements .....	683 47			683 47
New equipment .....	18,901 73			18,901 73
All other expense .....	39,104 44			39,104 44
		\$117,811 47		117,811 47
AUXILIARY AGENCIES—EXPENSES.				
Teachers' Libraries .....		200 00		50 00
Transportation pupils—other districts .....	334,964 74			55,139 44
Transportation pupils—within districts .....	320,917 98			71,216 01
		655,882 72		126,355 45
Medical inspection, salaries, supplies .....		320,717 11		36,013 55
Lectures and recreation (playgrounds) .....		62,408 21		3,720 19
SCHOOL LIBRARIES.				
Salaries of librarians .....	\$9,004 56			721 89
For library books .....	13,916 04			653 25
For apparatus .....	3,312 20			2,051 26
Educational works of art .....	869 82			487 30
		27,102 62		2,469 92
MISCELLANEOUS.				
Tuition paid to other school districts .....	518,047 45			59,431 81
Leasing school buildings .....	25,071 36			3,546 84
Interest on temporary loans .....	85,198 81			37,769 60
Authorized loans .....	5,000 00			5,000 00
Telephone service .....	38,212 51			5,819 47
Incidental expenses .....	108,623 26			26,250 32
		780,153 39		137,818 04
TOTAL INSTRUCTION EXPENSES....			\$23,256,562 44	3,302,101 99
OPERATION OF SCHOOL PLANT—EXPENSES.				
Wages, janitors, engineers, firemen .....	\$1,685,995 39			278,616 18
Wages of other employees .....	81,070 22			8,248 09
Fuel .....	1,096,559 06			161,808 46
Water, light and power .....	237,319 36			26,218 50
Janitors' supplies .....	166,966 55			30,467 87
		3,267,910 58		488,862 92
MAINTENANCE OF SCHOOL PLANT.				
Ordinary repairs (current upkeep) .....	\$775,400 67			\$119,321 56
Repairs and replacement of equipment .....	204,094 36			39,532 01
Insurance .....	157,519 04			25,898 53
Outhouses or waterclosets—repairs .....	678 23			4,684 82
		\$1,137,692 30		180,067 28
LAND AND BUILDINGS.				
Purchase of land .....	222,707 27			241,106 35
Building, enlarging school-houses .....	1,864,124 16			2,544,666 00

## COMMISSIONER OF EDUCATION.

177

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1918, and Ending June 30, 1919

DISBURSEMENTS (Continued)	1918-19		Increase or decrease compared with 1917-18
Extraordinary repairs .....	454,677 42	.....	166,142 11 I
Furniture and equipment .....	230,709 21	.....	48,200 09 D
		2,772,218 06	2,667,830 33 D
OTHER PAYMENTS.			
Redemption of bonds .....	1,000,172 25	.....	368,386 54 I
For payments to sinking fund .....	620,307 51	.....	53,144 00 I
Interest on bonds .....	2,294,052 24	.....	16,041 52 D
Payment notes authorized by vote of the district .....	102,125 53	.....	31,406 77 I
Interest on notes authorized by vote of the district .....	13,934 70	.....	1,513 57 I
		4,030,593 23	438,409 36 I
TOTAL EXPENSES .....		\$35,625,103 14	2,073,193 33 I
Unused State Appropriation lapsed into State Fund .....		299,203 02	8,810 31 D
Balance of Federal Funds carried over to 1919-20 .....		18,463 93	2,894 47 I
Unused Railroad Fund lapsed into State Fund .....		23,679 10	136,452 25 D
		\$35,966,449 19	1,930,825 24 I
Balance reported remaining with custodians of school moneys on June 30th, 1919 .....		4,251,784 46	454,836 40 D
TOTAL PAYMENTS, AMOUNTS LAPSED AND BALANCE .....		\$40,218,233 65	\$1,475,988 84 I
COST OF EDUCATION (Based on expenses of maintaining the public day schools).		1918-19	Increase or de- crease com- pared with 1917-18
Administrative expense—school districts .....	\$976,798 15	.....	\$195,293 58 I
Instruction expense—day schools .....	19,092,013 57	.....	2,683,125 78 I
Transportation expense .....	655,882 72	.....	126,355 45 I
Medical inspection expense .....	320,717 11	.....	36,013 55 I
Operation of school plant .....	3,267,910 58	.....	488,862 92 I
Maintenance of school plant .....	1,137,692 30	.....	180,067 28 I
Current expense .....		\$25,451,014 43	3,709,718 56 I
Average yearly cost per pupil based on total enrollment in day schools .....		44 53	5 84 I
Average yearly cost per pupil based on attend- ance in day schools .....		58 47	7 17 I
ENROLLMENT AND ATTENDANCE		1918-19	Increase or de- crease compared with 1917-18
DAY SCHOOLS ONLY			
Boys enrolled in day schools .....	287,909		5,120 I
Girls enrolled in day schools .....	283,525		4,489 I
Total enrollment in day schools .....	571,434		9,609 I
Total number days present—day schools .....	75,930,011		2,504,190 ½ D
Average daily attendance .....	435,209		11,459 I

## SCHOOL REPORT.

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1918, and Ending June 30, 1919

ENROLLMENT AND ATTENDANCE (Continued)	1918-19	Increase or decrease compared with 1917-18
Average attendance of each pupil—day schools	133 days	6 days I
Possible number of days attendance—day schools	85,479,003	3,385,323 I
Total number of days absent	9,548,992	881,132 ½ I
Average absence of each pupil	16 days	2 days I
Per cent of attendance	.88	
Total attendance in day and evening schools, including all allowances as per law (not actual attendance)	85,389,396	3,476,804
Total number of times tardy	673,819	90,057 I
Sum of number of teaching sessions as reported in all registers—day schools	4,759,673	72,858 I
Average number of cases of tardiness per session	.14156	
Pupils neither absent nor tardy—day schools	14,278	2,012 I
Sessions truant—day schools	71,780 ½	13,603
Total number of days transported	2,278,589	162,499 ½
Pupils transported within district for whom cost of transportation is paid	11,359	682
Pupils transported from without district, for whom cost of transportation is paid	7,320	352 I
Pupils enrolled who have attended public school in other districts in the State during the present school year	19,979	405
Cases of suspension or expulsion during year	1,634	55 I
Enrollment—		
Kindergarten	40,428	570
Grades I-IV	272,358	4,612
Grades V-VIII	174,695	7,166
Grades IX-XII	48,199	1,607 I
Rural schools—one room	18,577	1,438 I
Rural schools—two room	14,231	269
Subnormal classes	2,491	10 I
Classes for blind	40	12
Classes for deaf	101	6 I
Training classes	99	78 I
Classes for anaemic pupils	40	40
Classes for backward and incorrigible pupils	73	73
Other special classes	102	6
Number of children public schools will seat	570,061	6,018
<b>EVENING SCHOOLS</b>		
Number of evenings the schools were maintained, including legal holidays and institute days	72	4
Male pupils enrolled	14,909	4,766
Female pupils enrolled	10,651	3,262
Total pupils enrolled in evening schools	25,560	8,028
Total attendance (1 night = ½ day)	327,036	91,944
Men teachers	407*	24
Women teachers	432	17
Total teachers employed in evening schools	839	41
Total salaries of evening school teachers	\$203,848 71†	\$35,379 56
Average salary per night paid to men teachers	3 83	65
Average salary per night paid to women teachers	2 93	47
Amount expended for all other salaries, supplies, etc.	26,668 71	3,852 72

\*Some county superintendents included manual training and vocational teachers in the figure, which is not correct.

†This amount does not agree with the figure given in the financial table, as some county superintendents included salaries of manual training and vocational teachers.

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1918, and Ending June 30, 1919

NUMBER OF TEACHERS	1918-19			Increase or decrease compared with 1917-18		
	Men	Women	Total	Men	Women	Total
Total number of teachers, day and evening....	2,233	15,774	18,007	181 D	445 I	264 I
Superintendents .....	38					
Assistant Superintendents (An assistant superintendent is one who stands in very intimate relation to the superintendent and whose duties are mainly connected with supervision of instruction and with general oversight of a system under the direction of the superintendent) .....	7	2	9	2 I	2 I	4 I
Approved Supervising Principals .....	74	4	78	5 D	1 I	4 D
Unapproved Supervising Principals (Those who devote their time to administration and supervision of instruction of a group of schools) .....	78	20	98	2 I	4 I	6 I
Non-teaching Principals (Those who devote their time to administration and supervision of instruction of a school) .....	256	170	426	1 I	19 I	20 I
Supervisors (Those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals) .....	9	56	65	4 I	15 I	19 I
Special Supervisors (Those who assist teachers in matters pertaining to instruction in special subjects) .....	57	191	248	1 D	7 I	6 I
Teachers rural schools (one room) (A rural school is one located either in the open country or a village, the majority of whose pupils are the children of farmers and others living in the open country) .....	55	507	562	6 I	58 D	52 D
Teachers rural schools (two room) (Teachers considered in the one and two room rural school tables are not considered in the grade teachers' tables) .....	33	392	425	15 D	21 I	6 I
Teachers Kindergarten .....		703	703		10 I	10 I
Teachers Grades I-IV .....	5	6,217	6,222	1 D	144 I	143 I
Teachers Grades V-VIII .....	173	4,405	4,578	44 D	127 I	83 I
Teachers IX-XII .....	674	1,373	2,047	41 D	19 I	22 D
Teachers Junior High VII-IX .....	13	77	90	13 I	77 I	90 I
Short term teachers (Teachers teaching not less than four months but not for the full term. A teacher teaching less than four months is classed as a substitute teacher) .....	2	49	51	7 D	12 I	5 I
Substitute Teachers (Teachers not assigned to regular classes or teaching for less than four months) .....		53	53	4 D	7 D	11 D
Special Teachers—Ungraded, backward and incorrigible classes .....	6	42	48	2 D	1 D	3 D
Special Teachers—Teacher Clerks (Regularly certified teacher used as temporary substitute and general assistant to principal) .....		218	218		26 I	26 I
Manual Training Teachers—Day (Including supervisors and teachers devoting full time to the work. Those not devoting full time are classed as regular day school teachers and not manual training teachers) .....	209	264	473	15 I	2 D	13 I
Manual Training Teachers—Evening .....	22	2	24		8 D	8 D
Vocational Teachers—Day .....	45	55	100	5 D	1 I	4 D
Vocational Teachers—Evening .....	113	73	186	6 I	5 D	1 I
Evening School Teachers (Teachers considered in the day school tables and teaching in the evening schools are considered in this table) .....	258	319	577	115 D	93 D	208 D
Foreign-born Evening School Teachers (Receiving State Aid) .....	25	82	107	8 I	47 I	55 I
Special Teachers—Subnormal Classes .....	2	165	167	2 D	5 I	3 I
Special Teachers—Deaf Classes .....		13	13		1 I	1 I
Special Teachers—Blind Classes .....		4	4		1 I	1 I
Special Teachers—Unclassified .....	79	318	397	4 I	80 I	84 I

## SCHOOL REPORT.

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1918, and Ending June 30, 1919

NUMBER OF TEACHERS (Continued)	1918-19			Increase or decrease compared with 1917-18		
	Men	Women	Total	Men	Women	Total
Trained Teachers, men and women .....			14,111			303
Untrained Teachers, men and women (Exclu- sive of evening school teachers) .....			3,002			121

SALARIES OF TEACHERS	1918-19		Increase or decrease compared with 1917-	
	Men	Women	Men	Women
Average salary per year paid to all day school teachers (17,066) not including superintend- ents, assistant superintendents or evening school teachers of any kind .....	\$1,083	27	\$134	98 I
Average salary per month paid to all day school teachers .....	130	51	23	96 I
Average salary per year paid to Superintendents .....	\$3,943	29	\$314	34 I
Approved Supervising Principals .....	2,062	73	154	62 I
Unapproved Supervising Principals .....	2,211	53	188	13 I
Non-teaching Principals .....	2,598	97	149	76 I
Supervisors .....	1,810	37	99	63 D
Special Supervisors .....	1,776	84	157	02 I
Rural School Teachers—one room .....	679	95	65	94 I
Rural School Teachers—two room .....	793	30	73	79 I
Kindergarten Teachers .....				
Elementary Teachers—Grades I-IV .....	856	00	13	66 D
Elementary Teachers—Grades V-VIII .....	1,156	67	110	23 I
Junior High School Teachers—Grades VII-IX .....	1,473	08	1,473	08 I
High School Teachers—Grades IX-XII .....	1,906	45	182	38 I
Short Term Teachers .....	975	00	228	67 I
Substitute Teachers .....				
Special Teachers—Ungraded, backward and incurable classes .....	1,358	33	170	83 I
Teacher-Clerks .....				
Manual Training Teachers—Day Schools .....	1,342	58	119	80 I
Vocational Teachers—Day Schools .....	1,665	33	237	69 I
Average salary paid per night to Manual Training Teachers—Evening Schools .....	2	50		
Vocational Teachers—Evening Schools .....	4	59		
Evening School Teachers .....	3	48		
Foreign-born Evening School Teachers .....	3	05		

SCHOOL TERM	1918-19		Increase or decrease compared with 1917-18	
Average time schools were maintained (A school month is 20 days) .....	8 mos. 6 days (166 days)		12 days D	



# SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1918, and Ending June 30, 1919

SCHOOL DISTRICTS. HOUSES. ETC.	1918-19	Increase or decrease compared with 1917-18
School districts .....	490	3 I
Buildings owned .....	2,097	18 D
Buildings rented .....	66	
Total school buildings .....	2,163	18 D
Classrooms .....	15,016	350 I
Buildings completed during year .....	19	23 D
Buildings enlarged or remodeled during year ..	18	19 D
One room buildings .....	709	51 D
Two room buildings .....	302	21 I
Three room buildings .....	63	1 D
Four room buildings .....	208	
Five or more room buildings .....	881	13 I
VALUATION OF SCHOOL PROPERTY		
Total value of school property .....	\$83,580,432 05	\$3,580,466 12 I
Average value of New Jersey school buildings..	38,640 97	1,960 57 I
GRADUATES OF STATE NORMAL SCHOOLS		
Trenton .....	265	27 D
Montclair .....	211	47 D
Newark .....	386	66 D

In conclusion I wish to again call attention to the miserable quarters in which the Department of Public Instruction of the State is housed. These quarters are inconvenient, inadequate, poorly arranged and discreditable to the State.

The educational department is the most important department of the State. It is not in conformity with the dignity of this department to be housed in the quarters assigned to it.

There is probably no local superintendent's office in the State which is not in better quarters than the State Department of Public Instruction.

There is probably no department of public instruction in any other State which has quarters like those occupied by this department in New Jersey.

In this connection I call attention again to the fact that we have a great many records and documents pertaining to teachers' certificates and other important matters which are subject to fire hazards and which should be better protected by adequate fire-proof vaults.

Respectfully submitted,

A handwritten signature in cursive script, reading "Calvin N. Kendall". The signature is written in dark ink and is positioned above the printed name of the Commissioner of Education.

*Commissioner of Education*

PART II

---

REPORTS OF ASSISTANT COMMISSIONERS

---

For year ending June 30, 1919

## ELEMENTARY EDUCATION

PREPARED BY

ZENOS E. SCOTT

*Assistant Commissioner in charge of Elementary Education*

I respectfully submit the following report for the school year 1918-19.

### QUALITATIVE STANDARDS AS GUIDES IN TEACHING AND SUPERVISION

As Assistant Commissioner in charge of Elementary Education it is necessary, in order that my work be of greatest help, to have definite policies as guides in supervision. The policies stated in my annual report of 1917-18 have been used this year also. These policies are so important to this department and to those who are working in supervision that I deem it important to re-state them in this report.

1. That all teachers are expected to grow in teaching skill through teaching.
2. That all supervisors are expected to become better supervisors through the work of classroom supervision.
3. That supervision to be worth while must be constructive in its policies.
4. That if supervision is to create enthusiasm among the supervising and teaching bodies it must be favorable wherever possible. That whatever negative criticism is given, the ways to improve the situation must be illustrated in detail.
5. That the various supervisors of the State have definite policies of their own, which are to be talked over in group meetings of supervisors and changed whenever they are out of harmony with the common practice of progressive supervision.
6. That supervisors keep a record of the supervision which they do from day to day. It is only in this way that supervisors are able to improve their practice. Mistakes which they make can, in this way, become really great opportunities through which they increase their supervisory skill.
7. That supervision be optimistic. Good supervision expects the teacher to do tasks which are difficult. But optimistic leadership stimulates the teacher to utilize the difficult situations as opportunities by which to increase in "good teaching."
8. That supervisors must make special use of their teachers of marked ability by having them give demonstration teaching, assist in the making of lesson plans, programs and the course of study, help at teacher conferences, etc.
9. That supervision must so direct the work of the teacher that she feels

(185)

the necessity of utilizing the varying abilities of the children of her room or school. This makes it possible for both the supervisors and the teachers to recognize the individual differences in abilities of children and to teach and supervise in accordance with such varying abilities.

10. That supervision place before the teacher constantly "better teaching" as a goal. That "better teaching" means furnishing situations in which pupils enjoy each school day; in which they exercise group cooperation, in play, in games, in study period, in recitation, in opening exercises, in community exercises, situations in which teacher and pupils work together for correct habit formation and citizenship training.

11. That the supervisor of a given school or system is responsible for all the school activities. Therefore manual training, domestic science and art, physical training and good health are schoolroom results for which he is responsible.

12. That the supervisor is responsible for mobilizing the thought of his community around schoolroom and community problems. This policy in supervision emphasizes the fact that the supervisor's work does not stop at the end of a school day, or when the supervisor has stepped outside a schoolroom situation, but that it extends out into the community, giving the community an attitude of mind toward the value of the schools as the instrument by which the boys and girls of the community are made into worth-while citizens.

#### GENERAL PROGRESS IN TEACHING AND SUPERVISION

Among the large contributions that the teachers and supervisors have made to their profession in the last few years, there is none more important than that which has been achieved through interest and participation in community activities, State and national patriotism, war drives and allied work. There is no doubt but that important lessons learned from such activities have been most helpful to supervisors and teachers. The influence upon those of us engaged in the profession has been as helpful as that exerted upon the pupils of our schools. The general effect of this plus the keener interest taken in the actual supervising and teaching of schools has been such that many latent abilities in supervisors and teachers have been brought out. We are now fully conscious that it is our province as supervisors and teachers to be responsible for mobilizing around larger educational problems of the day the thought of the communities in which we work. As leaders we are taking more active parts than ever before in general community and State problems. Our advice is more eagerly sought after, our minds are more open to problems which are somewhat outside of classroom activities. This is a wholesome condition, and it indicates that the public at large and the nation have placed more confidence in us as supervisors and teachers.

It is most encouraging to state that our profession has met these added responsibilities in a very superior way, and it is also encouraging that the general public, when awakened to the importance of the work of the supervisors and teachers, is becoming more and more willing to show appreciation for the work which is being done by the teachers and supervisors in the public schools of the State.



Class of Blind Children—Newark



School for the Deaf—Newark



Class in Cobbling—Newark



Motor Dental Clinic—Burlington County

## COMMISSIONER OF EDUCATION

### COUNTY INSTITUTES

During the school year 1918-19 county institutes were held in twelve counties. On account of the great number of days in which the schools throughout the State were closed because of the influenza epidemic, these institutes were held on Saturdays. Even though the institutes were held on Saturdays, a high percentage of attendance was obtained in all counties. Such showing is a credit to the teachers of New Jersey. In some counties as high as 95 per cent of the teachers attended these institutes. On the whole they were very successful meetings.

These county institutes, held at the time when America was putting forth her greatest efforts in the war, were really great patriotic school days in New Jersey.

The general work of the institute centered around patriotic and war time questions of the day, community singing, thrift, Red Cross work and allied war drives. The community singing engendered in the institutes carried over very excellently into the regular school work. The patriotic addresses given by the various men on the program stimulated even greater patriotic activity on the part of the teachers.

The sectional meetings of the institutes were directed in the main toward specific types of work, such as the teaching of English, reading, teaching of community civics, etc. Sufficient instructors were secured to insure that the groups of teachers should be small enough for individual discussion. Such meetings as these, as part of the work of the county institute, furnish the finest opportunity for teachers to exchange ideas, for the leading teachers of one community to give help to the teachers of another, and for the beginning teachers in all groups to get encouragement from those who have had more experience.

The State can well afford to emphasize teachers' institutes in all its counties. Such institutes furnish opportunities for the best leaders in educational thought to stimulate and encourage good work on the part of teachers in given counties.

### SUPERVISORS' CONFERENCES

Three general conferences of the supervisors of the State were held during the year at Atlantic City, New Brunswick and Newark respectively. These two day conferences were open forums where the different superintendents of schools, supervising principals, and principals met together to discuss important present-day supervisory policies. At each conference about thirty men took part in the program. This program in the main consisted of group discussions illustrating the work that was being carried on in the different sections of the State. Such conferences as these are essential steps in securing State-wide excellence in schoolroom supervision.

### COURSES IN SUPERVISION AT OCEAN CITY

As a part of my work as Assistant Commissioner of Education, I conducted a two weeks' conference for superintendents and supervisors at the Ocean City Summer School. The work of this course took up practical questions that confront supervisors from day to day. The work was carried on daily as a two-hour conference where groups of supervisors reported from day to day



upon special questions which had been assigned them for discussion. Detailed policies in supervision were worked out. In this way these conferences gave a valuable contribution to both teaching and supervision.

#### GROWTH IN UNITING THE WORK OF COMMUNITIES AND SCHOOLS ; PUPIL LEADERSHIP

The time has come in New Jersey when one can say that the work of the rural and small town school is closely connected with the work of the community as a whole. For several years it has been the policy of the Department to indicate to supervisors that one of their functions was to be a community worker, a community organizer and community booster. Sufficient progress has been made to show clearly that excellent work has been accomplished in this respect.

In rural schools where supervision is under the direction of the "helping teachers" there are now in New Jersey more than 200 parent-teacher associations. During the school year 1918-19 over 60 such organizations were perfected. In the rural and small town communities 130 community festival days were held. There were in attendance at these festivals more than 33,000 people. These people were there to see the work of the schools and the work of the communities united. They observed the work of the boys and girls and teachers ; they participated in the singing, and in many instances they took part in games and athletic contests. These were really community awakenings where the adult members and the children worked together. At these exercises approximately 20,000 children took part.

This indicates in brief the importance that ought to be attached to such community gatherings. They are a part of the regular educational program. When the fathers and mothers participate in these community festival days they are, in a sense, enrolling themselves as members of the school. It is through such activities as these that the schools of to-morrow will do a better type of work.

The supervisors and teachers of the State for several years have emphasized pupil leadership throughout the elementary schools. This has been done with such success that during the past year great progress was made in teaching boys and girls to assume leadership for certain classroom activities, certain playground work, and home and community projects. This is evidence of a new type of school supervision and school teaching. It cannot be praised too highly, for it is through such work as this that the public schools are building for a suitable and orderly democratic form of government.

In the judgment of the helping teachers as many as 1600 boys and girls in the rural sections had opportunity to develop leadership in some form of pupil and teacher cooperation. This speaks well for the work of the rural schools. If data were obtainable for the entire State there is no doubt but that the town and city schools would show an increasingly large number in proportion to this shown in the rural schools.

#### TYPE OF TEACHERS MEETINGS

The wide-awake teachers meeting is an essential part of the present day school program. Such progress has been made in New Jersey in teachers

meetings that it should be mentioned as a worth-while contribution to education. The best practice now throughout the State in a progressive teachers meeting is one in which the supervisor and teachers work out certain problems or projects upon which they wish to center attention. From these projects definite yearly programs are mapped out. Supervisors and teachers center attention and discussion around these projects. When the meetings are held the teachers take a prominent part in the discussion. The supervisor is the leader of the discussion.

After sufficient progress has been made in this respect, some of the best teachers of the system illustrate through demonstration teaching how the projects are to be further developed and carried out. At the close of the demonstration teaching the teacher who taught the work becomes the class leader. The observing teachers enter into the discussion, illustrating how they may find profit from the work which they have observed. The good work which they saw demonstrated is carried back to their own classrooms.

As a part of the plan, opportunities are provided by which these teachers report back, indicating how they have made use of the good points which they saw worked out in classroom demonstration.

This indicates worth-while progress in teachers meetings. When such meetings become the common practice over the State, supervision and teaching will be working to the best interests of the boys and girls of the State.

#### SURVEYS

During the year, in cooperation with Dr. A. B. Meredith, in charge of Secondary Education, at the request of boards of education, surveys were made of certain school systems in New Jersey. These surveys were worked out with much care, and complete reports, either oral or written, were made to the local boards of education.

#### MONOGRAPH ON SPECIAL DAYS AND OPENING EXERCISES

During the present school year my department prepared for the elementary schools a monograph on "Special Days and Their Observance." This monograph was worked out through committees of various superintendents, supervisors and teachers in the State. It furnishes to all teachers of the State definite programs for the observance of all the special days, together with sufficient material for the carrying out of the programs suggested.

It is very fitting at this time that the State Department should have for the use of the teachers such a pamphlet. Its purpose is to illustrate how, by honoring our great heroes and leaders, we may become more useful American citizens.

The boys and girls of public schools who take part in celebrating national holidays in this patriotic way will be learning how to carry out American ideals and traditions.

During the opening exercise periods the boys and girls of our public schools should have an enjoyable time. They should be the ones who have a large part in the conducting of such exercises.

## SERVICES OF THE HELPING TEACHERS

During the school year 1916-17 the helping teacher position was created. Since that time 28 well qualified young women have been appointed to this position. For three years I have given general directions to the work of these helping teachers, organizing and directing in terms of the needs of the counties in which they worked. These helping teachers, in cooperation with the county superintendents, have made an unusual progress in rural school-room supervision. They have improved the type of teaching in their schools; for example, in reading, arithmetic, English, etc. They have improved the housekeeping of such schools; they have been instruments in stimulating teachers to take more active interest in boys and girls in the schools; they have been active forces connecting the work of the schools and the communities; they have assisted in conducting parent-teachers associations; they have conducted stimulating worth-while teachers meetings; they have encouraged boards of education to increase salaries of local teachers; they have met with different community organizations in the communities and have encouraged more interest in school activities; they have stood for a type of active, patriotic endeavor in their communities, tying up the work of the schools with all war activities that could be brought into the schools. In short, these women have done a superior piece of work in schoolroom supervision and in community cooperation and endeavor.

The State should realize fully the responsible work which these women have done. I hope that this coming Legislature will make it possible for them to receive a substantial increase. The helping teachers now employed are women of superior ability and training. The State should help such women who are supervising the work of the rural and small town schools.

## CONSOLIDATION

The consolidation of rural elementary schools has been an important problem in New Jersey for several years. The monograph prepared in 1915 by Dr. Savitz, former Assistant Commissioner, was a great stimulus in encouraging this movement.

There is a constant growth in the spirit of consolidation throughout the State. There are fewer one and two room schools each year, and there are fewer children attending these schools. In many instances the one and two room schools of different districts have been consolidated into buildings of six or eight rooms. These buildings have truly become community centers for the fathers and mothers and the boys and girls of the neighborhood. In the school year 1916-17 there were 1,494 children enrolled in one room country schools. In 1918-19 there were 18,577 children enrolled in one room country schools. This shows that 2817 fewer children were enrolled in 1918-19 than in 1916-17. In other words there were fewer children by 4 per cent. in one room country schools in a period of two years. In 1916-17 there were 15,207 children enrolled in two room rural schools. In the year 1918-19 there were 14,231 children enrolled in two room rural schools. There were therefore 976 fewer children enrolled in two room rural schools in 1918-19 than in 1916-17. In terms of per cent., the enrollment in two room rural schools has decreased 2 per cent. within two years.

In practically all cases where consolidation has taken place it has meant greater opportunities for boys and girls of the communities. Changes in school policies which result in betterment for the boys and girls of the community are always important changes to make.

In submitting this report I wish to acknowledge the excellent cooperation of all members of the Department, County Superintendents, Supervisors and Teachers throughout the state.

May I also express my deep appreciation for the great privilege which I have had in serving under your stimulating leadership for the four years in which I have been Assistant Commissioner of Education.

## SECONDARY OR HIGH SCHOOL EDUCATION

PREPARED BY

ALBERT B. MEREDITH

*Assistant Commissioner in charge of Secondary Education*

In compliance with your request I respectfully submit the following report for the year ending June 30, 1919. Detailed reports from each school are on file and it is from these reports that the statistics have been compiled.

TABLE I  
COMPARATIVE STATISTICS OF TOTALS

	1915	1916	1917	1918	1919	Incr.	Decr.
Approved four year high schools .....	133	136	136	137	138	1	0
Registered three year high schools .....	14	11	10	11	11	0	0
Registered two year high schools .....	7	7	9	9	8	0	1
Registered one year high schools .....	2	2	2	2	1	0	1
Total registration in high schools .....	44,314	50,030	50,726	51,048	51,379	331	0
Pupils attending high schools in adjoining districts.....	7,678	9,088	9,200	9,020	9,270	250	0
Total enrollment of State..	519,880	540,287	544,281	561,825	571,434	9,609	0
High school teachers							
Men .....	619	714	733	714	698	10	16
Women .....	1,035	1,138	1,195	1,295	1,379	84	0
	1,654	1,852	1,928	2,009	2,077	94	16

Notes and comments based upon the above data:

1. The number of four year schools has increased by one, the high school at Fort Lee having been transferred from the list of the three year schools.
2. West New York has been taken from the two year group and added to that for three years.
3. The one year of high school work previously done at Greenwich, Cumberland County, has been discontinued, and the pupils now attend the Bridgeton high school.
4. The increase in total registration for the past year in the high schools has been 331, or .66 per cent., and for the two previous years .63 per cent. and 1.39 per cent. respectively. The increase in the total enrollment of elementary and high schools has been 1.71 per cent., almost three times as great as that of the high schools included in the total enrollment. War and industrial conditions have more seriously affected the high schools. Convincing

(192)

evidence is available to show that next year the high schools will again resume their normal growth.

5. The enrollment of the high schools is 48,199, while the total registration is 51,379, the difference, 3,180, representing pupils who were enrolled in the eighth grade in September and admitted to the high schools in February, 1919.

6. The difference of 1271 between the registration of the twelfth grade and the number of graduates is due in part to the number of pupils who left school during that year, and in part to the fact that a number entered the grade in February, 1919, to be graduated in the middle of 1919-20.

7. Two hundred and fifty more pupils than last year attended school outside their home districts.

8. The number of male teachers has decreased by 16, and the number of women teachers has increased by 84, giving a net gain of 68, or 3.3 per cent.—a greater gain than in the registration of the pupils.

9. The aggregate salaries of men and women teachers, exclusive of principals, was \$1,284,949.23 and \$1,666,699.64 respectively, based upon a total of 674 men and 1373 women. In comparison with the aggregate of last year, the increase is \$52,239.23 for men and \$165,113.50 for women. The average salary for men during the past year was \$1906.45, and for women \$1213.91, the increase being \$182.38 and \$104.91 for men and women respectively. In many districts the increases were given as bonuses and later legalized as salary increases. Even with these increases the salaries of teachers remain on a low plane in comparison with the character of their work, and in comparison with the compensation paid in industry and in other professions demanding comparable skill and personality.

TABLE II

TOTAL ENROLLMENT BY CLASSES OF SCHOOLS

<i>Grade IX</i>					
	1915	1916	1917	1918	1919
Four year schools .....	19,259	22,569	22,255	21,271	22,034
Three year schools .....	256	163	196	184	216
Two year schools .....	187	161	193	159	276
One year schools .....	6	7	57	150	30
Total .....	19,708	22,900	22,701	21,764	22,556
<i>Grade X</i>					
	1915	1916	1917	1918	1919
Four year schools .....	10,782	12,524	12,731	13,263	12,827
Three year schools .....	166	107	118	120	135
Two year schools .....	106	91	97	14	156
One year schools .....	3	0	0	0	0
Total .....	11,057	12,722	12,946	13,497	13,118
<i>Grade XI</i>					
	1915	1916	1917	1918	1919
Four year schools .....	7,374	8,013	8,476	8,787	8,648
Three year schools .....	124	59	91	78	93
Two year schools .....	12	0	10	0	0
One year schools .....	1	0	0	0	0
Total .....	7,511	8,072	8,577	8,865	8,739

<i>Grade XII</i>					
	1915	1916	1917	1918	1919
Four year schools .....	6,038	6,336	6,409	6,922	6,956
Three year schools .....	0	0	P. G. 93	0	0
Two year schools .....	0	0	0	0	0
One year schools .....	0	0	0	0	0
Total .....	6,038	6,336	6,502	6,922	6,956
Grand total .....	44,314	50,030	50,726	51,048	51,379

The above table shows the distribution of pupils in the several classes of schools for the past five years. With practically the same total enrollment as last year, the total number of pupils in the ninth grade has increased by 764, showing that more pupils are entering the high schools; and it is elsewhere shown that the percentage of total high school enrollment found in the ninth grade is greater than last year, when there was a perceptible drop in comparison with the year 1916-17. The increase noted above means that four years hence more pupils will be graduated and a larger number than recently will be found in the entering classes of the normal schools, and also among those who enter the teaching profession by way of the summer schools.

TABLE III  
PERSISTENCE OF CLASSES OF 1918 AND 1919 COMPARED

	Enrollment	Per cent (1919)	Per cent (1918)
1916, Grade IX .....	22,900	100	100
1917, Grade X .....	12,946	56.5	64.5
1918, Grade XI .....	8,865	38.7	43.5
1919, Grade XII .....	6,956	30.1	35.1

TABLE IV  
PERCENTAGE OF ENROLLMENT BY GRADES

	1915	1916	1917	1918	1919
Grade IX .....	44.4	45.75	44.7	42.6	43.87
Grade X .....	24.9	25.42	25.5	26.4	25.57
Grade XI .....	16.7	16.13	17.0	17.3	17.01
Grade XII .....	13.5	14.00	12.8	12.8	13.54

The holding power of the high school is shown by a consideration of the above tables. In Table III it appears that in comparison with the class of 1918, fewer pupils of those who entered remained to be graduated, and that there was a greater dropping out during the course—a condition which was immediately influenced by the war and by the pandemic of influenza, which caused a protracted closing of the schools. Many pupils who were out during the period the schools were closed did not return. That the dropping out was evenly distributed among the grades may be seen in Table IV, where the percentage by grades remains practically constant.

TABLE V  
ENROLLMENT BY COUNTIES OF HIGH SCHOOL BOYS

	1919	1918	Incr.	Decr.
Atlantic .....	718	769	51	0
Bergen .....	1,775	1,681	0	94
Burlington .....	398	413	15	0
Camden .....	892	891	0	1
Cape May .....	261	257	0	4
Cumberland .....	667	624	0	43
Essex .....	5,718	5,388	0	330
Gloucester .....	352	346	0	6



Hudson .....	4,147	4,125	0	22
Hunterdon .....	274	257	0	17
Mercer .....	869	910	41	0
Middlesex .....	868	792	0	76
Monmouth .....	1,219	1,208	0	11
Morris .....	737	778	41	0
Ocean .....	292	291	0	1
Passaic .....	1,900	1,955	55	0
Salem .....	240	258	18	0
Somerset .....	367	399	32	0
Sussex .....	166	172	6	0
Union .....	1,584	1,647	63	0
Warren .....	383	391	8	0
Total .....	23,827	23,552	330	605
Difference .....				275

From the above table it will be observed that the number of boys registered this year is less by 275 pupils than it was last year. The largest loss appears in the counties of Bergen, Essex and Middlesex. Eleven counties show a decrease and ten counties an increase in registration. The loss in Essex County was twice what it was during the previous year.

The number of boys in high schools has an important bearing upon the development of agricultural curricula. These curricula are new to the schools and with their expansion and successful operation it is anticipated that more boys will find school a profitable place in which to remain.

TABLE VI

## DISTRIBUTION OF GRADUATES PROPOSING TO ENTER HIGHER INSTITUTIONS

	1914	1915	1916	1917	1919
Colleges .....	986	1,160	1,144	1,080	1,399
Technical Schools .....			222	202	544
Normal Schools .....	1,057	1,104	1,231	1,028	768
Law Schools .....	47	69	64	67	43
Medical Schools .....	32	42	54	37	51
Dental Schools .....	24	36	56	75	48
Other Higher Institutions .....	139	191	257	253	279
Total .....	2,285	2,602	3,028	2,742	3,132
Total Graduates .....	4,028	4,531	5,520	6,633	5,685
Percentage of graduates proposing to go on for additional study..	56.7	57.4	54.8	43.3	55

This table indicates the intentions of high school graduates with regard to further study. Many of the graduates will defer entering higher institutions for a year or longer, so that there is no simple way of determining to what degree the intentions become facts. The purposes of 55 per cent. of those graduated in 1919 as compared with the 43.3 per cent. of 1917 suggests the increased pull of higher education now that the war is over. The most striking figures are those with regard to college and technical school entrance when compared with the figures indicating the number of those who propose to enter the normal schools. The figures are 1943 and 768 respectively. In 1917 the numbers were more nearly equal. It is evident that teaching does not appeal to an increasing number of high school graduates, and this is without doubt due to the poor remuneration given to this profession, as previously suggested. During the year definite efforts have been made to interest high school pupils in teaching by pointing out, among other things, its possibilities for patriotic service. Talks have been given to schools, and groups

of seniors have been conferred with in different parts of the state. It has been noted that in the summer school increasing numbers of high school graduates have appeared. With the larger salaries now paid, and with the minimum salary law operative, more pupils who look towards teaching may be expected.

## SPECIAL STUDIES

The practice for the past five years has been to collect statistical data from only one or two fields of high school work, rather than compile tables annually showing the number of pupils studying each subject. This year mathematics, drawing and music were selected as of first interest, with German as secondary. The figures follow:

TABLE VII

NUMBER OF PUPILS STUDYING MATHEMATICS BY SEXES AND BY GRADES					
Grades	IX	X	XI	XII	Total
Algebra .....					17,917
Boys .....	7,180	756	1,355	493	
Girls .....	6,381	555	1,012	185	
Plane Geometry .....					8,173
Boys .....		3,567	614	119	
Girls .....		3,346	482	45	
Solid Geometry .....					1,487
Boys .....			369	821	
Girls .....			132	165	
Plane Trigonometry .....					1,606
Boys .....			460	903	
Girls .....			8	235	
Commercial Arithmetic .....					2,241
Boys .....	609	189	2	17	
Girls .....	1,125	276	5	18	
Total .....	15,295	8,689	4,439	3,001	31,424
Percentage of Grade Registration	67.9	66.3	50.8	44.8	61.2
Social Studies .....	38.2	33.9	44.8	87.0	44.8
Natural Science .....	47.6	30.7	60.3	56.0	46.7

The units of algebra usually taught are elementary algebra to quadratics, intermediate algebra, and, in a few schools, advanced or college algebra. The intermediate algebra is usually found in the third school year, with plane geometry in the second year. Some schools reverse the order. A few schools place intermediate algebra in the fourth year. In all but the commercial and in a few home arts curricula, algebra is a required subject. It also appears in some commercial curricula. The failures in first year algebra run high; although no statistics of failure are given here. The distribution of the other mathematics units is clearly shown in the table. In no school is solid geometry and plane trigonometry given more than half a year.

A comparison of the percentage of grade enrollment for mathematics, the social studies, and the natural sciences shows that mathematics leads in the first two years, since usually a year of algebra and plane geometry are required. In the other groups, social sciences and natural science, the requirements are made during the last two years. Because of the larger enrollment of the first two years, the percentage of total registration, 61.2, exceeds that of the other two groups.

The issuance in 1913 of Bulletin No. 2 of the High School Series, "The Teaching of Plane and Solid Geometry," has had a profound influence on the teaching of these subjects. Since that time many texts have been revised to conform with its recommendations.

Two years ago a committee of the Association of Mathematics Teachers of New Jersey presented a report on the "Teaching of Algebra," including a tentative syllabus covering two years of work. This report has been mimeographed and sent by this Department to each high school with the request that the syllabus form the basis of the courses in algebra, and that suggestions and criticisms be offered before the report is issued as a monograph of the High School Series.

The large number of failures led the committee to consider desirable omissions among the topics usually taught in first year algebra, and also certain minor phases of topics. Other features of the report are its suggestions for simplification, the stressing of fundamental topics, correlations with arithmetic and plane geometry, the use of the text, hints on lesson assignment, and suggestions for adapting the instruction to individual differences.

That the teacher may continue to be a student of the subject there has been added to the syllabus a list of helpful books on methods.

It is anticipated that a great improvement will result from the use of this report, which deals with a subject taken by 60 per cent. of the entering class.

By next year there should be ready a syllabus and a discussion of method relating to trigonometry.

The course in applied mathematics for girls, with special reference to the home arts curriculum, which was issued two years ago, has had a limited use, largely due to the conservative attitude taken toward the "project method" of teaching as applied to mathematics. The logical development of the usual mathematics units taught in high schools and the insistence upon these units by higher institutions make a strong appeal to the teachers.

TABLE VIII

NUMBER OF PUPILS BY SEXES AND BY GRADES STUDYING MUSIC AND DRAWING

Grades	IX	X	XI	XII	Total
Drawing .....					9,253
Boys .....	1,911	533	227	112	2,783
Girls .....	3,560	1,597	637	637	6,470
	5,471	2,130	903	749	
Per cent of grade registration....	24.2	16.2	10.3	10.7	18
Musie .....					6,134
Boys .....	1,695	552	529	214	2,990
Girls .....	1,391	753	542	458	3,144
	3,086	1,305	1,071	672	
Per cent of grade registration....	13.6	9.9	12.2	9.6	11.9

Comparatively few schools offer a course in drawing extending over the four years, although many schools had begun to do so both in drawing and in music in preparation for admission to the normal schools, when that requirement was rescinded.

The difficulty of maintaining for the state as a whole a strong professional spirit among high school teachers and of securing a unity of effort in adapting secondary education to the needs of the state under such conditions as those cited above is apparent.

For the purpose of unifying high school sentiment, of promoting organized effort, of making investigations, of stating problems, of testing results, and for the continued training of high school teachers in service, and to articulate the high school interests of the state with the State University, a high school conference was held on November 22 and 23, 1918, at the State University of New Jersey, New Brunswick.

The plan was not to form a new organization but to bring together for a common purpose the various associations of high school teachers and to organize new conference groups.

The administration of the conference is in the hands of this Department in cooperation with the University.

The first conference was in every way a success. Over 625 were registered at headquarters, and more than 300 attended the dinner on Friday evening. Every section of the conference was crowded at all sessions, and in several instances larger quarters had to be sought.

The conference began on Friday with a discussion of educational measurements under the direction of the Department of Education of the University, with Mr. Stewart A. Courtis as the speaker both Friday afternoon and Saturday morning. His talks were on "Problems of Measurement as Applied to Reading, Composition and Spelling," and "Measurements as an Aid to Teaching." Both talks made a strong impression upon superintendents and principals. The conference on measurements is the second conference of this kind to be held by the Educational Department of the State University.

The Commissioner of Education presided at the dinner given at the quarters of the Student Army Training Corps, Winants Hall, and the affair proved to be one of the most enjoyable get-together phases of the conference. The after-dinner speakers were President Demarest, Dr. Henry Snyder, and the Assistant Commissioner in charge of Secondary Schools.

The evening session was in charge of the High School Teachers Association and the first address was by the Honorable P. W. Wilson, a member of the British Parliament, who spoke on "What the War Has Done Educationally." The second speaker was Professor W. H. Schofield of Harvard, Secretary of the American Council of Education. His subject was "Education After the War."

On Saturday the following associations gave their regular programs as part of the general conference: New Jersey Mathematics Teachers' Association, Association of Modern Language Teachers, High School Commercial Teachers' Association, Association of Teachers of English, New Jersey Science Teachers' Association, Teachers of Classical Studies, Teachers of the Social Studies, and Teachers of Public Speaking. At each of the meetings practical discussions were held bearing upon the question of method and content in the respective fields represented.

The feeling of the conference seemed to be that desirable modifications in purpose and subject matter will need to be made in many of the high

## SCHOOL REPORT.

school subjects, because of new situations arising as the result of the war, and all indications point to the fact that the associations will become more active working groups than has hitherto been the case. It is a significant fact that many superintendents and supervising principals were in attendance, thus showing their interest in secondary education. The full program is not given here as it is hoped that a volume of proceedings may later be published.

The plan of the conference was first presented by the writer of this report in 1915 to the High School Principals' Round Table, and it was later presented to each of the associations for consideration. One or two tentative dates for the conference were set but it was not until 1918 that plans could be perfected. In the meantime the Education Department of Rutgers College held its first conference for school administrators on educational measurements under the direction of Dr. C. H. Elliott. It was then planned to unite this group with the various associations dealing with secondary education, and the facilities of the State University were offered.

It was the expressed desire of those in attendance that the conference be continued, and the prospects are good for an attendance of a thousand or more high school teachers next year. Plans are now being made for next year's program, which will include problems of measurement, an attempt to reorganize the content of various high school units and to interrelate various subjects, such as English and history, mathematics and science, etc. Much may be expected from this renewed interest in secondary school problems, and the conference will come to be the leading meeting of the year.

### NEWARK JUNIOR COLLEGE

A significant extension of the field of secondary education was the establishment at Newark, in the South Side High School, of a Junior College, to include the freshman and sophomore years of a regular college course. This college was authorized by the Newark Board of Education on August 29, 1918, and opened early in September with 97 students and a faculty of 9 instructors, most of whom also taught some high school classes. The organization of the College, however, is distinct from that of the high school, the classes meeting in a separate part of the building and the time schedule providing for recitation periods a full hour in length.

Adequate laboratory and library facilities have been provided. Pupils who have been graduated from an approved four year high school course or have received an equivalent education are admitted twice a year. The College offers five curricula, each covering two years of work and articulating with neighboring universities and colleges, as well as with professional schools of medicine, business and finance, and journalism.

Tentative rules governing the approval of junior colleges have been prepared, but no action has yet been taken by the State Board of Education. In September, 1919, the College will operate the second year of the program.

Through this college many young people of Newark and vicinity will have an opportunity to get two years of college training, and at the same time be in a better position to choose wisely a college for the remainder of their courses. The development of the Junior College at Newark will be watched

with interest by the other large cities, and much credit should be given to the educational authorities of that city for this progressive movement.

#### INTERMEDIATE SCHOOLS

During the past year an intermediate school at Red Bank has been approved. The present list includes Trenton, Montclair, Red Bank, South Amboy. Newark also has several intermediate schools which are not officially recognized, but this is solely because of the financial disadvantage to the district to have such recognition. The last year of the intermediate schools in that city is regarded as an annex of the four year high school near which it is located. Actually, the three years represented by grades VII to IX inclusive form a single administrative unit.

Since 1912 the advantages of the intermediate school have been discussed in annual reports and in addresses, so that the reasons for this type of organization are pretty widely understood. It has been the policy of this Department, however, not to unduly push this particular reorganization, but rather to encourage the development of several distinct types of schools, so that the advantages of each may be appreciated; and before urging a wider adoption of the plan, to build up a body of experience under New Jersey conditions that may be helpful to school officials.

The following adaptations of the plan may be distinguished:

The detached intermediate school—Trenton;

The intermediate school associated in the same building with elementary grades—Newark and Red Bank;

The intermediate school in the same building as the senior high school—Montclair and South Amboy.

Both large and small communities are represented. In a number of new high school buildings provision has been made for including the seventh and eighth grades, and ultimately the six year high school plan will prevail. In some districts the work of the seventh and eighth grades has been departmentalized and some differentiation among subjects has been begun. This is the first step toward the six year high school.

#### AGRICULTURE IN THE HIGH SCHOOLS

Much interest has been shown by school boards in rural communities in the plan for the establishment of an agricultural curriculum extending over four years. Such curricula are now in operation in twelve districts; viz., Newton, Hackettstown, Belvidere, Washington, Flemington, Hopewell, Bridgeton, Shiloh, Freehold, Salem, Woodstown and Leonardo. About 225 boys are now enrolled.

The work consists of classroom recitation and demonstration, laboratory exercises and field trips, and in addition each boy is required to carry on some practical farm enterprise or project on the home acres. The teacher of agriculture, employed for the full year, assists the pupil in the various stages of his home work, all of which is definitely related to his class room activities.

The expense to the district for the establishment of these curricula is comparatively low, since the federal aid and the state aid together form approx-

imately three-fourths of the salary of the teacher of agriculture, one-half the cost of the initial equipment for the department, and one-half the annual expense.

The immediate supervising of the work in agriculture devolves upon the State Specialist in Agriculture, Mr. H. O. Sampson.

For the present there are enough schools with agricultural curricula to offer a basis for experimentation and observation, and this work will be watched with interest. Within a year or two it is hoped that a somewhat similar plan will be adopted for the home education of girls in both rural and urban high schools.

#### SCHOOL VISITATION

Owing to the closing of many schools, in some cases for a period of six weeks on account of the pandemic of influenza, not as many districts were visited early in the school year as previously. As one result of visits some 48 schools made important revisions of their curricula, which were approved by the State Board of Education.

In visiting schools two phases of the visitor's work that stand out most prominently are the inspectorial and the supervisory. First—mere inspection of the physical conditions of the school, checking up the administration in relation to the rules governing approval, noting whether or not the teachers are legally qualified for the work assigned to them, examining curricula—all of which items while valuable and necessary are not matters of first importance. These things minister to the real business of the school, which is that of teaching young people through the activities of the classroom, and through the utilization of the life of the school itself. The supervisory function is concerned with the professional side of school work, and is carried on primarily through personal contact with schools, but also in part by the preparation of monographs; by bulletins, addresses, institutes; by correspondence with school officials; and by conferences with teachers and the public for the purpose of making clear public school policies, defining attainable objectives, and suggesting methods of better teaching and more comprehensive local supervisory policies.

In a previous report I indicated some of the criteria used in judging the quality of classroom instruction, not all of which are applicable to each recitation, since the nature of the subject matter differs so widely, e. g., type-writing and Vergil. Below are indicated some of the matters considered in forming judgments regarding the effectiveness of the school as a unit and the way in which the organization of pupils and teachers assists in reaching desirable ends. These factors are presented without discussion. Further, these elements are not to be found in the rules for approval, but are nevertheless most significant in relation to the efficiency of the secondary school in a democracy, by which term is meant such an organization as shall serve impartially the interests of all who participate therein.

A visitor studying the life of the school would ask himself some such questions as the following, each of which suggests its own answer:

Are there evidences of "school spirit," through the recognition and apprecia-



## COMMISSIONER OF EDUCATION.

203

tion by all of that which the school holds the highest—e. g., scholarship, social efficiency, athletics, civic responsibility, etc.?

What is done to cultivate such a spirit?

Is the school considered as a mere aggregate of classes, or does it have an organic unity, a consciousness; and in the development of this state, is there some delegation of duties and responsibilities regarding the management of the school which involve in some way every teacher?

Are the principles of scientific management applied to the mechanical and routine processes of the school so that a minimum of time and effort is given to the mere running of the school?

To what extent are the social interests of pupils directed into helpful channels and the life of the school capitalized for social ends?

Are both principal and teachers constantly studying curricula problems and organizing curricula and subject matter for recognizable groups of pupils; e. g., those looking toward higher institutions, business, the home and industry?

To further this end has the school organized definite agencies for educational and vocational guidance?

Is the school operating programs for better health through physical education, including hygiene, and also for intelligent participation in the civic activities of the community and the nation? Are these subjects being given the major emphasis and attention?

What plans are being carried out for the training of teachers in service, and especially teachers new to the school and the state?

Has the school a definite policy for the supervision of instruction, either by the principal or by departmental heads?

Are the courses of the school organized in such a way as to indicate definite lines of difficulty, and are quantitative measures being applied to the different phases of subject matter capable of such measurement?

Do the descriptions of the various units of work contain suggestions for correlation with other subjects?

Is the athletic program of the school under the control of a faculty adviser?

Are the library facilities of the school adequate to the needs of the various departments?

Such questions, while by no means exhaustive, touch upon important matters of school management and the life of the school. Frequently at the close of the day these topics are the basis of round table discussions. It should be said that in many schools these questions serve merely as a check list of practices already followed.

### GENERAL

Note should be made of the fact that early in September the New Jersey College for Women was opened at New Brunswick with an entering class of over 50 students, representing some 30 high schools.

The opening of this opportunity for the higher education of women is most significant in relation to the preparation within the state of teachers for the high schools of New Jersey.

## SCHOOL REPORT.

For the third year a scholarship covering the tuition for four years in the Colorado School of Mines has been awarded to a graduate of a New Jersey high school. The previous appointments were Justin Shearn, of Roselle Park, and Bryant Rogers, of Montclair. The scholarship this year was awarded to Halliday McKay, of the Plainfield high school.

Summer sessions of the high school were conducted at Elizabeth and Vineland for the first time. The other sessions are at Newark and Trenton. While most of the pupils attend to make up conditions still many are able to gain time toward the securing of a diploma of graduation. The next logical step is to organize the year into four terms of twelve weeks each, and thus offer an opportunity for many pupils in large districts to complete four years of work in three or three and one-half years.

The prospects for next year are in the direction of a large high school enrollment, and with the return to teaching of many men who have been in the service, a renewed vitality in our schools is assured. Life to many will have a new significance and the schools will profit by the war.

The schools are realizing more fully their responsibility in training young people for efficient service, and it is a privilege to be associated in the enterprise.

REPORT  
ON  
INDUSTRIAL AND AGRICULTURAL EDUCATION

By

WESLEY A. O'LEARY

*Assistant Commissioner in charge of Industrial Education including  
Agriculture*

(PRINTED AS A SEPARATE DOCUMENT)

## THE THIRTY-FIVE YEAR PENSION LAW DECISIONS

PREPARED BY

JOHN ENRIGHT

*Assistant Commissioner in charge of Controversies and Disputes*

### THIRTY-FIVE YEAR PENSION LAW

The State Pension Law requires a certification to the Comptroller in February of each year of the amount of money necessary for the payment of pensions during the ensuing year, beginning July 1, following the date of certification.

In pursuance of this law there was certified by the Commissioner of Education to the Comptroller in February, 1918, the sum of \$250,000 to be used for the payment of pensions. Of this amount there was paid to pensioners the sum of \$248,956.63.

The number of pensions certified during the school year ending June 30, 1919, was 47. Of these, 11 were men and 36 were women.

The total annual pension of these 47 amounts to \$29,037.55.

The highest number of years of service in teaching by any one teacher was 47 years.

The average length of service of all the teachers retired during the year was 37.5 years.

Of the 47, 25 were between the ages of 53 and 59, 17 between the ages of 60 and 69, and 5 between the ages of 70 and 78.

There were 13 deaths during the year, which left the total number of pensioners at the close of the year 452. Of these, 74 were men and 378 were women.

Of the deaths, 4 were men and 9 were women.

The average annual pension of the 11 men retired is \$819.89.

The average annual pension of the 36 women is \$556.08.

The Thirty-Five Year Pension Law was repealed at the legislative session of 1919. The repealer is to take effect September 1, 1919.

The new Pension and Annuity Law approved April 10, 1919, is to go into full effect on September, 1919, and will take the place of the old Thirty-five Year Pension Law.

All rights and benefits which had accrued to teachers who were in service when the new law went into effect are preserved in the new pension law.

The new State Pension Law modifies to some extent the old law by regard-

ing only years of service and permitting retirement from superannuation at age 62.

The amount of pension provided under the new law depends upon the number of years of service and the average salary paid to teachers during the last five years of service. The new law also provides a pension for physical disability.

## DECISIONS

Following are some of the decisions rendered from December, 1918, to August, 1919:

### NECESSITY FOR TRANSPORTATION OF CHILDREN

AUGUSTUS N. DRAKE

*Appellant*

*vs.*

BOARD OF EDUCATION OF EWING  
TOWNSHIP, MERCER COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

JOHN A. MONTGOMERY, for the Appellant.

H. C. SCUDDER, for the Respondent.

The Appellant in this case demands transportation for his children to the Lanning School in Ewing Township. He says that he resides slightly over a mile from the Lanning School; that in former years the transportation wagon which goes by his place of residence provided transportation for his children.

The Appellant also claims that in the month of June, 1918, the Board of Education of Ewing Township gave a contract to Elwood Hendrickson to use the same wagon that had been formerly used and increased his pay from \$3.50 to \$4 a day; that this contract was illegal for the reason that 48 children could be transported by the Trenton and Mercer County Traction Company for a sum equal to \$4 each day, the same as paid to the said Hendrickson for wagon transportation. The Appellant further claims that the contract awarded to Hendrickson was not awarded to the lowest bidder as required by law.

To these points in the petition the Board of Education replies that it is not bound to furnish transportation to Mr. Drake's children because he does not live remote from the school in the meaning of the law, and further, that the Board of Education on November 12, 1917, adopted the following regulation regarding the transportation of children:

"That hereafter we do not transport children living within a mile and a quarter of the school to which they are assigned, except in cases where

wagons are not filled. Children living a shorter distance may be transported to the capacity of the wagon, preference being given to small children and those farthest from the school, such children to be designated by the Supervising Principal, and wagons to be rated by the County Superintendent for capacity."

The Hendrickson wagon has been rated for transportation by the County Superintendent, giving 32 as the maximum to be carried. The Board of Education claims that the wagon used is sufficient only to carry those pupils who live more than a mile and a quarter from the school building. Under the rating of the County Superintendent the wagon is not of sufficient capacity to carry the children of Mr. Drake.

The question to be considered then is, does Mr. Drake live at a distance from the school which justifies transportation? I find that under Mr. Drake's own admission, living as he says slightly over a mile from the school, his residence should not be considered sufficiently remote from the school to warrant furnishing free transportation.

Second, the question is raised as to the legality of the contract. The Board of Education has full power to make a contract in all school districts, acting under Article VII, without advertising. In this case there was no advertisement for bids and the Board made a contract, which it had full power to do, with Mr. Hendrickson for the transportation of a given number of children. As to the method of transportation, whether by wagon or trolley, the Board of Education has full authority to determine which it shall be, provided the County Superintendent approve the method, the cost and the necessity for the transportation. In this case the County Superintendent has approved the necessity for transportation, the cost and the method for all children who live a mile and a quarter, or more, from the school. He does not approve of the necessity for transportation of Mr. Drake's children because he lives only about a mile from the school.

The claim of Mr. Drake for transportation because he lives remote from the school I find not to be reasonable and, therefore, his petition asking for transportation of his children to the Lanning School is hereby dismissed.

December 3, 1918.

#### DUTY OF BOARD OF COMMISSIONERS TO RAISE MONEY AUTHORIZED BY BOARD OF SCHOOL ESTIMATE

BOARD OF EDUCATION OF THE CITY OF  
BAYONNE

*Appellant*

*vs.*

BOARD OF COMMISSIONERS OF THE CITY  
OF BAYONNE

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

This appeal is taken by the Board of Education of the City of Bayonne because of refusal of the Commissioners of the City of Bayonne to proceed

to raise, either by tax or the issue of bonds, certain amounts of money fixed and determined by the Board of Estimate for the purchase of certain lots of land to be used for school purposes.

The petition of appeal sets forth that the Board of Education regularly proceeded to request the Board of Estimate to determine the necessary amount for the purchase of the lots described. The Board of Estimate met and regularly proceeded to fix the amount requested by the Board of Education. The Board of Estimate certified, as provided by law, to the Commissioners of the City of Bayonne the amount determined by it.

The case was submitted by Counsel of the Board of Education on petition of appeal. Answer was filed by counsel for the Respondent. The Counsel for the City admits the regularity of the proceedings. He contends however that it is discretionary and not mandatory upon the Board of Commissioners to make the appropriation.

Section 76 of the School Law provides that, "Whenever a city board of education shall decide that it is necessary to raise money for the purchase of lands for school purposes . . . it shall prepare and deliver to each member of the board of school estimate of such school district a statement of the amount of money estimated to be necessary for such purpose or purposes; said board of school estimate shall fix and determine the amount necessary . . . and shall make two certificates of such amount, one of which certificates shall be delivered to said board of education, and the other to the common council, board of finance or other body in the city having the power to make appropriations of money raised by tax in such city."

It is understood by both parties in this case that the procedure required in the law has been fully carried out. There is no dispute as to the facts. The point at issue is the language in the law following what has been quoted above, namely, "that the governing body may appropriate such sum or sums for such purpose or purposes," etc. "May appropriate" has been decided by the courts as meaning "must appropriate."

In the case of *Montclair vs. the State Superintendent*, 47 Vroom, 68, the Court held, "under section 76 of the school law, when the board of school estimate has fixed and determined the amount of money necessary for the purchase of land and erection of a schoolhouse it is mandatory upon the body having the power to make appropriations for money raised by tax to cause the amount to be raised by tax or to borrow the same and secure its repayment by the issue of bonds." The Supreme Court in the case of the Board of Education of the City of Lambertville vs the Common Council of the City of Lambertville held the same opinion. (90 Atlantic Reporter 242).

It thus plainly appears that the governing body of a city cannot under the law, nor the decisions of the Court, have any option in the matter of raising the amount of money fixed by the board of estimate. The raising of the money by tax or by the issuing of bonds is an administrative duty which cannot be evaded.

It is therefore hereby ordered that the Board of Commissioners of the City of Bayonne proceed at once to appropriate or place at the disposal of the Board of Education the amount of money ordered by the Board of School Estimate for the school purpose indicated in the resolutions of the Board of Education.



The appeal of the Board of Education of the City of Bayonne is hereby sustained.

March 19, 1919.

DISMISSAL OF TEACHER UNDER CONTRACT WITHOUT  
CERTIFICATE

HERBERT L. WILBUR

*Appellant*

*vs.*

BOARD OF EDUCATION OF THE BOR-  
OUGH OF LITTLE FERRY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

GEORGE H. RICHENAKER, for the Appellant.

CAMPBELL, DeTURCK & WEST, for the Respondent.

The Appellant, Herbert L. Wilbur, in this case duly executed a contract with the Board of Education of the Borough of Little Ferry in the County of Bergen to supervise the schools of the Borough for the term of one year from the first day of October, 1918, at a salary of \$2000 a year. It was stipulated in the contract that the Appellant holds a valid certificate to teach issued in New Jersey in full force and effect at the time of the making of the contract. The contract also contained this clause: "It is hereby agreed that either party to this contract may at any time terminate said contract and the employment aforesaid by giving to the other party notice in writing of its election to so terminate the same." Mr. Wilbur entered upon his duties at Little Ferry and proceeded to perform them in accordance with the contract made with the Board.

The following notice was sent to Mr. Wilbur and he acknowledged receiving it:

LITTLE FERRY, N. J., Dec. 2, 1918.

Mr. H. L. Wilbur, Supervisor,  
Little Ferry, N. J.

DEAR SIR:—At the meeting held this evening The Board of Education Borough of Little Ferry decided for the best interests of the schools to ask you to tender your resignation, the same to take effect December 31, 1918.

Very truly yours,

(Signed) LOFTUS V. BUNN,  
*District Clerk.*

Mr. Wilbur did not resign as requested, hence notice was sent him on December 28 advising him as follows:

Herbert L. Wilbur, Supervisor,  
Hackensack, N. J.

DEAR SIR:—Beg to advise that all property in your possession belonging to the School District, Borough of Little Ferry, N. J., be turned over to District Clerk, on or before Tuesday, December 31, 1918, by resolution of the Board of Education, Borough of Little Ferry.

Very truly yours,

(Signed) WILLIAM ZABRANSKY, JR.,  
*Pres.*

On December 30, 1918, Mr. Wilbur was again notified to turn over the keys and other property belonging to the school. From this action of dismissal Mr. Wilbur made appeal to the Commissioner of Education and asked for a hearing, which was granted. This was held at Hackensack on March 12, 1919. At this hearing Mr. Wilbur was represented by counsel, as was the Board of Education. Mr. Wilbur testified to the facts as set forth above. He admitted receiving the notices asking for his resignation. He also admitted receiving the notice to turn over the keys and all the property belonging to the school. At the hearing Mr. Wilbur testified that he made diligent effort to get an endorsement of his New York certificate in New Jersey but had failed to do so. He was therefore without a New Jersey teacher's certificate in full force and effect. The question therefore involved in this case is, in accordance with the terms of the contract was the dismissal a lawful one? Inasmuch as both parties to the contract agreed to terminate the contract by giving to the other a reasonable notice I find that the terms of the contract were not violated. The Board of Education gave reasonable notice to Mr. Wilbur that his services would not be needed after the 31st day of December. Moreover, no contract made by a teacher with a board of education is valid unless such teacher is the holder of a teacher's certificate in full force and effect, and a board of education has the right to terminate a contract with a teacher when it ascertains that such teacher has not a teacher's certificate. The Appellant, therefore, being without a teacher's certificate under the law cannot claim that his dismissal was illegal. I find that the Board of Education under the terms of the contract gave reasonable notice to Mr. Wilbur and that his dismissal was in accordance with the terms of the contract.

The appeal is dismissed.

March 28, 1919.

#### POWER OF BOARD OF SCHOOL ESTIMATE TO RESCIND RESOLUTIONS

BOARD OF EDUCATION OF THE SCHOOL  
DISTRICT OF WEST NEW YORK  
*Appellant*

*vs.*

TOWN COUNCIL OF THE TOWN OF  
WEST NEW YORK  
*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

REINHOLD HEKELER, for the Appellant.

FRANCIS H. MCCAULEY, for the Respondent.

On November 7, 1917, the Board of Education of the Town of West New York at a regular meeting adopted resolutions stating that greater school facilities were needed and asked the Board of School Estimate of the school district to determine the amount necessary for the purposes set forth in the resolutions of the Board of Education.

At a meeting of the Board of School Estimate held on the 12th day of November, 1917, the said Board voted by resolution the sum of \$250,000 for the erection and furnishing of a school building and the acquisition of the necessary land therefor. The Board of School Estimate in accordance with the law provided in such cases made the necessary certificates of the amount to be raised, one of which certificates was delivered to the Board of Education and the other to the Common Council.

The Town Council of the Town of West New York at a meeting on the 27th of November, 1917, adopted an ordinance according to law entitled, "An ordinance appropriating the sum of \$250,000 to erect, furnish and equip a new forty-one room, fireproof, three story and basement school building, etc."

The Board of Education according to its statement proceeded to have architects prepare working plans and specifications for the proposed new school building. About this time a request came from the Capital Issues Commission of the Second Federal Reserve Bank District asking that the building of schoolhouses should not proceed during the continuance of the war unless it was found to be absolutely necessary, in order that capital and labor might be conserved for the prosecution of the war. For this reason action was deferred in the raising of the necessary money for school purposes. Neither the Board of Education nor the Common Council pressed the matter of proceeding with the building of the school.

In March, 1919, the petitioner asserts that a demand was made of the Town Council to take the necessary steps to raise the amount of money fixed and determined by the Board of Estimate at its meeting on the 12th day of November, 1917. This the Town Council has not only refused to do, but has proceeded to rescind its former action taken to raise the \$250,000 required.

It is asserted by the petitioner further that the Board of School Estimate held a meeting on February 25, 1919, called at the request of three of its members. At this meeting of the Board of School Estimate resolutions were adopted reconsidering the former resolution that determined the amount of \$250,000 to be raised, and requested that the Board of Education furnish new estimates, and further requested the Town Council of the Town of West New York to rescind its action which provided an appropriation of \$250,000 originally.

The question involved in the case is, has a Board of School Estimate a legal right to take initiative action in rescinding any resolutions formerly adopted by it at the request of the Board of Education, fixing and determining the amount of money to be raised for school purposes? I am of the opinion that a Board of School Estimate cannot take the initiative in rescinding resolutions that have been adopted by it fixing and determining the amount of money to be raised for school purposes. There is no doubt that recision of action can be taken in the case of moneys ordered to be raised for given school purposes provided the initiative in the recision be taken by the Board of Education and, provided further, that the rights of third parties relating thereto have not become vested.

In this case the Board of Education has not taken the initiative in the matter of rescinding its former action. On the contrary it still holds to the original proposition. It also claims that certain rights of architects have

become vested and are based upon the fact that moneys have been voted by the Board of Estimate in a regular manner.

In the case of *Montclair vs State Superintendent*, 47 Vr. 68, the court expressed itself as follows:

"Under section 76 of the school law when the Board of School Estimate has fixed and determined the amount necessary for the purchase of land and erection of a schoolhouse, it is mandatory upon the body having the power to make appropriations of money raised by tax, to cause the amount to be raised by tax, or to borrow the same and secure its repayment by the issue of bonds."

It thus appears by court decision the Common Council or governing body of a city school district can take no initiative in the matter of raising money for school purposes, nor can it fix or determine the amount of money that should be raised, nor has it the power of determining the kind of school building, or selecting the lot on which the school building shall be erected. When a Board of School Estimate fixes and determines the amount of money necessary for school purposes the governing body of the city has no choice in the matter but to raise the money ordered in the manner provided by law.

I therefore find that the Board of Estimate is without legal foundation for holding the meeting called by three of its members in which the rescission of former action was taken.

I further find that it is the duty of the Town Council of the Town of West New York to proceed at once to raise the \$250,000 fixed and determined regularly by the Board of School Estimate at its meeting held on the 12th day of November, 1917.

May 31, 1919.

#### USE OF SCHOOL BUILDING FOR OTHER PURPOSES

JOHN PFAFFHAUSEN

*Appellant*

*vs.*

BOARD OF EDUCATION OF THE TOWN  
OF UNION, COUNTY OF HUDSON

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

I. G. KOVEN, for the Appellant.

FRANCIS H. McCAULEY, for the Respondent.

The petitioner, John Pfaffhausen, a resident of the town of Union, Hudson County, says that he is chairman of the Lecture Committee of a branch of the Socialist party of the Town of Union and as chairman of such committee and on behalf of his party he made application in writing to the Board of Education of the Town of Union for permission to use the auditorium of the high school on the evening of March 23, 1919. The purpose for which the school auditorium was to be used, as the petitioner states, was to have Scott Nearing deliver a lecture on a subject of an educational nature. The

COMMISSIONER OF EDUCATION.

215

Board of Education refused the use of the auditorium to the Appellant and because of such refusal the petitioner appeals to the Commissioner of Education for a reversal of the action of the Board and asks that the Board be ordered hereafter to grant permission to use the school auditorium to the Socialist party when properly applied for.

The law on which the appeal is taken is found in Chapter 35, P. L. 1917, and is as follows:

XI. (I). The board of education of any school district shall, subject to reasonable regulations to be adopted by said board, or upon notification by the Commissioner of Education, permit the use of any schoolhouse and rooms therein, and the grounds and other property of the district, when not in use for school purposes, for any of the following purposes:

(a) By persons assembling therein for the purpose of giving and receiving instruction in any branch of education, learning or the arts, including the science of agriculture, horticulture and floriculture;

(b) For public library purposes or as stations of public libraries;

(c) For holding social, civic and recreational meetings and entertainments and such other purposes as may be approved by the board of education;

(d) For meetings, entertainments, and occasions where admission fees are charged;

(e) For polling places, for holding elections, and for the registration of voters, and for holding political meetings.

It will be noted that the law specifically states the things for which a schoolhouse shall be used. First, for giving and receiving instruction in any branch of education, learning or the arts, including certain specific sciences, agriculture, horticulture, floriculture; (b) for library purposes; (c) for social, civic and recreational meetings and entertainments, and such other purposes as may be approved by the board of education; (d) justifying the charging of admission to meetings; (e) for polling places, elections, registration of voters and holding political meetings.

It is claimed by the petitioner that the law is mandatory in its application and that when any person or any political body such as the Socialist political party asks for permission to use the schoolhouse the board of education has no discretion in the matter but must forthwith grant the privilege to the person or body applying therefor.

A board of education holds in trust under the school laws of the state all school property. It is bound to make diligent inquiry as to the uses to which that property is to be put. If a school is desired to be used for lecture purposes a board of education has a right to inquire as to the character of the lecture and to see whether it comes under any of the specific things named in the statute. Moreover, the law says that a board of education may allow meetings to be held for "such other purposes" as may be approved by the board of education. This plainly implies the right to know something of the character of the lectures to be given in a schoolhouse.

The Appellant states that the use of the auditorium of the high school was asked in order that one Scott Nearing should deliver a lecture on a subject of an educational nature, but in his request he does not state the character of the lecture; he does not state what branch of education the lecture is to cover. This the board of education had a right to know.

SCHOOL REPORT.

It is my opinion that a board of education has in a large degree discretionary power in the matter of permitting the use of school property for other than the usual school purposes. It is my opinion that the Appellant has failed to show that there was any abuse of discretion in the refusal to permit the use of the school building to the Appellant for the purpose named in his request.

The appeal is hereby dismissed.

June 19, 1919.

TRANSFER OF TEACHER BY BOARD OF EDUCATION

JOAN SHRODER

*Appellant*

*vs.*

BOARD OF EDUCATION OF IRVINGTON

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

The Appellant was a teacher in the third grade of the Augusta Street School in Irvington, in January, 1914, at the time of the opening of this school, and taught in the third grade for a period of one year, and was then assigned to the fifth grade and taught in grade work until September, 1916. The Appellant was then assigned to teach drawing and sewing in grades III to VIII. She held this position for a year, which made the whole length of time in this one school three and one-half years; and thus she came under the "Tenure of Service" act.

As teacher of drawing and sewing the Appellant continued until June, 1917. At this time the following notice was served upon her by the Superintendent of Schools:

"Unless you are notified to the contrary, your work in our schools next year will be confined to the teaching of academic subjects instead of drawing."

The Appellant wrote a letter protesting against any change in her work to the President and Superintendent of Schools. No reply came to this letter.

At the opening of school in September, 1917, the Appellant was assigned to the fourth grade in the Mount Vernon School. She claims that because of this assignment to grade work there was a demotion in the character of her services, and that such demotion or assignment to the fourth grade was tantamount to a dismissal without preferring charges, which was in violation of the "Tenure of Service" act.

In transferring the Appellant to the fourth grade there was no decrease in the salary. The same salary prevailed in the fourth grade as was paid for her services as a teacher of drawing and sewing. Claim is also made that inasmuch as the Appellant taught before assignment as a teacher of drawing and sewing, in the fifth grade, there was a demotion when she was assigned to the fourth grade.

She further claims that her transfer to the fourth grade was illegally done, because it was not the action of a majority of the whole number of the Board as required by law.

COMMISSIONER OF EDUCATION.

217

This point is well taken. The transfer of a teacher can only be done at a meeting of the board of education and by a majority of all the members of the board. The answer of the Board to this is that at a subsequent meeting of the Board there was a ratification of the transfer by a majority vote of all the members of the Board.

The question involved in the case is: Can, under the law, a board of education transfer a teacher, who is teaching a single subject, to a grade where several subjects are taught, all these subjects being elementary subjects?

It has been held by this Department on several occasions that a board of education has the right to make assignments of teachers from one elementary grade to another or from the teaching of one elementary subject to the teaching of several elementary subjects in one grade. In other words, a transfer can be made of a teacher who is teaching elementary drawing in several grades to an elementary grade, such as was done in this case.

I therefore hold that there was no violation of the "Tenure of Service" act in the transfer of Miss Shroder as teacher of drawing, a position which she held for a period of one year, to the fourth grade, which was one of the grades in which she taught the special subject of drawing. I hold however, that the transfer was not legally made at the time, but since it was accepted by the Appellant and was affirmed by the Board, it was made legally binding on the Appellant.

The appeal is hereby dismissed.

July 25, 1919.

COUNTY SUPERINTENDENT'S APPROVAL OF NECESSITY FOR  
TRANSPORTATION

BOARD OF EDUCATION OF BOROUGH OF  
WEST LONG BRANCH

*Appellant*

*vs.*

COUNTY SUPERINTENDENT OF SCHOOLS  
OF MONMOUTH COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

THOMAS P. FAY, for the Appellant.

This case is submitted for decision upon the Petition of Appeal and upon the Answer filed by the County Superintendent. No hearing was demanded in the case.

The borough school district of West Long Branch has two schools, one at West Long Branch, which contains all the grades. A small school was maintained at Kensington Park, a little center within the Borough of West Long Branch. For several years a primary school was maintained at Kensington Park, and the higher grades were taken care of at the West Long Branch school. This was continued up to five or six years ago, when the Kensington Park school was closed and the children were taken over to the West Long Branch school by vehicular transportation.

The apportionment of school moneys according to law was made to the dis-



trict for the cost of transportation for the year ending June 30, 1917. In the fall of 1918, when the Board of Education sent the contract for transportation to the County Superintendent for his approval, he informed the Board that he could no longer make apportionment for transportation to the district because the distance of the transportation route was less than two miles from the school to which the children were transported. The County Superintendent further informed the Board that this was the policy that he was attempting to follow, namely, that transportation allowance in the apportionment should not be made for a transportation route that was less than two miles in distance from the school building. This, the County Superintendent informed the Board, was the rule that governed him in all other cases concerning the matter of transportation apportionment in Monmouth County.

In accordance with this policy in apportioning moneys for the school year 1918-19, the County Superintendent did not apportion three-fourths of the cost of transportation to the West Long Branch school district.

Appeal is taken from this action and a decision is asked which would reverse the action taken by the County Superintendent and compel him to apportion three-fourths of the cost of transportation.

The law pertaining to the case provides that there shall be apportioned to a school district 75 per cent. of the cost of transportation of pupils to a public school or schools, provided that, subject to appeal as provided in section ten of the act, the necessity for the transportation and the cost and method thereof shall have been approved by the county superintendent of schools of the county in which the district paying the cost of such transportation is situate.

This clause in the law plainly gives the county superintendent discretionary powers in the matter of apportioning moneys for transportation. He is to do it only when he approves the necessity for transportation and the cost and method thereof.

He clearly does not approve of the necessity for transportation, because, as he states, the route is less than two miles.

Inasmuch as it is wholly left to the county superintendent to determine the necessity for transportation, and inasmuch as it appears that he gives reasonable grounds for not approving the necessity for transportation, and it does not appear from the papers in the case that the discretionary powers given to him by law have been abused, I have come to the conclusion that the decision of the County Superintendent in determining this case should not be interfered with.

The appeal, therefore, is hereby dismissed.

August 8, 1919.

#### RESPONSIBILITY FOR TRANSPORTATION OF PUPIL

WILLIAM E. SEARLES

*Appellant*

*vs.*

BOARD OF EDUCATION OF WASHINGTON  
TOWNSHIP, MORRIS COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

William E. Searles, the petitioner in this case, appeals to the Commissioner of Education from a decision made by the Board of Education of Washington Township in refusing to pay for the transportation of his daughter, Mabel E. Searles, to the public school in said township, which he claims is located about two and one-half miles from his home.

It is admitted by the Board of Education that at a meeting of the School Board of Washington Township held August 5, 1918, it was regularly ordered by motion that William E. Searles be allowed \$120 for the transportation of his daughter for the school year.

The County Superintendent refuses to approve the necessity for transportation. Hence he refuses to apportion for the transportation of Mabel E. Searles three-fourths of the cost of said transportation.

It is admitted by the Respondent that it is willing to pay Mr. Searles the amount of \$120, if the County Superintendent will approve the necessity for transportation in this case. The County Superintendent, however, refuses to approve the necessity for transportation and to apportion the money.

The question then resolves itself into this: Is the Board of Education willing to pay \$120 for the transportation to school of Petitioner's daughter, even though the County Superintendent does not approve the necessity therefor and will not apportion three-fourths of the cost?

Section 256 of the School Law, Edition of 1918, paragraph (k) provides in part as follows:

"The county superintendent shall, on or before the first day of April in each year, apportion . . . 75 per centum of the cost of transportation of pupils to a public school or schools; provided, that subject to appeal as provided in section ten of the act to which this act is an amendment, the necessity for the transportation and the cost and method thereof shall have been approved by the county superintendent of schools of the county in which the district paying the cost of such transportation is situate."

The law clearly leaves to the discretion of the county superintendent the matter of apportioning the money. He has a right to exercise his judgment as to whether there is necessity for transportation; also he has a right to exercise his judgment as to the cost of transportation.

It has not been shown that the County Superintendent has in any way abused the discretionary power given him by the statute.

If the resolution of the Board of Education to pay the \$120 to the Appellant for the transportation of his daughter to school was conditioned on the approval of the County Superintendent as to the necessity of such transportation, and conditioned upon the apportionment of three-fourths of the cost, then the Board of Education is not bound to pay the said \$120 to the Appellant. The want of approval, however, by the County Superintendent of the necessity for transportation does not prevent the Board of Education from paying the tuition itself, even though no part of it is apportioned by the County Superintendent.

Inasmuch as it does not appear that the agreement between the Appellant and the Board of Education was unconditioned, and inasmuch as the County Superintendent has by law discretionary power to apportion the money for

transportation, I am of the opinion that the Appellant is not entitled to payment.

The appeal is therefore dismissed.

August 29, 1919.

#### ADEQUATE PROVISION FOR TRANSPORTATION OF PUPILS

MARTIN L. MUNDY

*Appellant*

*vs.*

BOARD OF EDUCATION OF FRANKLIN  
TOWNSHIP, HUNTERDON COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

H. B. HERR, for the Appellant.

WILLIAM H. MORROW, for the Respondent.

This appeal is taken by Martin L. Mundy because of the alleged refusal of the Board of Education of Franklin Township, Hunterdon County, to furnish proper transportation for his daughter to attend the high school at Clinton, five miles distant from the home of the Appellant.

The petition of appeal was duly answered by the Board of Education, and the Appellant then demanded a hearing, which was held at Flemington, August 13, 1919. At this hearing it was brought out that the Board of Education has not provided for a transportation route for any of its pupils to attend high school. It has been the custom to make some arrangement with the parent or guardian of the child to furnish transportation and to make such parent or guardian an allowance for the transportation of the child.

On November 11, at a meeting of the Board of Education, the following minute occurs:

"It was moved and seconded that we pay Martin Mundy \$9 a month or \$90 a school year to transport his daughter to Clinton High School."

Mr. Mundy refused the offer for the time being.

At a meeting of the Board of Education December 28, 1918, the following motion is recorded:

"Resolved, That we rescind a motion made Nov. 11, 1918, to pay Martin Mundy \$9 per month or \$90 per school year for his daughter to Clinton High School."

The motion was adopted by unanimous vote. A motion was then made that the Chairman appoint a committee to meet with Mr. Mundy at the County Superintendent's office at Flemington. Mr. Search, Mr. Volk and Mr. Snyder were the members of the committee appointed to meet Mr. Mundy.

It appears that Mr. Mundy met the committee of the Board of Education at the office of the County Superintendent on December 31, 1918. At this meeting Mr. Mundy agreed to accept \$90 as payment for the transportation of his daughter to the high school at Clinton.

At a meeting of the board held January 11, 1919, it was ordered that Mr.

Mundy be paid the amount of the carfare from the Stanton Station to Clinton High School for the transportation of his daughter.

On February 8, 1919, the motion made on January 11 to pay Mr. Mundy railroad transportation from Stanton Station to Clinton High School was rescinded. After the rescission motion it was ordered that Martin Mundy be paid \$90 for the school year.

Thus it will appear that the Board of Education carried out by formal action the agreement made by its committee at the meeting with Mr. Mundy at the County Superintendent's office on December 31.

At the hearing much testimony was taken to show the cost to Mr. Mundy of conveying his daughter by horse and wagon to the Clinton High School. Mr. Mundy testified that it cost \$30 a month to keep a horse and convey his daughter to Clinton for the ten months of the school year. Thus it will appear that the Appellant demands \$300 as an allowance for transportation.

Boards of education are obliged by law to provide suitable school facilities and accommodations for all children residing in the district and desiring to attend the public schools therein. Such facilities and accommodations include proper school buildings together with furniture and equipment, convenience of access thereto and courses of study suited to the age and attainments of all pupils between the ages of five and twenty years.

The law goes on to state that these school facilities may be provided either in schools within the district convenient of access to the pupils or may be provided in schools outside the district. This is plainly commanded by the law. The law further provides that where a school is not convenient of access, the board of education must furnish transportation.

In the case of Mr. Mundy, living as he did five miles from a high school, he is entitled to some kind of transportation, in order that the school may be put within convenient access to his home.

It appears that a regular transportation route with vehicular conveyance has never been established in Franklin Township. Therefore, by rule of the Board of Education an allowance was made of \$90 for each pupil who lived at a distance of two and a half miles or more from a high school, and in case convenient railroad transportation could not be secured. With this allowance parents were to do the best they could in furnishing transportation for their children.

This method was based on mutual agreement between the parents and the Board of Education.

It appears in the case of Martin L. Mundy that there is a railroad station at Stanton one and seven-tenths miles from his home. The Board of Education offered railroad transportation by this route to Mr. Mundy, but he refused it, on the grounds that the road to the railroad station was a lonely one, and further that the train did not reach Stanton Station until 5.25 p. m. The train in the morning left at 9.15 and arrived at Clinton about 9.30. One point to be considered is whether this train transportation is reasonably adequate.

It would seem that the train service in the morning was a little short, but not so serious as to make this service in itself really objectionable. Neither is the service in the matter of the return in the afternoon entirely bad.

## SCHOOL REPORT.

Steam railways are used as a medium of transportation of pupils to high school all over the state. The service, so far as the hour of leaving and returning goes, is reasonably adequate.

The question of the distance from Stanton Station to Mr. Mundy's home, namely, one and seven-tenths miles is next to be considered. This it is stated is very objectionable because it is a lonely road and sometimes a very bad road.

Boards of education have nothing to do with the making of roads and are not responsible for their loneliness nor for their bad condition.

It thus appears that the board of education did offer to Mr. Mundy two separate propositions: first, to allow him \$90 for the transportation of his child in such way as he might think proper; and second, to allow him railroad transportation from Stanton Station to Clinton, the Stanton station being, as has been said, one and seven-tenths miles from his home.

It thus appears that the Board of Education did not neglect to provide in one way or the other for transportation.

Mr. Mundy agreed to accept the offer of \$90. This agreement was made in the office of the County Superintendent with a committee of the Board of Education appointed for the purpose of reaching an agreement on the subject.

At a subsequent meeting of the Board of Education, namely, February 8, 1919, the Board confirmed the report of that committee in regard to the amount to be paid to Mr. Mundy.

There was, to be sure, some confusion, which resulted from the Board's offering transportation from Stanton Station, and because of Mr. Mundy's refusal of this, together with other things that mixed the **matter up** considerably. The conclusion, however, that I reach in the matter is this.

The transportation offered to Mr. Mundy from Stanton Station is reasonable considering all conditions in country school districts. Upon Mr. Mundy's refusal to accept this offer, it must be concluded that he meant he was willing to accept the other, which he agreed to do.

I therefore conclude that Mr. Mundy, having continued to have his daughter transported by his own conveyance to the Clinton High School, and having agreed to accept \$90, now comes to ask that this agreement be set aside by the Commissioner of Education, and that a larger sum be allowed him on the basis of the cost to him of keeping a horse for the purpose of transporting his daughter to the Clinton High School.

When agreements are entered into by parents to do their own transporting, it must be on the ground of a filial interest in one's own children. And the usual method of arriving at a proper compensation in cases of this kind should not be applied.

I therefore give it as my decision that Mr. Mundy be paid by the Board of Education of Franklin Township the sum of \$90 as per agreement for the transportation of his daughter to the Clinton High School for the school year ending June 30, 1919.

The appeal is hereby dismissed,

September 11, 1919.

PART III

---

SECTION A

---

FINANCIAL AND OTHER STATISTICS BY COUNTIES

For the year ending June 30, 1919

TABLE I  
CURRENT EXPENSE FUNDS.

RECEIPTS FROM STATE AND COUNTY FUNDS FOR CURRENT EXPENSES.

COUNTIES.	From \$250,000 State School Fund Appropriation.	From Appropriation to Reduce State School Tax.	From 90 per cent. State School Tax.	From 10 per cent. State School Tax Reserve Fund.	From Interest on Surplus Revenue.	From Reapportioned Balances.	Total Receipts During the Year from State and County Current Expense Fund.
Atlantic .....	\$6,921 65	\$4,340 99	\$306,391 36	\$25,043 48	\$534 18		\$343,231 66
Bergen .....	19,252 31	6,796 78	479,722 73	53,302 53	1,795 08		560,869 43
Burlington .....	5,540 64	1,359 32	95,941 90	32,660 21	4,363 96	\$1,325 00	141,191 03
Camden .....	12,968 53	4,302 58	303,679 68	33,742 19	1,529 71		356,222 69
Cape May .....	1,840 16	1,348 02	95,144 82	8,571 65	750 00		107,654 65
Cumberland .....	5,414 02	1,027 32	72,508 94	32,056 55	1,766 13		112,772 96
Essex .....	54,773 05	23,764 99	1,677,354 99	166,372 78			1,922,265 81
Gloucester .....	3,701 64	1,228 86	86,734 28	9,637 14	1,811 50	6 95	103,120 37
Hudson .....	47,624 23	21,798 16	1,538,534 39	149,948 26			1,757,906 04
Hunterdon .....	2,494 89	738 23	55,633 50	18,181 49		218 68	77,316 79
Mercer .....	11,166 86	4,590 36	317,639 59	35,293 28	370 62		358,970 72
Middlesex .....	11,914 96	3,573 15	252,196 16	28,021 80			295,706 97
Monmouth .....	9,204 29	4,190 16	295,744 98	31,850 55	2,579 66		343,579 64
Morris .....	6,474 33	2,019 35	142,527 61	15,836 40	3,600 00		170,457 69
Ocean .....	1,934 64	814 99	57,522 71	6,391 41	904 10		67,567 85
Passaic .....	21,498 47	7,154 50	504,970 98	56,107 89	1,168 38	634 58	591,534 80
Salem .....	2,798 36	1,050 26	74,128 46	8,236 50	2,099 46		88,313 04
Somerset .....	3,961 50	1,329 87	93,863 53	10,429 28	2,869 09		112,453 27
Sussex .....	2,145 64	856 63	60,461 91	6,717 99	2,321 34		72,503 51
Union .....	14,726 95	6,619 24	467,192 12	46,910 24			535,448 55
Warren .....	3,642 88	1,136 24	80,196 67	8,910 74			93,886 63
Total .....	\$250,000 00	\$100,000 00	\$7,058,091 31	\$784,232 37	\$28,463 21	\$2,185 21	\$8,222,972 10



TABLE 1—Continued  
CURRENT EXPENSE FUNDS.

RECEIPTS FROM DISTRICT TAXES, RAILROAD TAX AND OTHER SOURCES FOR CURRENT EXPENSE.

COUNTIES.	Balance on Hand Beginning of Year in State and County Current Expense Funds.	Total Receipts During the Year and Balance on Hand Beginning of Year.	From District Taxes for Current Expense.	From Railroad Tax.	From Other Sources.		For Current Expense.		
					A—Interest on Deposits.	B—Sale of Books.	C—Defacement of Property.	D—Tuition Fees.	E—Return Premiums Fire Insurance.
Atlantic .....		\$343,231 66	\$275,960 75	\$137,758 64	\$3,278 53	\$29 08		\$12,859 08	\$114 72
Bergen .....		560,869 43	1,206,319 36	215,245 45	6,687 01	480 79	\$155 24	72,236 11	606 99
Burlington .....		141,191 03	285,162 98	43,116 49	1,067 89	81 31	3 55	30,567 13	240 79
Camden .....		356,222 69	721,819 88	136,296 65	2,591 01	58 07		31,981 46	4 46
Cape May .....		107,654 65	78,896 58	42,765 41	647 55	116 60		7,716 13	6 94
Cumberland .....		112,772 96	255,251 24	32,593 65	535 03	24 34	48 33	10,201 00	
Essex .....		1,922,265 81	3,190,837 45	753,987 71	15,908 75	723 65	363 00	25,719 22	183 88
Gloucester .....		103,120 37	197,151 86	38,920 35	267 28	7 96	5 90	26,922 15	15 84
Hudson .....		1,757,905 04	2,619,713 87	691,304 11	8,256 96	885 95	406 88	42,584 96	1,331 01
Hunterdon .....	\$108 06	77,424 85	128,884 58	25,019 17	57 19	114 98	9 84	24,612 83	326 17
Mercer .....		368,970 72	501,017 29	142,718 23	3,492 93	1 08	506 41	21,727 84	15 90
Middlesex .....		295,706 07	686,072 96	113,195 54	3,407 23	130 60	230 28	32,655 28	44 57
Monmouth .....		343,579 64	439,956 29	132,931 20	5,083 33	20 89	18 85	43,305 22	70 54
Morris .....		170,457 69	377,246 78	64,076 41	3,244 49	90 95	67 41	31,260 70	
Ocean .....		67,567 85	129,143 75	25,847 95	416 68	11 61		8,681 93	
Passaic .....		591,534 80	972,575 62	226,317 62	3,374 81	594 15	313 48	19,889 56	196 74
Salem .....		88,313 04	135,431 64	33,321 95	115 05		60	14,569 85	9 17
Somerset .....		112,453 27	213,909 52	42,357 43	1,412 27	39 40	43 06	14,655 45	18 31
Sussex .....		72,503 51	112,591 55	27,119 38	312 89	5 75	7 52	18,723 50	
Union .....		535,448 55	821,084 80	210,108 43	6,975 09	406 01	48 55	23,709 66	2,799 39
Warren .....		93,886 53	184,003 78	36,003 21	365 42	27 91		18,469 86	22 57
Total .....	\$108 06	\$8,223,080 16	\$13,533,032 33	\$3,171,004 98	\$67,497 39	\$3,851 08	\$2,228 90	\$533,048 92	\$6,007 99

TABLE I—*Continued*  
CURRENT EXPENSE FUNDS.

RECEIPTS FROM DISTRICT TAXES, RAILROAD TAX AND OTHER SOURCES.—*Continued.*

COUNTIES.	From all Other Sources for Current Expense not Covered by Columns A, B, C, D, E.	Total Receipts During the Year from District Tax, Railroad Tax and Other Sources for Current Expense.	Balance on Hand Beginning of Year in District Tax, Railroad Tax and Other Sources for Current Expense.	Total Receipts During the Year and Balance on Hand Beginning of Year; District Tax, Railroad Tax and Other Sources.	Grand Total of Receipts During the Year and Balance on Hand Beginning of Year for Current Expense.
Atlantic .....	\$1,325 06	\$431,325 86	\$37,079 18	\$468,405 04	\$811,636 70
Bergen .....	11,332 54	1,513,063 49	239,082 31	1,752,145 80	2,313,015 23
Burlington .....	4,968 38	365,208 52	33,227 43	398,435 95	539,628 98
Camden .....	4,053 87	896,805 40	11,978 53	908,783 93	1,305,006 62
Cape May .....	363 27	130,512 48	23,784 03	154,296 56	261,951 21
Cumberland .....	242 46	298,896 05	42,925 12	341,821 17	454,594 13
Essex .....	67,943 24	4,055,666 90	346,819 36	4,402,486 26	6,324,752 07
Gloucester .....	8,819 31	272,110 65	28,167 21	301,277 86	404,398 23
Hudson .....	50,005 04	3,414,488 58	148,871 74	3,563,360 32	5,321,265 36
Hunterdon .....	8,632 33	187,657 09	14,033 24	201,690 33	279,115 18
Mercer .....	15,328 11	684,807 79	40,350 25	725,158 04	1,094,128 76
Middlesex .....	26,417 08	862,153 54	70,653 11	932,806 65	1,228,512 72
Monmouth .....	1,628 92	623,015 24	82,072 94	705,088 18	1,048,667 82
Morris .....	5,561 96	481,548 70	62,940 99	544,489 69	714,947 38
Ocean .....	395 14	164,497 06	23,531 15	188,028 21	255,596 06
Passaic .....	4,589 04	1,227,851 02	50,244 12	1,278,095 14	1,869,629 94
Salern .....	2,580 69	186,028 95	26,737 71	212,766 66	301,079 70
Somerset .....	977 61	273,413 05	21,816 74	295,229 79	407,633 06
Sussex .....	1,615 31	160,375 90	32,778 38	193,155 28	265,658 79
Union .....	6,937 03	1,072,068 96	93,759 71	1,165,828 67	1,701,277 22
Warren .....	3,991 84	242,884 59	16,703 21	259,587 80	353,474 33
Total .....	\$227,708 23	\$17,544,379 82	\$1,488,557 51	\$19,032,937 33	\$27,256,017 49

COMMISSIONER OF EDUCATION.

TABLE I—Continued  
CURRENT EXPENSE FUNDS.

## PAYMENTS FROM CURRENT EXPENSE FUNDS.

COUNTIES.	Salaries of Superintendent, Supervising Principals, Su- pervisors, Principals and Teachers and Amount Paid to State Treasurer for Re- tirement Fund.	Salaries of Janitors, En- gineers and Firemen.	County Supervisor Child Study.	Fuel.	Transportation of Pupils to Other Districts.	Transportation of Pupils Within the District.	Tuition Fees.	Expense of Superintendent, Supervising Principal, Su- pervisors, Principals and Teachers.	Salary Helping Teacher.
Atlantic .....	\$548,803 78	\$50,145 65	.....	\$32,758 63	\$13,402 35	\$15,528 30	\$10,242 10	\$9,677 76	\$1,500 00
Bergen .....	1,334,892 57	165,257 53	.....	105,513 31	23,572 70	11,510 56	76,249 75	8,644 37	3,000 00
Burlington .....	299,249 89	27,068 43	.....	25,626 62	22,340 68	45,536 65	28,288 50	494 85	4,500 00
Camden .....	842,175 39	111,821 76	.....	64,067 58	10,848 62	6,187 62	34,269 15	7,134 40	1,500 00
Cape May .....	147,362 04	16,814 01	.....	12,012 77	8,667 93	12,281 71	6,854 86	1,124 52	1,500 00
Cumberland .....	269,544 81	21,107 88	.....	18,942 16	9,972 78	21,399 11	8,163 00	1,553 59	2,840 00
Essex .....	4,297,210 33	373,290 94	.....	206,544 17	3,842 11	15,555 18	5,596 00	17,758 50	1,400 00
Gloucester .....	214,201 87	19,282 95	.....	19,821 90	18,385 95	9,364 40	28,123 22	1,066 89	1,400 00
Hudson .....	3,835,615 62	359,714 74	.....	221,648 93	4,896 12	4,483 40	36,449 00	29,675 62	.....
Hunterdon .....	144,236 66	8,576 21	.....	11,289 18	28,530 20	5,629 00	27,564 17	355 32	3,000 00
Mercer .....	727,478 11	71,961 08	.....	46,377 85	6,677 44	27,015 83	15,555 66	3,223 53	.....
Middlesex .....	768,448 90	73,836 19	.....	52,550 07	22,231 77	25,790 92	47,962 32	2,893 09	.....
Monmouth .....	607,103 36	61,464 69	\$1,850 00	43,144 79	28,100 80	23,481 50	46,727 08	2,806 39	1,500 00
Morris .....	413,625 07	38,567 64	.....	32,994 50	20,424 13	28,354 59	28,820 69	1,628 55	1,403 00
Ocean .....	125,485 59	10,359 78	.....	8,860 14	21,053 85	8,187 11	7,613 35	222 63	1,500 00
Passaic .....	1,395,061 14	118,518 25	.....	62,777 54	7,805 04	7,905 07	21,909 70	5,441 21	1,500 00
Salem .....	163,954 60	15,562 80	.....	11,967 38	14,570 27	13,060 17	16,390 65	267 07	1,400 00
Somerset .....	246,110 24	19,531 50	.....	18,463 20	15,611 90	8,493 42	24,428 18	1,472 79	1,500 00
Sussex .....	125,337 63	6,589 25	.....	9,339 61	29,063 71	10,740 89	17,590 30	934 06	1,500 00
Union .....	1,144,298 11	112,242 23	.....	77,060 41	2,679 63	3,854 64	10,668 85	8,737 32	1,500 00
Warren .....	182,938 84	14,301 88	.....	14,808 32	22,286 76	16,557 91	18,580 92	583 99	3,000 00
Total .....	\$17,833,134 55	\$1,685,995 39	\$1,850 00	\$1,096,559 06	\$334,964 74	\$320,917 98	\$518,047 45	\$105,496 45	\$35,443 00

TABLE 1—*Continued*  
CURRENT EXPENSE FUNDS.

PAYMENTS FROM CURRENT EXPENSE FUNDS.—*Continued.*

COUNTIES.	County Truant Officer.	Text Books.	Supplies and Other Expenses of Instruction.	Apparatus Purchased with Current Expense Funds.	Janitors' Supplies.	Light, Water and Power.	Authorized Loans.
Atlantic .....		\$13,737 46	\$18,263 50	\$2,823 83	\$4,940 65	\$5,333 85	
Bergen .....		45,441 94	62,102 59	13,005 17	19,059 23	28,354 99	
Burlington .....	\$500 00	13,501 58	15,966 06	1,687 39	2,417 99	3,292 86	
Camden .....		33,229 84	50,282 37	2,348 40	2,592 16	9,169 86	
Cape May .....		5,608 32	7,462 10	3,680 18	1,091 37	1,900 76	
Cumberland .....		11,198 78	13,265 65	2,178 11	2,813 62	3,761 74	
Essex .....		85,037 10	163,130 33	18,963 59	36,728 98	67,771 59	\$5,000 00
Gloucester .....		8,710 12	12,198 65	1,374 62	1,949 07	1,778 64	
Hudson .....		78,527 63	97,683 25	19,833 77	39,003 43	44,641 49	
Hunterdon .....		7,181 20	7,516 99	1,764 08	1,105 18	873 35	
Mercer .....		20,735 70	24,349 41	4,515 06	5,429 80	5,076 92	
Middlesex .....		21,012 27	25,659 84	4,769 98	7,393 83	6,744 74	
Monmouth .....	1,430 00	18,053 69	28,946 80	3,330 11	6,410 67	8,769 55	
Morris .....		15,614 29	20,648 28	10,134 21	4,832 55	5,386 84	
Ocean .....		3,325 93	7,169 08	727 08	1,288 32	816 95	
Passaic .....	3,500 00	32,957 50	49,120 15	5,765 51	10,596 62	16,988 51	
Salem .....		7,736 52	7,875 89	1,640 86	1,377 87	722 31	
Somerset .....		7,636 17	10,148 21	1,139 13	1,718 44	2,873 04	
Sussex .....		4,841 40	6,088 74	597 07	458 64	453 46	
Union .....		29,677 94	55,311 40	10,394 41	9,034 60	19,718 47	
Warren .....		6,153 51	10,163 16	859 45	1,723 53	2,889 44	
Total .....	\$2,280 00	\$469,918 89	\$684,352 45	\$111,532 01	\$166,966 55	\$237,319 36	\$5,000 00

COMMISSIONER OF EDUCATION.

TABLE 1—*Continued*  
CURRENT EXPENSE FUNDS.

PAYMENTS FROM CURRENT EXPENSE FUNDS.—*Continued.*

COUNTIES.	Medical Inspection, Salaries, Supplies and Other Expenses.	Compulsory Attendance, Salaries, Supplies and Other Expenses.	Salary of District Clerk or Secretary.	Salary of Custodian of School Moneys.	All Other Salaries, Supplies and Other Expenses of Board of Education and Business Offices.
Atlantic .....	\$13,752 00	\$6,031 29	\$6,202 30	\$1,343 45	\$2,739 16
Bergen .....	19,708 34	14,315 82	19,848 27	4,754 59	16,458 22
Burlington .....	6,195 11	2,350 65	4,975 97	2,030 00	2,343 70
Camden .....	14,459 00	7,532 60	8,208 72	1,486 89	12,313 50
Cape May .....	2,865 74	2,016 75	2,962 76	1,024 92	4,329 93
Cumberland .....	3,938 65	1,519 42	3,035 81	665 00	2,077 46
Essex .....	79,118 41	37,582 27	19,468 56	1,751 36	127,901 09
Gloucester .....	4,788 16	1,570 00	3,796 20	840 00	990 85
Hudson .....	77,571 52	57,262 58	20,004 94	4,251 05	70,713 23
Hunterdon .....	1,380 85	1,403 84	2,802 33	1,010 00	2,188 92
Mercer .....	15,166 06	7,854 30	6,225 00	2,024 98	13,501 52
Middlesex .....	11,070 02	5,160 98	7,871 03	3,546 83	3,984 22
Monmouth .....	10,902 04	5,731 26	9,461 01	2,124 96	4,536 98
Morris .....	10,931 19	4,556 14	6,601 88	2,348 98	3,096 39
Ocean .....	2,215 00	1,136 32	1,751 26	977 91	866 58
Passaic .....	13,676 13	12,615 07	7,690 54	2,734 00	19,660 36
Salem .....	2,518 92	777 50	2,465 85	590 00	1,003 05
Somerset .....	4,232 48	2,657 77	3,555 77	1,204 99	2,372 14
Sussex .....	3,155 66	993 31	2,343 12	675 00	648 54
Union .....	19,259 13	11,676 26	12,301 73	1,533 50	16,068 04
Warren .....	3,812 70	1,346 32	3,339 50	886 93	1,668 48
Total .....	\$320,717 11	\$186,090 45	\$154,548 55	\$37,805 34	\$309,462 36

TABLE 1—*Continued*  
CURRENT EXPENSE FUNDS.

PAYMENTS FROM CURRENT EXPENSE FUNDS.—*Continued.*

COUNTIES.	Insurance Premiums.	Wages of Other Employees.	Lectures and Recreation.	For Evening Schools, Sec. 174. 1914 Edition.	
				Salaries Supervisors, Principals and Teachers.	All Other Salaries, Supplies and Expenses.
Atlantic .....	\$5,123 49	\$12,659 70	\$2,125 42	.....	.....
Bergen .....	14,762 18	3,496 08	1,947 58	\$2,846 62	\$294 96
Burlington .....	3,215 66	1,889 62	168 00	160 00	.....
Camden .....	6,346 32	661 10	390 34	2,375 56	114 00
Cape May .....	2,455 42	1,263 31	150 00	60 00	.....
Cumberland .....	3,416 21	1,526 53	.....	315 00	.....
Essex .....	33,992 39	12,648 04	34,302 09	85,128 38	13,736 05
Gloucester .....	2,425 65	939 73	165 31	640 00	95 00
Hudson .....	31,434 59	15,752 36	15,249 59	19,385 50	3,097 71
Hunterdon .....	1,911 65	825 33	.....	.....	.....
Mercer .....	6,694 17	6,743 49	726 10	9,708 50	2,308 18
Middlesex .....	4,870 13	696 20	1,477 56	1,909 43	3,708 12
Monmouth .....	7,495 01	2,065 52	1,974 72	188 00	.....
Morris .....	4,245 66	2,070 19	1,294 73	2,111 00	289 59
Ocean .....	2,111 38	1,010 57	418 47	.....	.....
Passaic .....	5,617 42	6,398 00	116 00	8,450 00	1,677 35
Salem .....	2,105 90	2,083 97	355 63	.....	.....
Somerset .....	1,911 26	1,401 70	324 55	.....	.....
Sussex .....	1,553 86	1,028 25	39 30	.....	.....
Union .....	11,975 46	2,416 47	1,174 07	8,788 00	1,347 76
Warren .....	2,855 23	3,494 06	8 75	.....	.....
Total .....	\$157,519 04	\$81,070 22	\$62,408 21	\$142,065 99	\$26,668 71

TABLE I—*Continued*  
CURRENT EXPENSE FUNDS.

PAYMENTS FROM CURRENT EXPENSE FUNDS.—*Continued.*

COUNTIES.	Special Summer Schools.		Interest on Temporary Loans.	Telephone Service.	Incidental Expenses.	Total of Current Expense Expenditures During the Year.	Total Balance in Current Expense Account at Close of Year.	Grand Total of Current Expense Expenditures During Year and Balance on Hand at Close of Year.
	Salaries, Supervisors, Principals and Teachers.	All Other Salaries, Supplies and Expenses.						
Atlantic .....			\$1,664 28	\$353 54	\$2,668 11	\$782,820 60	\$28,816 10	\$811,636 70
Bergen .....	\$2,395 00	\$58 54	5,418 75	6,493 12	6,890 34	2,005,929 11	307,086 12	2,313,015 23
Burlington .....			2,232 91	709 26	846 23	517,588 61	22,038 37	539,626 98
Camden .....			15,874 20	1,516 28	2,305 24	1,254,210 90	50,795 72	1,305,006 62
Cape May .....			1,120 01	72 82	996 35	245,678 58	16,272 63	261,951 21
Cumberland .....	155 00	345 00	953 74	522 69	570 02	405,781 76	48,812 37	454,594 13
Essex .....	72,074 87	11,315 69	3,366 92	7,340 83	32,126 09	5,869,679 86	455,072 21	6,324,752 07
Gloucester .....			1,050 34	227 69	2,287 56	357,454 77	46,943 46	404,398 23
Hudson .....	36,583 18	905 84	36,806 49	7,072 49	39,659 30	5,207,923 37	113,241 99	5,321,265 36
Hunterdon .....	623 00		221 98	1,248 01	261 93	261,937 45	18,977 73	279,115 18
Mercer .....	6,888 50	587 53	1,085 90	2,299 13	2,689 30	1,042,899 05	51,229 71	1,094,128 76
Middlesex .....	239 82		2,443 85	1,532 10	2,315 10	1,110,119 31	118,393 41	1,228,512 72
Monmouth .....			1,353 30	1,549 27	2,735 49	833,236 99	115,430 83	1,048,667 82
Morris .....			1,877 46	1,455 65	1,625 18	664,938 38	50,009 00	714,947 38
Ocean .....			445 66	198 15	581 08	208,322 19	47,273 87	255,596 06
Passaic .....	3,034 25	107 45	3,883 46	1,294 27	2,082 18	1,816,732 72	52,897 22	1,869,629 94
Salem .....			428 60	253 05	244 70	269,353 56	31,726 14	301,079 70
Somerset .....	765 00		595 57	731 76	241 42	379,120 63	28,562 43	407,683 06
Sussex .....	792 00	50 00	79 22	95 70	490 05	225,478 77	40,180 02	265,658 79
Union .....	600 00		3,363 17	3,939 12	5,520 28	1,585,131 00	116,146 22	1,701,277 22
Warren .....			532 98	333 61	502 23	313,628 50	39,845 83	353,474 33
Total .....	\$123,527 62	\$13,370 05	\$85,198 81	\$38,212 51	\$108,623 26	\$25,457,066 11	\$1,798,951 38	\$27,256,017 49



TABLE 2  
MANUAL AND INDUSTRIAL TRAINING FUNDS.  
RECEIPTS.

COUNTIES.	From State Appropriation.	From District Tax for Manual Training.	From Subscriptions, Entertainments, etc.	From Sale of Manual Training Materials.	Total Receipts During the Year for Manual Training.	Balance on Hand Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....	\$11,937 65	\$21,681 77		\$151 93	\$33,771 35	\$4,813 97	\$38,585 32
Bergen .....	43,898 22	46,407 62	\$1,587 05	1,610 59	93,508 48	18,576 86	112,080 34
Burlington .....	4,824 58	4,620 84	276 30	278 43	10,000 15	2,372 00	12,372 15
Camden .....	10,483 02	15,151 98		135 72	25,770 72	1,386 00	27,156 72
Cape May .....	4,284 79	4,150 00		52 33	8,487 12	974 46	9,461 58
Cumberland .....	9,368 02	9,084 78	550 00	239 33	19,242 13	1,212 48	20,454 61
Essex .....	43,523 01	118,209 96	4,143 20	1,854 70	167,730 87	3,990 47	171,721 34
Gloucester .....	5,276 60	10,222 54		2,730 53	18,229 67	988 08	19,217 75
Hudson .....	34,287 37	83,189 34	360 85	1,755 13	119,392 49	19,570 00	138,962 49
Hunterdon .....	2,747 63	4,094 59	2,000 00	673 16	9,515 43	1,100 00	10,615 43
Mercer .....	13,721 49	26,660 12		204 89	41,099 00	1,443 42	42,542 42
Middlesex .....	21,116 27	25,835 02	1,449 76	607 04	49,008 09	5,595 87	54,603 96
Monmouth .....	20,100 39	16,692 80		181 86	37,225 05	6,749 87	43,974 92
Morris .....	12,572 31	12,979 00	128 74	2 60	25,682 65	9,996 18	35,678 83
Ocean .....	2,349 22	3,150 29	43 88		5,543 39	2,101 49	7,644 88
Passaic .....	14,352 70	46,844 97	1,940 28	1,505 61	64,643 56	2,026 48	66,670 04
Salem .....	4,915 00	6,667 77		93 99	11,676 76	1,788 62	13,465 38
Somerset .....	3,687 72	4,000 00	1,051 56	35 88	8,775 16	2,734 92	11,510 08
Sussex .....	4,262 72	4,437 50	269 19	51 36	9,010 77	4,328 11	13,338 88
Union .....	30,275 59	30,637 50	287 80	806 16	62,006 55	8,129 31	70,135 86
Warren .....	4,809 72	5,700 00		11 80	10,521 52	3,803 78	14,325 30
Total .....	\$302,784 07	\$500,418 39	\$14,650 41	\$12,983 04	\$830,835 91	\$102,682 37	\$933,518 28

TABLE 2—Continued  
MANUAL AND INDUSTRIAL TRAINING FUNDS.

## PAYMENTS.

COUNTIES.	DAY SCHOOLS.					
	Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	Manual and Industrial Training, Material and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense Incident to Manual and Industrial Training.	Total Manual and Industrial Training Expenditures, Day Schools.
Atlantic .....	\$20,299 01	\$6,947 48	\$890 08	\$2,588 03	\$32 22	\$30,756 82
Bergen .....	62,317 91	16,520 34	917 87	1,832 66	1,544 55	83,133 33
Burlington .....	6,462 21	1,658 27	470 85	1,107 50	32 21	9,721 04
Camden .....	15,185 41	10,851 29	324 62	398 98	.....	26,760 30
Cape May .....	5,749 02	1,412 21	.....	315 21	17 07	7,493 51
Cumberland .....	11,342 08	3,522 62	370 12	1,581 68	67 32	16,883 82
Essex .....	120,416 29	34,639 34	2,136 23	3,553 27	978 47	161,723 60
Gloucester .....	8,220 00	2,621 82	431 08	1,084 44	4,130 43	16,487 77
Hudson .....	86,885 10	20,525 21	3,708 23	1,847 33	1,482 23	114,458 09
Hunterdon .....	3,466 60	1,139 33	538 80	4,392 03	78 67	9,615 43
Mercer .....	24,988 53	9,005 28	642 88	279 36	913 65	35,829 70
Middlesex .....	31,814 21	9,032 78	805 11	3,669 51	1,275 03	46,596 64
Monmouth .....	28,463 11	4,460 52	858 50	415 52	205 26	34,402 91
Morris .....	16,167 49	5,171 22	366 23	4,257 87	684 88	26,647 69
Ocean .....	3,207 85	642 35	115 85	.....	.....	3,966 05
Passaic .....	47,189 03	10,127 15	186 07	5,980 69	188 56	63,671 50
Salem .....	8,394 92	2,656 76	64 75	311 56	.....	11,427 99
Somerset .....	7,963 56	1,440 65	84 93	55 20	705 08	10,249 42
Sussex .....	4,526 99	737 27	26 78	31 20	50 00	5,372 24
Union .....	43,370 98	13,369 64	1,239 34	2,028 08	502 33	60,510 37
Warren .....	7,012 75	1,474 47	303 89	531 17	64 91	9,386 69
Total .....	\$563,433 05	\$157,956 00	\$14,481 71	\$36,261 29	\$12,962 86	\$785,094 91

TABLE 2—Continued

MANUAL AND INDUSTRIAL TRAINING FUNDS.

## PAYMENTS.

COUNTIES.	EVENING SCHOOLS.						Total Manual and Industrial Training Expenditures—Day and Evening Schools.	Balance in Manual and Industrial Training Account Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand Close of Year.
	Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	Manual and Industrial Training, Material and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense Incident to Manual and Industrial Training.	Total Manual and Industrial Training Expenditures—Evening Schools.			
Atlantic .....							\$30,756 82	\$7,828 50	\$38,585 32
Bergen .....							83,133 33	28,947 01	112,080 34
Burlington .....							9,721 04	2,651 11	12,372 15
Camden .....							26,760 30	396 42	27,156 72
Cape May .....							7,493 51	1,968 07	9,461 58
Cumberland .....							16,883 82	3,570 79	20,454 61
Essex .....		\$1,759 23				\$1,759 23	163,482 83	8,238 51	171,721 34
Gloucester .....							16,487 77	2,729 98	19,217 75
Hudson .....	264 00					264 00	114,722 09	24,240 40	138,962 49
Hunterdon .....							9,615 43		9,615 43
Mercer .....							35,823 70	6,712 72	42,536 42
Middlesex .....							46,586 64	8,007 32	54,593 96
Monmouth .....							34,402 91	9,572 01	43,974 92
Morris .....	94 00					94 00	26,741 69	8,937 14	35,678 83
Ocean .....							3,966 05	3,678 83	7,644 88
Passaic .....							63,671 50	2,998 54	66,670 04
Salem .....							11,427 99	2,037 39	13,465 38
Somerset .....							10,249 42	1,260 66	11,510 08
Sussex .....							5,372 24	7,966 64	13,338 88
Union .....							60,510 37	9,625 49	70,135 86
Warren .....							9,386 69	4,938 61	14,325 30
Total .....	\$358 00	\$1,759 23				\$2,117 23	\$787,212 14	\$146,306 14	\$933,518 28

TABLE 3  
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS FUNDS.

## RECEIPTS.

COUNTIES.	From State Appropriation, Sec. 176.	From District Tax for Evening School for For- eign-Born Residents, Sec. 176.	From All Other Sources for Evening School for For- eign-Born Residents, Sec. 176.	Total Receipts During the Year for Evening School for Foreign-Born Res- idents.	Balance on Hand Beginning of Year.	Total Receipts During the Year, and Balance on Hand Beginning of Year.
Atlantic .....						
Bergen .....		\$100 00		\$100 00	\$792 67	\$892 67
Burlington .....						
Camden .....						
Cape May .....						
Cumberland .....						
Essex .....		345 41		345 41		345 41
Gloucester .....						
Hudson .....	\$1,500 00	6,000 00		7,500 00		7,500 00
Hunterdon .....						
Mercer .....						
Middlesex .....	2,515 83	3,271 25		5,787 08		5,787 08
Monmouth .....		200 00		200 00	120 00	320 00
Morris .....					250 00	250 00
Ocean .....						
Passaic .....	1,500 00	1,500 00		3,000 00	711 78	3,711 78
Salem .....						
Somerset .....					15 93	15 93
Sussex .....						
Union .....	300 00	300 00	\$204 16	804 16	284 06	1,088 22
Warren .....						
Total .....	\$5,815 83	\$11,716 66	\$204 16	\$17,736 65	\$2,174 44	\$19,911 09

TABLE 3—*Continued*  
 EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS FUNDS.  
 PAYMENTS.

COUNTIES.	Salaries, Principals and Teachers.	Text Books and Supplies.	Janitors' Salaries.	Other Expenditures.	Total Expenditures During the Year.	Balance in Evening School for Foreign-Born Residents' Account at Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand at Close of Year.
Atlantic .....							
Bergen .....	\$393 00	\$1 22	\$104 50	\$16 50	\$515 22	\$377 45	\$892 67
Burlington .....							
Camden .....							
Cape May .....							
Cumberland .....							
Essex .....	264 00	9 41	72 00		345 41		345 41
Gloucester .....							
Hudson .....	3,754 17	283 81	110 00	90 91	4,238 89	3,261 11	7,500 00
Hunterdon .....							
Mercer .....							
Middlesex .....	4,493 54	318 04	360 50	615 00	5,787 08		5,787 08
Monmouth .....						320 00	320 00
Morris .....						250 00	250 00
Ocean .....							
Passaic .....	2,745 50	64 17	519 50		3,329 17	382 61	3,711 78
Salem .....							
Somerset .....						15 93	15 93
Sussex .....							
Union .....	652 50	105 14	201 00	14 54	973 18	115 04	1,088 22
Warren .....							
Total .....	\$12,302 71	\$781 79	\$1,367 50	\$736 95	\$15,188 95	\$4,722 14	\$19,911 09

TABLE 4  
VOCATIONAL SCHOOL FUNDS.

## RECEIPTS.

COUNTIES.	From State Appropriation.	From District Tax for Vocational Schools.	From All Other Sources for Vocational Schools.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balances on Hand Beginning of Year.
Atlantic .....	\$10,000 00	\$16,450 00	\$650 00	\$27,100 00	\$1,280 05	\$28,380 05
Bergen .....		250 00		250 00	203 31	453 31
Burlington .....						
Camden .....						
Cape May .....						
Cumberland .....					71 14	71 14
Essex .....	6,288 78	92,206 48	6,524 07	105,019 33	1,209 37	106,228 70
Gloucester .....						
Hudson .....	34,050 60	54,385 02	1,620 77	90,056 39	1,860 89	91,917 28
Hunterdon .....						
Mercer .....						
Middlesex .....	497 78	250 00		747 78	798 74	1,546 52
Monmouth .....	5,229 11	1,315 00	2,184 66	8,728 77		8,728 77
Morris .....					89 48	89 48
Ocean .....						
Passaic .....	5,040 59	9,831 66	118 63	14,990 88	1,248 14	16,239 02
Salem .....						
Somerset .....						
Sussex .....	3,499 27	3,700 00	556 28	7,755 55	1,577 19	9,332 74
Union .....						
Warren .....						
Total .....	\$64,606 13	\$178,388 16	\$11,654 41	\$254,648 70	\$8,338 31	\$262,987 01

TABLE 4—Continued  
 VOCATIONAL SCHOOL FUNDS.  
 PAYMENTS.

COUNTIES.	DAY SCHOOLS.					
	Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	Material and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense Incident to Vocational Schools.	Total Expenditures During the Year for Vocational Day Schools.
Atlantic .....	\$20,765 00	\$4,498 58		\$1,395 36		\$26,658 94
Bergen .....						
Burlington .....						
Camden .....						
Cape May .....						
Cumberland .....						
Essex .....	48,014 17	8,516 44	\$3,565 70	2,930 58	6,050 88	69,077 77
Gloucester .....						
Hudson .....	62,670 11	4,988 70	2,451 54	879 31	4,603 63	75,593 29
Hunterdon .....						
Mercer .....						
Middlesex .....						
Monmouth .....	3,904 16	772 61	1,047 68	75 03	1,062 00	6,864 48
Morris .....						
Ocean .....						
Passaic .....	9,488 45	1,350 95	212 44	107 85		11,159 69
Salem .....						
Somerset .....						
Sussex .....	5,493 93	1,358 37	38 46		173 56	7,064 32
Union .....						
Warren .....						
Total .....	\$150,335 82	\$21,485 65	\$7,315 82	\$5,391 13	\$11,896 07	\$196,418 49



TABLE 4—Continued  
VOCATIONAL SCHOOL FUNDS.

## PAYMENTS.

COUNTIES.	EVENING SCHOOLS.						Total Expenditures Day and Evening Vocational Schools.	Balance in Vocational School Account at Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand Close of Year.
	Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	Material and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense Incident to Vocational Schools.	Total Expenditures During the Year for Vocational Evening Schools.			
Atlantic .....							\$26,658 94	\$1,721 11	\$28,380 05
Bergen .....	\$276 00					\$276 00	276 00	177 31	453 31
Burlington .....									
Camden .....									
Cape May .....								71 14	71 14
Cumberland .....								159 98	106,228 70
Essex .....	30,932 00	\$1,770 80	\$536 13	\$161 73	\$3,590 29	36,990 95	106,068 72		
Gloucester .....									
Hudson .....	10,418 00	1,158 89			1,997 75	13,574 64	89,167 93	2,749 35	91,917 28
Hunterdon .....									
Mercer .....									
Middlesex .....								1,546 52	1,546 52
Monmouth .....							6,864 48	1,864 29	8,728 77
Morris .....								89 48	89 48
Ocean .....									
Passaic .....	4,294 50	557 83	192 00	35 00		5,079 33	16,239 02		16,239 02
Salem .....									
Somerset .....									
Sussex .....							7,064 32	2,268 42	9,332 74
Union .....									
Warren .....									
Total .....	\$45,920 50	\$3,487 52	\$728 13	\$196 73	\$5,588 04	\$55,920 92	\$252,339 41	\$10,647 60	\$262,987 01

TABLE 5  
COUNTY VOCATIONAL SCHOOL FUNDS  
RECEIPTS

COUNTIES.	From State Appropriation.	From District Tax for Vocational Schools.	From All Other Sources for Vocational Schools.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balances on Hand Beginning of Year.
Atlantic .....		\$8,000 00	\$3,356 87	\$11,356 87	\$9,683 85	\$21,040 72
Bergen .....						
Burlington .....						
Camden .....						
Cape May .....	\$1,230 00	3,250 00	1,709 50	6,189 50	1,133 23	7,322 73
Cumberland .....						
Essex .....	6,940 00	43,262 62	8,097 23	58,299 85	2,614 97	60,914 82
Gloucester .....						
Hudson .....						
Hunterdon .....						
Mercer .....						
Middlesex .....		23,085 00	14,135 18	37,220 18	4,040 75	41,260 93
Monmouth .....						
Morris .....						
Ocean .....						
Passaic .....						
Salem .....						
Somerset .....						
Sussex .....						
Union .....						
Warren .....						
Total .....	\$8,170 00	\$77,597 62	\$27,298 78	\$113,066 40	\$17,472 80	\$130,539 20

The above figures are not included in summary report on page 34.

TABLE 5—Continued  
COUNTY VOCATIONAL SCHOOL FUNDS  
PAYMENTS

COUNTIES.	DAY SCHOOLS.						Balance on Hand Close Year.	Grand Total Expenditures and Balance on Hand Close Year.
	Salaries of Supervisors, Principals and Teachers and Amount Paid to Treasurer for Retirement Fund.	Material and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense Incident to Vocational Schools.	Total Expenditures During the Year for County Vocational Day Schools.		
Atlantic .....	\$8,602 73	\$104 11	\$8 83	\$14 00	\$4,516 94	\$13,246 61	\$7,794 11	\$21,040 72
Bergen .....								
Burlington .....								
Camden .....								
Cape May .....	4,901 21	525 67		236 71	1,297 22	6,960 81	361 92	7,322 73
Cumberland .....								
Essex .....	22,990 94	5,823 91	642 95	9,832 29	21,624 73	60,914 82		60,914 82
Gloucester .....								
Hudson .....								
Hunterdon .....								
Mercer .....								
Middlesex .....	13,400 37	2,772 89	31 69	8,818 73	11,665 55	36,689 23	4,571 70	41,260 93
Monmouth .....								
Morris .....								
Ocean .....								
Passaic .....								
Salem .....								
Somerset .....								
Sussex .....								
Union .....								
Warren .....								
Total .....	\$49,895 25	\$9,226 58	\$683 47	\$18,901 73	\$39,104 44	\$117,811 47	\$12,727 73	\$130,539 20

TABLE 6  
SCHOOL LIBRARIES AND APPARATUS FUNDS.  
RECEIPTS.

COUNTIES.	From State Appropriation.	From District Taxes.	From All Other Sources for Library Purposes.	Total Receipts During the Year for Library Purposes.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....	\$200 00	\$100 00	\$240 11	\$540 11	\$498 61	\$1,038 72
Bergen .....	490 00	1,785 24	1,656 37	3,911 61	1,643 85	1,555 46
Burlington .....	390 00	368 00	173 00	931 00	332 93	1,263 93
Camden .....	170 00	78 01	143 50	391 51	957 83	1,349 34
Cape May .....	300 00	304 01	54 24	658 25	467 11	1,125 36
Cumberland .....	130 00	402 79	162 93	695 72	225 52	921 24
Essex .....	430 00	10,227 13	123 77	10,780 90	708 05	11,488 95
Gloucester .....	150 00	116 00	100 77	368 77	208 58	575 35
Hudson .....	120 00	2,220 00	39 45	2,379 45	251 36	2,630 81
Hunterdon .....	200 00	150 00	220 51	570 51	96 55	667 06
Mercer .....	310 00	90 00	238 00	638 00	370 36	1,008 36
Middlesex .....	300 00	425 00	180 18	905 18	132 42	1,037 60
Monmouth .....	350 00	1,312 91	331 54	1,994 45	471 52	2,465 97
Morris .....	360 00	60 00	348 77	768 77	373 97	1,142 74
Ocean .....	340 00	230 00	212 36	782 36	192 01	974 37
Passaic .....	155 06	253 00	211 23	619 29	360 62	979 91
Salem .....	30 00	.....	77 66	107 66	97 25	204 91
Somerset .....	130 00	20 00	239 09	389 09	139 65	528 74
Sussex .....	160 00	75 00	120 50	355 50	80 36	435 86
Union .....	180 00	315 00	85 96	580 96	307 65	888 61
Warren .....	90 00	100 00	68 56	258 56	539 94	798 50
Total .....	\$4,985 06	\$18,612 09	\$5,028 50	\$28,625 65	\$8,456 14	\$37,081 79

TABLE 6—*Continued*  
SCHOOL LIBRARIES AND APPARATUS FUNDS.

## PAYMENTS.

COUNTIES.	Salary of Librarian.	Library Books.	Apparatus.	Educational Works of Art.	Total Expenditures for Library Purposes.	Balance on Hand Close of Year.	Grand Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic .....		\$416 10	\$71 25	\$47 94	\$535 29	\$503 43	\$1,038 72
Bergen .....	\$1,620 85	1,791 99	186 55		3,599 39	1,956 07	5,555 46
Burlington .....	140 00	527 82	275 13	18 52	961 47	302 46	1,263 93
Camden .....		267 76	242 05		509 81	839 53	1,349 34
Cape May .....	40 00	453 88	189 80		683 68	441 68	1,125 36
Cumberland .....	22 15	415 62	184 35	54 60	676 72	244 52	921 24
Essex .....	5,890 56	4,445 08	146 50	90 50	10,572 64	916 31	11,488 95
Gloucester .....		137 59	41 95	33 85	213 39	361 96	575 35
Hudson .....	1,200 00	947 35	90 00		2,237 35	393 46	2,630 81
Hunterdon .....		445 97	74 33	20 00	540 30	126 76	667 06
Mercer .....	36 00	300 79	319 55	17 90	674 24	334 12	1,008 36
Middlesex .....		487 56	222 53	13 20	723 29	314 31	1,037 60
Monmouth .....	55 00	1,404 30	311 61	6 00	1,776 91	689 06	2,465 97
Morris .....		246 14	213 17	58 74	518 05	624 69	1,142 74
Ocean .....		479 12	89 45	80 78	649 35	325 02	974 37
Passaic .....		255 86	227 47	203 43	686 76	293 15	979 91
Salem .....		87 10			87 10	117 81	204 91
Somerset .....		154 46	119 50		273 96	254 78	528 74
Sussex .....		201 80	148 25		350 05	85 81	435 86
Union .....		301 65	60 00	16 43	378 08	510 53	888 61
Warren .....		148 10	188 76	117 93	454 79	343 71	798 50
Total .....	\$9,004 56	\$13,916 04	\$3,312 20	\$869 82	\$27,102 62	\$9,979 17	\$37,081 79

TABLE 7  
REDEMPTION OF AND INTEREST ON BONDS FUND.

RECEIPTS.

COUNTIES.	From District Taxes for Redemption of Bonds.	From District Taxes for Interest on Bonds.	From District Taxes for Sinking Fund.	From Accrued Interest on Bond Issues.	Total Receipts During the Year for the Redemption of and Interest on Bonds.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....	\$27,750 00	\$84,480 52	\$19,127 84	\$1,637 30	\$132,995 66	\$6,920 36	\$139,916 02
Bergen .....	107,340 00	258,330 48	80,295 43	1,434 44	447,400 35	26,139 53	473,539 88
Burlington .....	26,187 67	26,119 39	4,195 85	13 05	56,515 96	6,361 44	62,877 40
Camden .....	106,944 69	98,399 18	54,158 88	.....	259,502 75	4,891 03	264,393 78
Cape May .....	19,585 00	20,784 32	6,384 84	2,972 50	49,726 66	1,208 79	50,935 45
Cumberland .....	14,600 00	19,399 25	8,939 04	96 75	43,035 04	10,508 73	53,543 77
Essex .....	64,275 01	669,961 34	210,916 10	45 00	945,197 45	3,062 93	948,260 38
Gloucester .....	20,513 32	19,519 39	2,025 77	.....	42,058 48	3,568 93	45,627 41
Hudson .....	208,906 58	433,756 63	58,345 52	.....	701,007 73	230 00	701,237 73
Hunterdon .....	7,800 00	10,721 66	256 91	.....	18,778 57	89 17	18,867 74
Mercer .....	21,080 00	95,943 13	21,810 89	.....	138,834 02	10,068 64	148,902 66
Middlesex .....	72,847 50	62,865 19	10,119 52	1,575 00	147,407 21	5,002 40	152,409 61
Monmouth .....	43,680 00	73,692 26	11,969 54	335 22	129,677 02	15,703 32	145,380 34
Morris .....	40,500 00	39,923 35	2,779 00	165 71	83,368 06	17,246 90	100,614 96
Ocean .....	13,470 50	9,003 33	.....	80 00	22,553 83	3,091 20	25,645 03
Passaic .....	178,800 00	147,463 03	38,905 35	.....	365,168 38	3,154 12	368,322 50
Salem .....	20,157 77	12,244 00	.....	636 61	33,038 38	6,805 09	39,843 47
Somerset .....	18,900 00	18,402 87	8,495 59	.....	45,798 46	7,191 92	52,990 38
Sussex .....	8,000 00	8,350 00	500 00	.....	16,850 00	170 50	17,020 50
Union .....	38,500 00	168,697 05	67,031 64	602 78	274,831 47	8,524 13	283,355 60
Warren .....	13,687 18	4,707 50	.....	905 85	19,300 53	913 70	20,214 23
Total .....	\$1,073,624 22	\$2,282,763 87	\$606,257 71	\$10,500 21	\$3,973,046 01	\$141,872 83	\$4,114,918 84

TABLE 7—Continued  
REDEMPTION OF AND INTEREST ON BONDS FUND.

## RECEIPTS.

COUNTIES.	Redemption of Bonds by District Taxes.	Payments to Sinking Fund.	Interest on Bonds.	Total Expenditures During the Year.	Balance on Hand at Close of Year.	Grand Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic .....	\$31,300 00	\$13,114 62	\$83,077 05	\$127,491 67	\$12,424 35	\$139,916 02
Bergen .....	109,090 00	78,915 45	258,284 33	446,289 78	27,250 10	473,539 88
Burlington .....	25,100 00	4,195 85	28,240 14	57,535 99	5,341 41	62,877 40
Camden .....	105,050 00	54,158 88	98,196 65	257,405 63	6,988 25	264,393 78
Cape May .....	19,700 00	6,593 93	23,984 40	50,278 33	657 12	50,935 45
Cumberland .....	13,600 00	8,659 53	18,243 75	40,503 28	13,040 49	53,543 77
Essex .....	63,975 01	210,916 10	669,429 93	944,321 04	3,939 34	948,260 38
Gloucester .....	18,206 66	1,832 49	18,116 78	38,155 93	7,471 48	45,627 41
Hudson .....	208,805 58	82,670 52	409,636 63	701,212 73	25 00	701,237 73
Hunterdon .....	7,800 00	.....	10,471 63	18,271 63	596 11	18,867 74
Mercer .....	19,930 00	21,810 89	95,043 66	136,784 55	12,138 11	148,922 66
Middlesex .....	31,300 00	13,369 35	101,735 94	146,405 29	7,004 32	153,409 61
Monmouth .....	44,100 00	8,954 89	71,753 02	124,807 91	20,572 43	145,380 34
Morris .....	37,600 00	2,779 00	43,046 87	83,325 87	17,289 09	100,614 96
Ocean .....	13,800 00	.....	6,745 58	20,545 58	5,099 45	25,645 03
Passaic .....	154,000 00	38,031 47	143,587 26	335,618 73	32,703 77	368,322 50
Salem .....	22,090 00	.....	12,301 56	34,391 50	5,451 97	39,843 47
Somerset .....	20,900 00	8,495 59	17,157 55	46,553 14	6,437 24	52,990 38
Sussex .....	8,000 00	500 00	8,375 00	16,875 00	145 50	17,020 50
Union .....	38,500 00	65,308 95	166,285 17	270,094 12	13,261 48	283,355 60
Warren .....	7,325 00	.....	10,339 40	17,664 40	2,549 83	20,214 23
Total .....	\$1,000,172 25	\$620,307 51	\$2,294,052 24	\$3,914,532 00	\$200,386 84	\$4,114,918 84



TABLE 8

RECEIPTS FOR PAYMENTS OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE OF  
THE DISTRICT, OR OTHER EVIDENCES OF INDEBTEDNESS (EXCLUSIVE OF BONDS).

COUNTIES.	From District Taxes for Notes Authorized by a Vote of the District or Other Evidences of Indebtedness.	From District Taxes for Interest on Notes Authorized by a Vote of the District or Other Evidences of Indebtedness.	Total Receipts for the Payments of and Interest on Notes Authorized by a Vote of the District or Other Evidences of Indebtedness.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....	\$1,075 00	\$1,311 11	\$2,386 11	\$5 36	\$2,391 47
Bergen .....	19,269 15	839 03	20,108 18	1,753 35	21,861 53
Burlington .....	3,000 00	1,112 79	4,112 79		4,112 79
Camden .....	5,870 00	86 94	5,956 94		5,956 94
Cape May .....					
Cumberland .....	3,300 00		3,300 00		3,300 00
Essex .....					
Gloucester .....	5,700 00	369 41	6,069 41	700 00	6,769 41
Hudson .....					
Hunterdon .....	4,400 00	1,030 00	5,430 00		5,430 00
Mercer .....	2,500 00	34 00	2,534 00		2,534 00
Middlesex .....	855 50	30 26	885 76		885 76
Monmouth .....	6,700 00	550 50	7,250 50	45 00	7,295 50
Morris .....	14,750 00	512 50	15,262 50	103 47	15,365 97
Ocean .....					
Passaic .....	2,000 00	4,500 00	6,500 00	1,192 10	7,692 10
Salem .....	6,100 00	107 37	6,207 37		6,207 37
Somerset .....	13,100 00	1,834 61	14,934 61		14,934 61
Sussex .....					
Union .....	9,181 88	1,707 16	10,889 04	586 14	11,475 18
Warren .....	3,150 00		3,150 00		3,150 00
Total .....	\$100,951 53	\$14,025 68	\$114,977 21	\$4,385 42	\$119,362 63

TABLE 8—Continued

PAYMENT OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE OF THE DISTRICT,  
OR OTHER EVIDENCES OF INDEBTEDNESS (EXCLUSIVE OF BONDS).

COUNTIES. *	Payment of Notes, Author- ized by a Vote of the Dis- trict, or Other Evidences of Indebtedness.	Interest on Notes, Author- ized by a Vote of the Dis- trict, or Other Evidences of Indebtedness.	Total Expenditures During the Year.	Balance on Hand Close of Year.	Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic .....	\$1,075 00	\$1,312 88	\$2,387 88	\$3 59	\$2,391 47
Bergen .....	20,744 15	854 21	21,598 36	263 17	21,861 53
Burlington .....	3,000 00	1,025 29	4,025 29	87 50	4,112 79
Camden .....	5,870 00	86 94	5,956 94		5,956 94
Cape May .....					
Cumberland .....	3,300 00		3,300 00		3,300 00
Essex .....					
Gloucester .....	6,400 00	369 41	6,769 41		6,769 41
Hudson .....					
Hunterdon .....	4,400 00	880 00	5,280 00	150 00	5,430 00
Mercer .....	2,500 00	32 99	2,532 99	1 01	2,534 00
Middlesex .....	855 50	30 26	885 76		885 76
Monmouth .....	6,700 00	513 00	7,213 00	82 50	7,295 50
Morris .....	13,750 00	411 11	14,161 11	1,204 86	15,365 97
Ocean .....					
Passaic .....	2,000 00	4,683 68	6,683 68	1,008 42	7,692 10
Salem .....	6,100 00	107 37	6,207 37		6,207 37
Somerset .....	13,100 00	1,834 61	14,934 61		14,934 61
Sussex .....					
Union .....	9,181 88	1,792 86	10,974 83	500 85	11,475 18
Warren .....	3,150 00		3,150 00		3,150 00
Total .....	\$102,126 53	\$13,934 70	\$116,061 23	\$3,301 40	\$119,362 63

TABLE 10

17 ED BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING  
AND EQUIPPING SCHOOL BUILDINGS.

COUNTIES.	RECEIPTS.					
	From District Taxes.	From Sale of Bonds.	From Sale of Buildings.	From Sale of Furniture and Equipment.	From Sale of Land.	From Fire Insurance.
Atlantic .....	\$49,250 25			\$30 50		
Bergen .....	97,733 39	\$214,409 34	\$288 61	155 75		\$7,343 51
Burlington .....	24,216 38	9,000 00	956 03	103 78	\$150 00	11 02
Camden .....	60,534 93	17,814 00	15 00			25 00
Cape May .....	18,580 46	3,222 50		30 00		
Cumberland .....	21,947 02	7,537 50		7 00		673 03
Essex .....	401,466 17			138 10		361 99
Gloucester .....	21,413 40	500 00		22 00		
Hudson .....	574,889 57	86,100 00	2,559 14	12,787 92	24,500 00	1,167 05
Hunterdon .....	5,191 33	3,000 00	2,005 00	8 00		
Mercer .....	60,900 00	48,000 00		120 13		
Middlesex .....	45,809 89	119,764 31	188 97	16 50		650 00
Monmouth .....	41,619 34		347 50	1 00		45 00
Morris .....	52,136 88	10,600 00	670 00			68 50
Ocean .....	8,221 15		252 50	8 90		
Passaic .....	64,441 35	71,987 45	1,200 00	40 50		8 90
Salem .....	16,285 38		2,298 50			1,100 00
Somerset .....	16,674 40	21,400 00		116 00	1,450 00	
Sussex .....	9,847 45		34 13	28 00		
Union .....	85,009 91	30,000 00	230 00	963 03	3,000 00	4,815 51
Warren .....	11,650 00		833 25			
Total .....	\$1,690,817 65	\$643,335 10	\$11,858 63	\$14,577 11	\$29,100 00	\$16,275 51

TABLE 9  
PURCHASE OF LAND.

COUNTIES.	RECEIPTS.					PAYMENTS.		For Land—Total Expenditure During the Year and Balance on Hand at Close of Year.
	From District Tax for Purchase of Land.	From Sale of Bonds, for Purchase of Land.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.	For Purchase of Land.	Balance on Hand at Close of Year.	
Atlantic .....				\$963 25	\$963 25		\$963 25	\$963 25
Bergen .....	\$5,729 84	\$5,000 00	\$10,729 84	53 78	10,783 62	\$10,729 84	53 78	10,783 62
Burlington .....	850 00		850 00		850 00	850 00		850 00
Camden .....				23 83	23 83		23 83	23 83
Cape May .....								
Cumberland .....	3,500 00		3,500 00	23 34	3,523 34	3,500 00	23 34	3,523 34
Essex .....	5,219 00		5,219 00	65,225 09	70,444 09	16,095 47	54,348 62	70,444 09
Gloucester .....								
Hudson .....	129,637 61	102,737 60	232,375 21	18,603 16	250,978 37	166,148 07	84,830 30	250,978 37
Hunterdon .....								
Mercer .....		6,500 00	6,500 00	5,537 77	12,037 77	8,344 90	3,692 87	12,037 77
Middlesex .....	5,005 59		5,005 59		5,005 59	1,755 59	3,250 00	5,005 59
Monmouth .....	2,700 00		2,700 00		2,700 00	2,700 00		2,700 00
Morris .....	600 00		600 00		600 00	600 00		600 00
Ocean .....								
Passaic .....	4,035 53		4,035 53	524 21	4,559 74	4,035 53	524 21	4,559 74
Salem .....								
Somerset .....		400 00	400 00	80	400 80	400 00	80	400 80
Sussex .....				14 76	14 76		14 76	14 76
Union .....	1,250 00	5,000 00	6,250 00	11,282 57	17,532 57	7,391 16	10,141 41	17,532 57
Warren .....				156 71	156 71	156 71		156 71
Total .....	\$158,527 57	\$119,637 60	\$278,165 17	\$102,409 27	\$380,574 44	\$222,707 27	\$157,867 17	\$380,574 44

TABLE 10—Continued

BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING  
AND EQUIPPING SCHOOL BUILDINGS.

COUNTIES.	RECEIPTS.				
	From Interest on Deposits.	From All Other Sources for Above Purposes.	Total Receipts During the Year for Above Purposes.	Balance on Hand Beginning of Year for Building, Leasing, etc.	Total Receipts During the Year and Balance on Hand Beginning of Year for Building, Leasing, etc.
Atlantic .....	\$25 58	\$353 88	\$49,659 71	\$7,839 49	\$57,499 20
Bergen .....	3,671 96	17,492 75	341,075 31	285,603 00	626,678 31
Burlington .....	338 20	1,683 92	36,459 33	41,052 61	77,511 94
Camden .....	804 34	145 81	79,339 08	35,557 82	114,896 90
Cape May .....	19 93	1 46	21,854 35	6,293 29	28,247 64
Cumberland .....		65 00	30,235 55	5,729 09	35,964 64
Essex .....	13,788 55	55,156 88	470,911 69	694,918 27	1,165,829 96
Gloucester .....	864 22	538 95	23,338 57	23,153 54	46,492 11
Hudson .....	10,819 43	438,688 09	1,151,511 20	585,761 83	1,737,273 03
Hunterdon .....		388 80	10,593 13	11,737 34	22,330 47
Mercer .....		2,330 32	111,400 45	88,572 28	199,972 73
Middlesex .....	443 16	19,907 26	186,780 09	204,827 00	391,607 09
Monmouth .....		1,626 03	43,638 87	107,960 42	151,599 29
Morris .....	1,292 23	185 75	64,953 36	75,124 26	140,077 62
Ocean .....		121 00	8,608 55	6,369 45	14,973 00
Passaic .....	173 42	4,329 18	142,679 80	23,994 21	166,664 01
Salem .....		5,574 74	25,258 62	6,249 97	31,508 59
Somerset .....		2,045 29	41,686 69	4,849 75	46,536 44
Sussex .....	76 46	112 11	10,098 15	23,488 09	33,586 24
Union .....	2,699 82	9,443 45	139,160 72	174,959 38	314,120 10
Warren .....	1,169 01	1,731 14	15,383 40	40,136 53	55,519 93
Total .....	\$36,186 31	\$562,470 31	\$3,004,620 62	\$2,454,267 62	\$5,458,888 24

TABLE 10—Continued

BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING  
AND EQUIPPING SCHOOL BUILDINGS.

COUNTIES.	PAYMENTS.								
	Building and En- larging School Buildings.	Extraordinary Re- pairs Improving School Buildings.	Ordinary Repairs (Current Upkeep).	New Furniture and Equipment.	Repairs and Re- placement of Fur- niture and Equip- ment.	Leasing School Buildings.	Total Expenditures During the Year.	Balance on Hand at Close of Year.	Total Expense Dur- ing the Year and Balance on Hand at Close of Year.
Atlantic .....	\$5,562 96	\$210 00	\$16,198 52	\$895 53	\$29,494 31	\$245 00	\$52,606 32	\$4,892 88	\$57,499 20
Bergen .....	313,905 80	31,849 41	60,450 31	67,428 36	14,464 09	213 54	488,311 51	138,366 80	626,678 31
Burlington .....	46,416 75	5,390 27	11,111 20	6,402 96	4,177 02	323 30	73,821 50	3,690 44	77,511 94
Camden .....	42,537 50	7,294 86	27,231 65	7,339 60	8,621 23	1,407 80	94,432 64	20,464 26	114,896 90
Cape May .....	8,683 36	.....	5,742 83	5,487 76	1,914 71	64 00	21,892 66	6,354 98	28,247 64
Cumberland .....	1,080 10	13,395 50	13,570 86	622 88	4,197 43	.....	32,866 77	3,097 87	35,964 64
Essex .....	113,595 52	97,837 99	187,367 10	41,465 41	23,554 55	963 73	464,784 30	701,045 66	1,165,829 96
Gloucester .....	60 80	7,140 89	7,103 95	3,726 59	3,756 54	2,238 50	24,017 27	22,474 84	46,492 11
Hudson .....	731,895 08	78,668 31	220,882 98	23,410 59	28,469 00	2,387 50	1,085,713 46	651,559 57	1,737,273 03
Hunterdon .....	13,319 39	684 23	3,603 08	1,859 66	583 26	.....	20,049 62	2,280 85	22,330 47
Mercer .....	90,792 75	8,295 99	40,888 40	9,691 23	6,101 06	3,989 38	159,758 81	40,213 92	199,972 73
Middlesex .....	107,894 74	143,641 21	28,938 63	7,568 24	5,422 04	300 00	294,864 86	96,742 23	391,607 09
Monmouth .....	89,879 02	8,863 64	24,085 67	5,210 45	11,372 61	935 00	140,346 39	11,252 90	151,599 29
Morris .....	44,419 23	25,212 99	20,315 77	26,668 06	8,679 03	902 20	126,197 28	13,880 34	140,077 62
Ocean .....	.....	24 13	6,134 53	302 20	2,261 82	850 00	9,572 68	5,400 32	14,973 00
Passaic .....	83,128 81	6,800 63	40,609 13	5,860 19	6,622 10	3,500 00	146,520 86	20,143 15	166,664 01
Salem .....	10,278 49	4,133 17	8,823 07	2,586 14	2,619 68	1,089 00	29,529 55	1,979 04	31,508 59
Somerset .....	17,852 54	670 00	12,743 50	2,085 37	2,656 38	526 55	36,534 34	10,001 10	46,535 44
Sussex .....	21,378 34	3,277 24	2,819 68	1,187 28	849 57	870 00	30,382 11	3,204 13	33,586 24
Union .....	99,194 32	8,483 87	29,543 67	7,627 91	35,427 02	4,115 86	184,392 65	129,727 45	314,120 10
Warren .....	22,258 66	2,803 09	6,236 14	3,182 80	2,850 91	150 00	37,481 60	18,028 33	55,519 93
Total .....	\$1,864,124 16	\$454,677 42	\$775,400 67	\$230,709 21	\$204,094 36	\$25,071 36	\$3,554,077 18	\$1,904,811 06	\$5,458,888 24

## COMMISSIONER OF EDUCATION.

253

TABLE II  
 OUTHOUSES AND WATER CLOSETS.

COUNTIES.	RECEIPTS.	PAYMENTS.		
	From District Tax and Other Sources for Out-houses and Water Closets, Including Balance from Beginning of Year.	For Outhouses and Water Closets.	Balance on Hand at Close of Year.	Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic .....	\$17 58	\$17 58		\$17 58
Bergen .....	439 61	154 68	\$284 93	439 61
Burlington .....				
Camden .....	47 07	47 07		47 07
Cape May .....	724 50		724 50	724 50
Cumberland .....				
Essex .....				
Gloucester .....	40 00	40 00		40 00
Hudson .....				
Hunterdon .....	645 05	376 90	268 15	645 05
Mercer .....	85 50		85 50	85 50
Middlesex .....				
Monmouth .....				
Morris .....				
Ocean .....	273 76	17 00	256 76	273 76
Passaic .....				
Salem .....				
Somerset .....	366 59		366 59	366 59
Sussex .....	25 00	25 00		25 00
Union .....				
Warren .....	97 40		97 40	97 40
Total .....	\$2,762 06	\$678 23	\$2,083 83	\$2,762 06



## SCHOOL REPORT.

TABLE 12

## SUMMARY OF RECEIPTS AND EXPENDITURES.

COUNTIES.	Grand Total of All Receipts During the Year and Balances on Hand Begin- ning of Year.	Grand Total of All Expen- ditures During the Year.	Grand Total of All Balances on Hand at Close of Year.	Grand Total of Expendi- tures During the Year and Balances on Hand Close of Year.
Atlantic .....	\$1,080,428 31	\$1,023,275 10	\$57,153 21	\$1,080,428 31
Bergen .....	3,565,299 96	3,060,537 22	504,762 74	3,565,299 96
Burlington .....	698,615 19	664,503 90	34,111 29	698,615 19
Camden .....	1,718,784 13	1,639,276 12	79,508 01	1,718,784 13
Cape May .....	351,768 31	326,073 83	25,694 48	351,768 31
Cumberland .....	573,097 37	502,512 35	69,585 02	573,097 37
Essex .....	8,799,070 90	7,575,350 27	1,223,720 63	8,799,070 90
Gloucester .....	523,120 26	443,138 54	79,981 72	523,120 26
Hudson .....	8,251,765 07	7,371,363 89	880,401 18	8,251,765 07
Hunterdon .....	336,670 93	315,171 33	21,499 60	336,670 93
Mercer .....	1,501,232 20	1,386,824 24	114,407 96	1,501,232 20
Middlesex .....	1,842,395 93	1,607,137 82	235,258 11	1,842,395 93
Monmouth .....	1,411,132 61	1,251,348 59	159,784 02	1,411,132 61
Morris .....	1,008,766 98	916,482 38	92,284 60	1,008,766 98
Ocean .....	305,107 10	243,072 85	62,034 25	305,107 10
Passaic .....	2,504,469 04	2,392,517 97	110,951 07	2,504,469 04
Salem .....	392,309 42	350,997 07	41,312 35	392,309 42
Somerset .....	534,965 63	485,066 10	46,899 53	534,965 63
Sussex .....	339,412 77	285,547 49	53,865 28	339,412 77
Union .....	2,399,873 36	2,119,845 39	280,027 97	2,399,873 36
Warren .....	447,736 40	381,922 69	65,813 71	447,736 40
Total .....	\$38,586,021 87	\$34,346,965 14	\$4,239,056 73	\$38,586,021 87

TABLE 13  
COST OF EDUCATION.

COUNTIES.	Administration.	Instruction.	Operation of School Plant.	Maintenance of School Plant.	Expenses of Auxiliary Agencies.	Miscellaneous Expenses.
Atlantic .....	\$34,040 95	\$629,203 03	\$103,559 91	\$54,073 94	\$45,248 76	\$23,156 86
Bergen .....	62,316 35	1,490,417 81	290,954 34	123,997 50	71,664 97	97,614 31
Burlington .....	13,780 97	340,552 50	59,066 09	28,402 12	74,842 98	36,002 62
Camden .....	42,930 86	948,626 94	193,033 96	52,186 02	31,477 94	56,208 22
Cape May .....	14,529 02	162,416 85	31,954 60	12,958 37	24,313 56	15,063 76
Cumberland .....	16,147 28	303,190 67	48,150 04	21,308 89	35,434 40	12,989 20
Essex .....	262,837 45	4,700,034 43	687,525 34	244,921 38	144,127 87	65,826 97
Gloucester .....	7,262 11	247,522 38	43,724 98	26,548 62	33,063 17	35,145 44
Hudson .....	221,896 53	4,152,030 77	683,307 26	302,756 39	103,562 93	163,286 89
Hunterdon .....	7,365 27	166,846 54	23,788 92	17,020 85	34,252 61	26,035 28
Mercer .....	37,329 33	802,411 75	135,589 14	54,326 51	49,798 89	26,178 30
Middlesex .....	37,178 81	844,185 83	143,023 83	47,987 80	67,101 70	54,239 61
Monmouth .....	39,574 13	682,927 26	121,839 68	44,973 49	65,953 06	55,099 03
Morris .....	18,234 30	473,660 83	85,851 72	30,875 55	61,546 45	35,194 53
Ocean .....	4,997 28	141,330 80	22,291 76	10,641 62	31,528 78	10,664 66
Passaic .....	62,013 44	1,535,802 36	212,700 00	59,496 53	28,983 68	25,747 66
Salem .....	7,595 02	189,903 39	31,519 67	13,752 06	31,642 09	18,676 61
Somerset .....	13,790 54	269,663 16	43,449 63	18,350 24	28,856 31	26,825 28
Sussex .....	5,550 38	149,894 43	17,869 21	5,268 85	43,191 36	21,278 88
Union .....	70,046 30	1,267,723 91	219,344 83	84,726 78	26,487 27	83,942 91
Warren .....	11,943 13	206,987 86	37,186 23	11,969 28	43,120 91	20,968 45
Total .....	\$991,359 45	\$19,705,333 50	\$3,233,731 14	\$1,266,542 79	\$1,066,199 69	\$910,145 47

COMMISSIONER OF EDUCATION.

TABLE 13—Continued  
COST OF EDUCATION.

COUNTIES.	Grand Total Operating Expenses.	Total Number of Pupils Enrolled in the District, Plus Those Living in the District, but Attending School in Other Districts.	Average Daily Attendance of Pupils Attending School in the District, Plus Those Living in the District, but Attending School in Other Districts.	Cost of Education Per Pupil Based on	
				Total Enrollment.	Average Daily Attendance.
Atlantic .....	\$889,283 45	17,113	12,328	\$51 37	\$71 30
Bergen .....	2,136,965 28	47,210	36,431	45 26	58 65
Burlington .....	552,647 28	15,444	10,704	33 95	48 98
Camden .....	1,324,463 94	33,398	23,579	38 63	54 72
Cape May .....	261,236 16	5,004	3,385	50 83	75 17
Cumberland .....	437,220 48	12,919	9,855	33 21	43 53
Essex .....	6,106,273 44	119,119	92,730	51 20	65 77
Gloucester .....	393,206 70	10,442	6,955	34 96	55 60
Hudson .....	5,626,840 77	99,920	79,491	55 94	70 33
Hunterdon .....	275,309 47	5,417	4,346	38 60	57 00
Mercer .....	1,105,833 92	25,235	18,778	43 81	58 87
Middlesex .....	1,183,717 58	30,524	23,295	37 20	48 75
Monmouth .....	1,010,366 65	24,223	17,762	39 78	54 25
Morris .....	703,363 38	16,218	12,225	41 59	55 17
Ocean .....	221,454 90	5,233	3,805	40 86	56 20
Passaic .....	1,924,743 67	46,310	37,137	41 09	51 24
Salem .....	293,088 84	9,110	6,207	30 37	44 58
Somerset .....	400,935 16	10,214	7,490	36 86	50 27
Sussex .....	243,053 11	5,505	3,772	40 95	59 77
Union .....	1,752,272 00	34,144	26,921	51 00	64 69
Warren .....	332,175 86	8,983	7,021	34 91	44 66
Total .....	\$27,173,312 04	582,685	444,216		

TABLE 14.  
STATEMENT OF BONDED DEBT.

COUNTIES.	Amount of Interest Paid. (Must equal amount re- ported in financial state- ment on pages 27 and 28).	AMOUNT OF INDEBTEDNESS.				
		Outstanding July 1st, 1918.	Issued During Year.	Total (Columns 1 and 2).	Redeemed During the Year.	Outstanding at the Close of School Year.
Atlantic .....	\$84,389 93	\$1,874,650 00		\$1,874,650 00	\$70,375 00	\$1,804,275 00
Bergen .....	259,138 54	5,276,011 35	\$217,300 00	5,493,311 35	111,924 78	5,381,386 57
Burlington .....	29,265 43	672,100 00	9,750 00	681,850 00	27,600 00	654,250 00
Camden .....	98,283 59	2,306,762 00	303,000 00	2,609,762 00	108,020 00	2,501,742 00
Cape May .....	23,984 40	526,400 00		526,400 00	19,700 00	506,700 00
Cumberland .....	18,243 75	401,700 00	10,000 00	411,700 00	16,100 00	395,600 00
Essex .....	669,429 93	16,311,119 93		16,311,119 93	174,975 01	16,136,144 92
Gloucester .....	18,486 19	394,742 58	2,700 00	397,442 58	22,906 66	374,535 92
Hudson .....	409,636 63	10,696,195 61	767,000 00	11,353,195 61	227,500 00	11,125,695 61
Hunterdon .....	11,351 63	238,250 00	4,000 00	242,250 00	8,700 00	233,550 00
Mercer .....	95,076 65	2,210,970 00	54,500 00	2,265,470 00	19,930 00	2,245,540 00
Middlesex .....	101,766 20	2,213,705 50	133,575 00	2,347,280 50	67,155 50	2,280,125 00
Monmouth .....	72,266 02	1,524,200 00		1,524,200 00	50,800 00	1,473,400 00
Morris .....	43,457 98	949,051 00	8,500 00	957,551 00	51,250 00	906,301 00
Ocean .....	5,745 58	141,800 00		141,800 00	13,800 00	128,000 00
Passaic .....	148,270 94	3,919,950 00	141,800 00	4,061,750 00	154,000 00	3,907,750 00
Salem .....	12,408 87	274,000 00	1,000 00	275,000 00	28,190 00	246,810 00
Somerset .....	18,992 16	386,100 00	23,800 00	409,900 00	27,600 00	382,300 00
Sussex .....	8,375 00	178,000 00		178,000 00	8,000 00	170,000 00
Union .....	168,078 12	3,747,720 58	35,000 00	3,782,720 58	42,750 00	3,739,970 58
Warren .....	10,339 40	326,775 00	18,000 00	344,775 00	8,075 00	336,700 00
Total .....	\$2,307,986 94	\$54,470,203 55	\$1,719,925 00	\$56,190,128 55	\$1,269,351 96	\$54,930,776 60

COMMISSIONER OF EDUCATION.

TABLE 15  
SCHOOL BUILDINGS OWNED AND RENTED.

COUNTIES.	SINKING FUND.	VALUE OF PROPERTY.				BUILDINGS.											
	Amount of Money in Sink- ing Fund on June 30th, 1919.	Land.	Buildings.	Equipment.	Total Value.	Number Completed During Current Year.	Number Enlarged or Remod- eled During Current Year.	Number of One-Room Buildings.	Number of Two-Room Buildings.	Number of Three-Room Buildings.	Number of Four-Room Buildings.	Number of Five or More Room Buildings.	Total Number of School Buildings Owned.	Total Number of School Buildings Rented.	Total Number of Class Rooms.	Total Number of Pupils' Seats. (Double Desk Count Two).	Is Flag Displayed Daily?
Atlantic	\$292,997 89	\$600,450 00	\$1,958,668 75	\$202,318 34	\$2,761,437 09	1	...	33	18	4	6	28	86	3	503	18,993	Yes
Bergen	197,507 54	887,000 00	6,052,303 00	522,874 00	7,462,177 00	5	4	23	15	5	26	99	164	4	1,737	45,375	Yes
Burlington	30,659 76	106,310 00	1,216,670 00	164,370 00	1,497,250 00	...	...	42	19	6	11	27	102	3	400	15,427	Yes
Camden	54,158 88	348,100 00	2,883,690 78	231,559 06	3,463,349 84	1	...	30	24	5	31	57	141	5	877	32,801	Yes
Cape May	44,864 89	90,500 00	612,975 00	68,614 00	772,089 00	...	...	14	19	2	3	15	52	...	203	6,399	Yes
Cumberland	2,832 28	97,500 00	813,275 00	91,000 00	1,001,775 00	...	...	26	16	6	8	24	80	...	335	14,307	Yes
Essex	732,327 03	2,965,717 12	16,383,323 61	1,231,615 07	20,580,655 80	...	1	10	11	4	9	145	173	1	2,956	112,932	Yes
Gloucester	5,430 00	85,701 25	616,755 06	58,175 00	760,631 31	...	...	32	23	1	12	13	70	11	263	10,564	Yes
Hudson	48,145 63	2,727,048 91	13,821,249 42	1,497,759 15	18,046,057 48	...	2	1	2	...	2	115	118	2	2,308	100,945	Yes
Hunterdon	...	29,460 00	460,297 75	40,077 25	529,835 00	...	2	...	70	8	2	6	8	...	200	7,232	Yes
Mercer	352,989 11	315,335 00	2,269,328 00	236,757 00	2,871,420 00	...	...	14	7	1	22	39	81	2	608	21,467	Yes
Middlesex	489,707 00	2,625,538 00	338,855 00	3,454,100 00	...	...	3	27	11	3	13	51	105	...	709	26,404	Yes
Monmouth	70,978 55	301,675 00	2,692,300 00	217,605 00	3,211,580 00	...	2	51	33	3	14	45	145	1	664	25,043	Yes
Morris	2,779 00	196,423 00	1,657,472 73	151,121 32	2,005,017 05	1	...	44	26	2	20	25	114	3	429	15,948	Yes
Ocean	...	64,592 00	348,375 00	82,320 00	495,287 00	1	...	38	17	3	2	9	65	4	180	6,097	Yes
Passaic	1,313 19	956,981 55	4,349,190 83	461,077 00	6,267,249 38	1	1	14	8	4	3	62	90	1	1,047	43,808	Yes
Salem	...	74,690 00	468,700 00	48,975 00	592,365 00	...	2	46	6	6	5	13	64	12	227	8,288	Yes
Somerset	10,679 90	121,935 00	909,150 00	103,152 40	1,134,237 40	...	...	46	10	3	4	16	78	1	265	9,699	Yes
Sussex	2,972 89	31,400 00	352,825 00	50,100 00	434,325 00	...	...	71	6	1	2	8	86	2	175	6,685	Yes
Union	269,985 21	594,275 00	4,430,032 39	473,444 02	5,497,751 41	1	...	24	4	...	5	69	96	6	668	31,724	Yes
Warren	...	54,753 29	615,475 00	81,614 00	751,842 29	1	...	53	19	2	4	13	88	3	257	9,423	Yes
Total	\$2,120,621 75	\$11,139,554 12	\$66,037,495 32	\$6,403,382 61	\$83,580,432 05	19	18	709	302	63	208	881	2097	66	15,016	570,061	Yes

TABLE 16  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SUPERINTENDENTS.				ASSISTANT SUPERINTENDENTS. (An Assistant Superintendent is one who stands in very intimate relation to the Superintendent, and whose duties are mainly connected with supervision of instruction and with general oversight of a system under the direction of the Superintendent).										
	Annual Salary.	Women.	Men.	Average—Men.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	\$6,650 00	2	1	\$3,325 00	1	1	2								
Bergen .....	3,750 00	1	1	3,750 00	1	1	2								
Burlington .....	1,900 00	1	1	1,900 00	1	1	2								
Camden .....	6,400 00	1	1	3,200 00	1	1	2								
Cape May .....	5,000 00	1	1	2,500 00	1	1	2								
Cumberland .....	5,150 00	1	1	2,575 00	1	1	2								
Essex .....	30,070 00	6	1	5,011 67	6	1	7	\$24,550 00		\$2,300 00		\$4,500 00		\$4,091 67	
Gloucester .....															
Hudson .....	33,775 00	7	1	4,825 00	7	1	8	5,000 00		5,000 00		5,000 00		5,000 00	
Hunterdon .....															
Mercer .....	4,500 00	1	1	4,500 00	1	1	2		\$1,600 00		\$1,600 00		\$1,600 00		\$1,600 00
Middlesex .....	10,400 00	3	1	3,466 66	3	1	4								
Monmouth .....	7,300 00	2	1	3,650 00	2	1	3								
Morris .....															
Ocean .....															
Passaic .....	13,000 00	3	1	4,333 33	3	1	4	2,400 00			2,400 00		2,400 00		2,400 00
Salem .....	2,500 00	1	1	2,500 00	1	1	2								
Somerset .....															
Sussex .....															
Union .....	16,700 00	4	1	4,175 00	4	1	5								
Warren .....	2,750 00	1	1	2,750 00	1	1	2								
Total .....	\$149,845 00	38	11	\$3,943 29	71	21	92	\$29,550 00	\$4,000 00	\$2,300 00	\$1,600 00	\$5,000 00	\$2,400 00	\$4,221 42	\$2,000 00

TABLE 16—Continued  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			APPROVED SUPERVISING PRINCIPALS.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Consider only those for whom an apportionment of \$600.00 is made. Where a Supervising Principal is employed by two school districts enter as one-half in each district. If employed by three districts enter as one-third in each district.											
Atlantic .....	3		3	\$6,150 00		\$1,800 00		\$2,350 00		\$2,050 00	
Bergen .....	8	1	9	20,750 00	\$2,700 00	1,350 00	\$2,700 00	3,750 00	\$2,700 00	2,593 75	\$2,700 00
Burlington .....	3	1	4	8,225 00	1,800 00	1,925 00	1,800 00	3,500 00	1,800 00	2,741 67	1,800 00
Camden .....	4		4	6,412 00		1,350 00		1,900 00		1,603 00	
Cape May .....	2		2	4,115 00		1,700 00		2,415 00		2,057 50	
Cumberland .....	1		1	2,200 00		2,200 00		2,200 00		2,200 00	
Essex .....	3		3	20,850 00		2,850 00		4,000 00		3,475 00	
Gloucester .....	3	1	4	5,500 00	1,400 00	1,400 00	1,400 00	2,600 00	1,400 00	1,833 33	1,400 00
Hudson .....	1		1	1,920 00		1,920 00		1,920 00		1,920 00	
Hunterdon .....	3		3	6,060 00		1,800 00		2,400 00		2,020 00	
Mercer .....	3	1	4	16,700 00	2,960 00	1,650 00	2,960 00	3,100 00	2,960 00	2,087 50	2,960 00
Middlesex .....	6		6	9,810 00		1,200 00		2,250 00		1,635 00	
Monmouth .....	11		11	17,290 00		1,000 00		2,200 00		1,571 81	
Morris .....	4		4	6,050 00		1,000 00		2,700 00		1,512 20	
Ocean .....	5		5	7,600 00		1,100 00		2,000 00		1,520 00	
Passaic .....	1		1	2,160 00		2,160 00		2,160 00		2,160 00	
Salem .....	2		2	5,350 00		1,550 00		3,800 00		2,675 00	
Somerset .....	1		1	1,700 00		1,700 00		1,700 00		1,700 00	
Sussex .....											
Union .....											
Warren .....	2		2	3,800 00		1,900 00		1,900 00		1,900 00	
Total .....	74	4	78	\$152,642 00	\$8,860 00	\$1,000 00	\$1,400 00	\$4,000 00	\$2,960 00	\$2,062 73	\$2,215 00



TABLE 16—Continued  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			UNAPPROVED SUPERVISING PRINCIPALS. (Those who devote their time to administration and supervision of instruction of a group of schools).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	1	1	1	\$1,800 00		\$1,800 00		\$1,800 00		\$1,800 00	
Bergen .....	15	1	16	32,975 00	\$1,500 00	1,500 00	\$1,500 00	3,000 00	\$1,500 00	2,198 33	\$1,500 00
Burlington .....	4	3	7	6,750 00	3,150 00	1,450 00	1,000 00	1,900 00	1,000 00	1,687 50	1,050 00
Camden .....	4		4	8,850 00		1,800 00		2,750 00		2,212 50	
Cape May .....											
Cumberland .....											
Essex .....	2		2	6,300 00		2,800 00		3,500 00		3,150 00	
Gloucester .....	3		3	6,538 72		1,850 00		2,750 00		2,179 57	
Hudson .....	5		5	12,800 00		1,950 00		3,300 00		2,560 00	
Hunterdon .....	1		1	2,400 00		2,400 00		2,400 00		2,400 00	
Mercer .....		2	2		4,300 00		1,800 00		2,500 00		2,150 00
Middlesex .....	5		5	9,450 00		1,500 00		2,300 00		1,880 00	
Monmouth .....	5		5	11,050 00		1,700 00		3,250 00		2,210 00	
Morris .....	7		7	18,400 00		1,850 00		3,750 00		2,628 57	
Ocean .....	3		3	3,836 00		736 00		1,700 00		1,278 66	
Passaic .....											
Salem .....	2		2	3,800 00		1,800 00		2,000 00		1,900 00	
Somerset .....	3		3	8,000 00		2,000 00		3,000 00		2,666 66	
Sussex .....											
Union .....	17	13	30	38,050 00	21,020 00	1,500 00	1,300 00	3,600 00	2,500 00	2,238 23	1,617 00
Warren .....	1	1	2	1,500 00	1,400 00	1,500 00	1,400 00	1,500 00	1,400 00	1,500 00	1,400 00
Total .....	78	20	98	\$172,499 72	\$31,370 00	\$736 00	\$1,000 00	\$3,750 00	\$2,500 00	\$2,211 53	\$1,568 50

TABLE 16—*Continued*  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			NON-TEACHING PRINCIPALS. (Those who devote their time to administration and supervision of instruction of a school).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	4	9	13	\$11,150 00	\$13,950 00	\$2,100 00	\$1,400 00	\$3,300 00	\$1,700 00	\$2,787 50	\$1,550 00
Bergen .....	21	20	41	41,125 00	26,485 00	1,150 00	1,000 00	3,000 00	1,800 00	1,958 33	1,324 25
Burlington .....	10	17	27	17,900 00	25,100 00	1,600 00	1,200 00	2,100 00	2,200 00	1,790 00	1,476 47
Camden .....	1	2	3	1,250 00	2,650 00	1,250 00	1,300 00	1,250 00	1,350 00	1,250 00	1,325 00
Cape May .....	80	27	107	233,372 50	42,310 00	1,320 00	1,125 00	4,600 00	2,400 00	2,917 16	1,567 04
Cumberland .....	69	34	103	206,265 95	82,389 90	1,800 00	1,300 00	6,000 00	3,050 00	2,989 36	2,423 20
Essex .....	1	1	2	2,500 00	2,500 00	2,500 00	2,500 00	2,500 00	2,500 00	2,500 00	2,500 00
Gloucester .....	4	22	26	10,950 00	35,900 00	1,750 00	1,300 00	4,200 00	2,000 00	2,737 50	1,631 82
Hudson .....	1	7	8	18,800 00	10,625 00	1,600 00	1,300 00	2,925 00	2,500 00	2,088 88	1,517 85
Hunterdon .....	8	3	11	15,400 00	4,650 00	1,425 00	1,300 00	2,400 00	1,300 00	1,925 00	1,550 00
Mercer .....	3	3	6	4,800 00	4,800 00	1,300 00	1,300 00	2,100 00	2,100 00	1,900 00	1,600 00
Middlesex .....	35	18	53	81,075 00	27,225 00	1,500 00	1,200 00	3,750 00	1,950 00	2,316 42	1,512 50
Monmouth .....	2	2	4	4,750 00	2,250 00	2,250 00	2,250 00	2,500 00	2,375 00	2,375 00	2,375 00
Morris .....	12	8	20	20,800 00	11,300 00	1,000 00	1,000 00	2,600 00	1,750 00	1,733 33	1,412 50
Ocean .....	2	2	4	4,750 00	2,250 00	2,250 00	2,250 00	2,500 00	2,375 00	2,375 00	2,375 00
Passaic .....	35	18	53	81,075 00	27,225 00	1,500 00	1,200 00	3,750 00	1,950 00	2,316 42	1,512 50
Salem .....	2	2	4	4,750 00	2,250 00	2,250 00	2,250 00	2,500 00	2,375 00	2,375 00	2,375 00
Somerset .....	12	8	20	20,800 00	11,300 00	1,000 00	1,000 00	2,600 00	1,750 00	1,733 33	1,412 50
Sussex .....	2	2	4	4,750 00	2,250 00	2,250 00	2,250 00	2,500 00	2,375 00	2,375 00	2,375 00
Union .....	12	8	20	20,800 00	11,300 00	1,000 00	1,000 00	2,600 00	1,750 00	1,733 33	1,412 50
Warren .....	2	2	4	4,750 00	2,250 00	2,250 00	2,250 00	2,500 00	2,375 00	2,375 00	2,375 00
Total .....	256	170	426	\$665,338 45	\$287,384 90	\$1,000 00	\$1,000 00	\$6,000 00	\$3,050 00	\$2,598 97	\$1,690 50

TABLE 16—*Continued*  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			SUPERVISORS.							
	Men.	Women.	Total.	(Those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals. A supervisor of primary work. A supervisor of grammar grades, etc. Do not include those engaged in manual training, vocational, evening school or foreign-born evening school work).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	1	11	12	\$2,300 00	\$13,500 00	\$2,300 00	\$700 00	\$2,300 00	\$1,700 00	\$2,300 00	\$1,227 00
Bergen .....											
Burlington .....											
Camden .....	1	1	2	2,100 00	2,100 00	2,100 00	2,100 00	2,100 00	2,100 00	2,100 00	2,100 00
Cape May .....											
Cumberland .....		2	2	2,000 00			850 00		1,150 00		1,000 00
Essex .....		2	2	3,995 00			1,595 00		2,400 00		1,997 50
Gloucester .....											
Hudson .....	3	29	32	5,468 35	49,378 90	1,300 00	800 00	2,700 00	3,500 00	1,822 78	1,702 72
Hunterdon .....											
Mercer .....		1	1		1,800 00		1,800 00		1,800 00		1,800 00
Middlesex .....	2	4	6	3,225 00	4,500 00	1,500 00	800 00	1,725 00	1,550 00	1,612 50	1,125 00
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....	2	6	8	3,200 00	7,300 00	1,400 00	1,025 00	1,800 00	1,800 00	1,600 00	1,216 66
Salem .....											
Somerset .....											
Sussex .....											
Union .....											
Warren .....											
Total .....	9	56	65	\$16,293 35	\$84,573 90	\$1,300 00	\$700 00	\$2,700 00	\$3,500 00	\$1,810 37	\$1,510 25

TABLE 16—Continued  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	EMPLOYED. NUMBER			SPECIAL SUPERVISORS. (Those who assist teachers in matters pertaining to instruction in special subjects. Drawing, penmanship, etc. Do not include those engaged in manual training, vocational, evening school or foreign-born evening school work).							
	Men.	Women.	Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....		4	4		\$3,075 00		\$400 00		\$1,000 00		\$768 75
Bergen .....	1	11	12	\$1,650 00	14,150 00	\$1,650 00	1,000 00	\$1,650 00	1,650 00	\$1,650 00	1,286 36
Burlington .....	2	8	10	2,010 00	6,225 00	910 00	400 00	1,100 00	1,200 00	1,005 00	778 11
Camden .....	3	6	9	5,600 00	7,600 00	1,800 00	1,100 00	1,900 00	1,800 00	1,966 66	1,266 66
Cape May .....											
Cumberland .....	13	7	20	36,395 00	66,399 50	1,400 00	850 00	3,100 00	2,300 00	2,033 06	1,383 32
Essex .....	2	6	8	1,200 00	4,058 20	350 00	400 00	850 00	950 00	600 00	676 36
Gloucester .....	13	22	35	26,925 00	31,518 88	1,150 00	850 00	3,700 00	2,600 00	2,071 15	1,432 68
Hudson .....		3	3		1,525 00		200 00		825 00		508 33
Hunterdon .....		7	7		11,550 00		1,300 00		1,900 00		1,650 00
Mercer .....	1	6	7	450 00	6,700 00	450 00	1,000 00	450 00	1,200 00	450 00	1,116 66
Middlesex .....	2	15	17	3,050 00	17,150 00	1,500 00	900 00	1,550 00	1,375 00	1,525 00	1,143 33
Monmouth .....	1	3	4	1,500 00	3,700 00	1,500 00	800 00	1,500 00	1,700 00	1,500 00	1,233 33
Morris .....		3	3		2,675 00		750 00		1,000 00		891 66
Ocean .....	1	4	5	2,000 00	4,860 00	2,000 00	950 00	2,000 00	1,410 00	2,000 00	1,215 00
Passaic .....											
Salem .....	2		2	3,650 00		1,700 00		1,950 00		1,825 00	
Somerset .....		7	7		5,925 00		750 00		925 00		846 42
Sussex .....	9	28	37	14,150 00	32,575 00	1,100 00	500 00	2,000 00	1,725 00	1,572 22	1,163 39
Union .....	2	3	5	2,500 00	2,850 00	1,000 00	850 00	1,500 00	1,100 00	1,250 00	950 00
Warren .....											
Total .....	57	191	248	\$101,280 00	\$229,036 58	\$350 00	\$200 00	\$3,700 00	\$2,600 00	\$1,776 84	\$1,199 14

TABLE 16—Continued

## TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			TEACHERS, RURAL SCHOOLS—ONE ROOM.							
	Men.	Women.	Total.	(A rural school is one located either in the open country or the village, the majority of whose pupils are the children of farmers and others living in the country).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	2	23	25	\$1,350 00	\$15,710 00	\$675 00	\$540 00	\$675 00	\$765 00	\$675 00	\$683 04
Bergen .....	1	13	14	1,000 00	9,550 00	1,000 00	550 00	1,000 00	900 00	1,000 00	734 61
Burlington .....	4	22	26	2,425 00	14,036 00	525 00	425 00	700 00	775 00	606 25	638 00
Camden .....		21	21		12,942 50		522 50		700 00		616 31
Cape May .....	2	11	13	1,520 00	7,093 50	630 00	585 00	890 00	810 00	760 00	644 86
Cumberland .....		25	25		14,145 25		450 00		800 00		565 81
Essex .....		4	4		2,750 00		600 00		725 00		687 50
Gloucester .....	1	21	22	750 00	13,122 00	750 00	520 00	750 00	792 00	750 00	624 86
Hudson .....											
Hunterdon .....	7	57	64	4,575 00	37,197 50	520 00	520 00	1,000 00	800 00	653 47	652 58
Mercer .....	1	12	13	700 00	8,150 00	700 00	575 00	700 00	775 00	700 00	679 17
Middlesex .....		24	24		16,960 00		625 00		825 00		706 66
Monmouth .....	7	41	48	5,053 50	26,518 75	540 00	450 00	1,100 00	990 00	721 73	646 79
Morris .....	4	36	40	2,500 00	24,925 00	500 00	600 00	750 00	880 00	625 00	682 36
Ocean .....	4	25	29	2,925 00	13,165 00	450 00	450 00	900 00	675 00	731 25	526 60
Passaic .....	3	10	13	2,150 00	8,225 00	650 00	750 00	750 00	1,025 00	716 66	822 50
Salem .....	6	27	33	3,915 00	16,207 50	630 00	450 00	675 00	720 00	652 50	600 23
Somerset .....	3	38	41	2,150 00	25,925 00	700 00	600 00	750 00	800 00	716 66	682 23
Sussex .....	5	54	59	3,485 00	32,530 00	585 00	495 00	800 00	700 00	697 00	602 40
Union .....		2	2		1,575 00		700 00		875 00		787 50
Warren .....	5	41	46	2,900 00	25,320 00	450 00	450 00	750 00	800 00	580 00	617 56
Total .....	55	507	562	\$37,397 50	\$326,048 00	\$450 00	\$425 00	\$1,100 00	\$1,025 00	\$679 95	\$643 09

TABLE 16—*Continued*

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			TEACHERS, RURAL SCHOOLS—TWO ROOMS.							
	Men.	Women.	Total.	(Teachers considered in the one- and two-room rural school tables are not to be considered in the grade teachers' tables).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	.....	30	30	.....	\$21,389 50	.....	\$540 00	.....	\$864 50	.....	\$712 98
Bergen .....	2	18	20	\$2,300 00	13,950 00	\$1,100 00	600 00	\$1,200 00	1,150 00	\$1,150 00	775 00
Burlington .....	1	25	26	585 00	16,815 00	585 00	540 00	585 00	750 00	585 00	672 00
Camden .....	.....	22	22	.....	13,889 70	.....	522 45	.....	750 00	.....	631 35
Cape May .....	4	24	28	2,848 50	15,160 50	630 00	540 00	765 00	765 00	712 12	631 66
Cumberland .....	3	23	26	1,948 00	12,481 00	625 00	450 00	693 00	650 00	649 33	542 65
Essex .....	.....	6	6	.....	4,650 00	.....	600 00	.....	975 00	.....	775 00
Gloucester .....	3	35	38	2,327 50	23,188 00	575 00	540 00	945 00	850 00	775 83	662 51
Hudson .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hunterdon .....	2	12	14	1,750 00	8,307 50	750 00	520 00	1,000 00	900 00	875 00	692 29
Mercer .....	.....	10	10	.....	7,525 00	.....	650 00	.....	900 00	.....	752 50
Middlesex .....	.....	14	14	.....	9,475 00	.....	550 00	.....	800 00	.....	676 78
Monmouth .....	2	28	30	1,700 00	19,547 50	800 00	550 00	900 00	800 00	850 00	698 12
Morris .....	3	52	55	2,450 00	37,085 00	750 00	550 00	900 00	900 00	816 67	713 17
Ocean .....	4	20	24	2,745 00	11,555 00	630 00	450 00	765 00	720 00	686 25	577 75
Passaic .....	2	8	10	2,000 00	6,150 00	1,000 00	700 00	1,000 00	850 00	1,000 00	768 75
Salem .....	1	11	12	675 00	7,167 50	675 00	522 50	675 00	810 00	675 00	651 59
Somerset .....	.....	24	24	.....	16,500 00	.....	600 00	.....	800 00	.....	687 50
Sussex .....	2	8	10	1,300 00	4,875 00	650 00	550 00	650 00	625 00	650 00	609 37
Union .....	1	3	4	1,200 00	2,300 00	1,200 00	600 00	1,200 00	900 00	1,200 00	766 66
Warren .....	3	19	22	2,350 00	12,050 00	750 00	600 00	850 00	750 00	793 33	634 21
Total .....	33	392	425	\$26,179 00	\$264,061 20	\$575 00	\$450 00	\$1,200 00	\$1,150 00	\$793 30	\$673 62

TABLE 16—*Continued*  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			TEACHERS, KINDERGARTEN—DAY SCHOOLS. (Enter only kindergarten teachers).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....		27	27		\$24,149 50		\$575 00		\$1,500 00		\$894 42
Bergen .....		68	68		55,075 00		600 00		1,250 00		809 92
Burlington .....		5	5		3,225 00		500 00		850 00		645 00
Camden .....		16	16		12,400 00		650 00		850 00		775 00
Cape May .....		2	2		1,266 50		546 50		720 00		632 25
Cumberland .....											
Essex .....		244	244		241,007 50		450 00		1,500 00		987 74
Gloucester .....		2	2		1,275 00		575 00		700 00		637 50
Hudson .....		73	73		81,963 89		600 00		1,600 00		1,122 79
Hunterdon .....		4	4		2,850 00		650 00		750 00		712 50
Mercer .....		62	62		51,500 00		550 00		1,150 00		830 64
Middlesex .....		34	34		26,563 00		568 00		1,150 00		781 25
Monmouth .....		18	18		14,290 00		600 00		955 00		793 88
Morris .....		8	8		6,400 00		675 00		1,000 00		800 00
Ocean .....		5	5		3,550 00		625 00		800 00		710 00
Passaic .....		70	70		58,731 00		600 00		1,100 00		839 01
Salem .....		3	3		2,150 00		675 00		750 00		716 67
Somerset .....		12	12		9,050 00		600 00		900 00		754 16
Sussex .....		5	5		3,625 00		700 00		800 00		725 00
Union .....		45	45		35,750 00		550 00		1,150 00		794 44
Warren .....											
Total .....		703	703		\$634,821 39		\$450 00		\$1,600 00		\$903 02

COMMISSIONER OF EDUCATION.



TABLE 16—Continued  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			TEACHERS, GRADES 1 TO 4, INCLUSIVE—DAY SCHOOLS. (Do not enter one- or two-room rural school teachers on this page).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....		174	174		\$147,100 00		\$522 50		\$1,500 00		\$845 40
Bergen .....	1	550	551	\$900 00	414,942 50	\$900 00	560 00	\$900 00	1,200 00	\$900 00	754 44
Burlington .....		153	153		97,570 20		420 00		850 00		637 71
Camden .....		414	414		316,686 35		400 00		1,200 00		764 94
Cape May .....		48	48		32,879 10		450 00		1,000 00		684 98
Cumberland .....	1	126	127	540 00	77,436 50	540 00	405 00	540 00	800 00	540 00	614 56
Essex .....	1	1,242	1,243	990 00	1,266,885 00	990 00	600 00	990 00	1,675 00	990 00	1,020 04
Gloucester .....		97	97		64,859 00		525 00		825 00		668 65
Hudson .....		1,137	1,137		1,258,322 33		600 00		1,836 00		1,106 70
Hunterdon .....		39	39		25,645 00		540 00		850 00		657 56
Mercer .....		293	293		240,620 00		600 00		1,150 00		821 23
Middlesex .....		352	352		284,510 00		625 00		1,250 00		808 55
Monmouth .....		230	230		175,327 00		500 00		1,100 00		762 29
Morris .....		133	133		108,369 50		600 00		1,300 00		785 28
Ocean .....		40	40		24,800 00		450 00		850 00		620 00
Passaic .....	1	523	524	750 00	418,835 00	750 00	600 00	750 00	1,150 00	750 00	800 82
Salem .....		78	78		50,675 00		540 00		950 00		649 68
Somerset .....		79	79		60,375 00		600 00		1,050 00		764 24
Sussex .....		31	31		21,100 00		550 00		750 00		680 64
Union .....	1	393	394	1,100 00	333,130 00	1,100 00	600 00	1,100 00	1,250 00	1,100 00	847 65
Warren .....		80	80		54,970 00		500 00		855 00		687 12
Total .....	5	6,217	6,222	\$4,280 00	\$5,475,137 53	\$540 00	\$400 00	\$1,100 00	\$1,836 00	\$856 00	\$880 67

TABLE 16—Continued  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			TEACHERS, GRADES 5 TO 8, INCLUSIVE—DAY SCHOOLS. (Do not enter one- and two-room rural school teachers on this page).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	5	129	134	\$4,575 00	\$123,797 75	\$875 00	\$641 25	\$1,200 00	\$1,500 00	\$915 00	\$959 67
Bergen .....	18	416	434	24,587 50	353,638 00	637 50	600 00	2,100 00	1,550 00	1,365 97	850 09
Burlington .....	6	106	111	4,400 00	79,224 13	700 00	550 00	1,000 00	1,100 00	880 00	747 39
Camden .....	7	262	269	7,350 00	221,446 80	850 00	475 00	1,400 00	1,200 00	1,050 00	845 22
Cape May .....	5	35	40	4,825 00	26,646 37	675 00	540 00	1,250 00	1,050 00	965 00	761 32
Cumberland .....	8	89	97	6,585 00	61,895 50	630 00	472 50	1,050 00	1,050 00	823 12	695 45
Essex .....	35	904	939	41,650 00	1,017,426 50	800 00	600 00	1,800 00	1,890 00	1,190 00	1,125 47
Gloucester .....	3	69	72	2,810 00	51,714 45	630 00	550 00	1,500 00	1,050 00	936 66	749 48
Hudson .....	6	856	862	7,425 00	1,043,175 58	1,000 00	600 00	1,525 00	2,136 00	1,237 50	1,218 66
Hunterdon .....	2	29	31	1,850 00	30,545 00	850 00	550 00	1,900 00	900 00	925 00	708 45
Mercer .....	13	161	174	2,650 00	146,245 00	800 00	575 00	1,000 00	1,250 00	883 33	908 35
Middlesex .....	13	209	222	16,455 00	187,272 00	870 00	950 00	1,600 00	1,250 00	1,265 76	896 03
Monmouth .....	13	157	170	21,825 00	130,782 50	800 00	570 00	1,800 00	1,400 00	1,212 50	833 00
Morris .....	8	95	103	8,948 00	82,625 50	1,100 00	600 00	1,600 00	1,475 00	1,118 50	869 74
Ocean .....	2	33	35	3,050 00	23,675 00	1,400 00	495 00	1,650 00	950 00	1,525 00	717 42
Passaic .....	10	397	407	13,675 00	384,295 00	1,000 00	600 00	1,500 00	1,250 00	1,367 50	968 00
Salem .....	4	59	63	3,100 00	42,086 50	650 00	575 00	850 00	990 00	775 00	713 33
Somerset .....	5	54	59	7,350 00	46,225 00	1,200 00	650 00	1,700 00	1,250 00	1,470 00	856 01
Sussex .....	3	24	27	3,400 00	17,750 00	900 00	625 00	1,250 00	925 00	1,133 33	739 58
Union .....	8	275	283	8,460 00	253,660 00	900 00	650 00	1,400 00	1,500 00	1,057 50	922 40
Warren .....	5	46	51	5,135 00	33,030 00	1,000 00	500 00	1,045 00	1,100 00	1,027 00	718 04
Total .....	173	4,405	4,578	\$200,105 50	\$4,347,156 58	\$630 00	\$472 50	\$2,100 00	\$2,136 00	\$1,156 67	\$986 86

TABLE 16—*Continued*

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			TEACHERS, JUNIOR HIGH SCHOOL GRADES, 7 TO 9 INCLUSIVE—DAY SCHOOLS. (Do not include in any other column).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....											
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....											
Gloucester .....											
Hudson .....											
Hunterdon .....											
Mercer .....	13	66	79	\$19,150 00	\$88,250 00	\$1,100 00	\$800 00	\$1,800 00	\$1,700 00	\$1,473 08	\$1,034 09
Middlesex .....											
Monmouth .....		11	11		9,950 00		800 00		1,200 00		904 54
Morris .....											
Ocean .....											
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....											
Union .....											
Warren .....											
Total .....	13	77	90	\$19,150 00	\$78,200 00	\$1,100 00	\$800 00	\$1,800 00	\$1,700 00	\$1,473 08	\$1,015 58

TABLE 16—Continued

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			TEACHERS, GRADES 9 TO 12, INCLUSIVE—DAY SCHOOLS.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	23	56	79	\$44,400 00	\$68,100 00	\$1,200 00	\$900 00	\$2,600 00	\$1,500 00	\$1,930 43	\$1,214 07
Bergen .....	39	128	167	61,000 00	142,287 50	1,000 00	800 00	2,000 00	1,600 00	1,564 10	1,111 62
Burlington .....	6	36	42	6,900 00	34,345 00	850 00	750 00	1,600 00	1,200 00	1,150 00	954 03
Camden .....	17	71	88	23,975 00	74,330 00	500 00	800 00	1,900 00	1,800 00	1,410 29	1,046 90
Cape May .....	12	19	31	17,422 50	18,187 50	950 00	720 00	2,000 00	1,250 00	1,451 87	957 23
Cumberland .....	13	48	61	16,957 50	41,565 00	855 00	750 00	1,800 00	1,450 00	1,304 42	865 94
Essex .....	214	264	478	465,870 00	375,992 50	1,000 00	900 00	3,400 00	2,400 00	2,176 96	1,424 21
Gloucester .....	1	31	32	1,500 00	26,785 00	1,500 00	650 00	1,500 00	1,100 00	1,500 00	864 03
Hudson .....	144	165	309	318,477 23	277,460 14	1,300 00	800 00	4,400 00	3,000 00	2,211 64	1,681 57
Hunterdon .....	4	29	33	5,600 00	25,675 00	750 00	700 00	1,900 00	1,200 00	1,400 00	885 34
Mercer .....	18	29	47	31,850 00	39,430 00	1,150 00	700 00	2,450 00	1,550 00	1,769 44	1,359 65
Middlesex .....	20	53	73	35,050 00	60,000 00	1,150 00	725 00	2,850 00	1,550 00	1,752 50	1,132 07
Monmouth .....	19	85	104	28,475 00	87,635 00	1,000 00	700 00	2,400 00	1,500 00	1,498 68	1,031 00
Morris .....	20	50	70	27,570 00	50,092 00	840 00	700 00	1,800 00	1,300 00	1,378 50	1,001 84
Ocean .....	6	19	25	8,137 00	17,700 00	900 00	800 00	1,600 00	1,100 00	1,356 18	931 57
Passaic .....	51	88	139	84,600 00	107,975 00	1,200 00	800 00	2,200 00	1,600 00	1,658 82	1,227 00
Salem .....	3	20	23	3,800 00	17,800 00	1,000 00	750 00	1,500 00	1,200 00	1,266 67	890 00
Somerset .....	8	31	39	12,050 00	30,625 00	1,000 00	700 00	1,800 00	1,300 00	1,506 25	987 90
Sussex .....	40	112	152	6,050 00	15,325 00	1,000 00	750 00	1,450 00	1,100 00	1,210 00	901 47
Union .....	11	22	33	71,165 00	135,175 00	1,150 00	500 00	2,200 00	1,800 00	1,779 13	1,206 91
Warren .....	11	22	33	14,100 00	20,215 00	750 00	725 00	1,500 00	1,100 00	1,281 81	918 86
Total .....	674	1,373	2,047	\$1,284,949 23	\$1,666,699 64	\$500 00	\$500 00	\$4,400 00	\$3,000 00	\$1,906 45	\$1,213 91

TABLE 16—*Continued*

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			SHORT TERM TEACHERS—DAY SCHOOLS.							
	Men.	Women.	Total.	(A teacher teaching not less than four months but not for the full term. A teacher teaching less than four months will be classed as a "substitute teacher").							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	.....	4	4	.....	\$2,301 25	.....	\$425 00	.....	\$1,000 00	.....	\$575 31
Bergen .....	.....	2	2	.....	733 00	.....	348 00	.....	385 00	.....	365 33
Burlington .....	.....	2	2	.....	415 00	.....	135 00	.....	280 00	.....	207 50
Camden .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland .....	.....	2	2	.....	1,167 50	.....	360 00	.....	807 50	.....	583 75
Essex .....	.....	9	9	.....	6,580 00	.....	275 00	.....	1,000 00	.....	731 11
Gloucester .....	.....	2	2	.....	833 75	.....	233 75	.....	600 00	.....	416 88
Hudson .....	.....	7	7	.....	7,584 00	.....	240 00	.....	1,836 00	.....	1,083 43
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer .....	1	1	2	\$750 00	1,075 00	\$750 00	1,075 00	\$750 00	1,075 00	\$750 00	1,075 00
Middlesex .....	.....	4	4	.....	1,570 00	.....	240 00	.....	800 00	.....	392 50
Monmouth .....	.....	3	3	.....	2,075 00	.....	450 00	.....	825 00	.....	691 66
Morris .....	1	3	4	1,200 00	1,090 00	1,200 00	240 00	1,200 00	600 00	1,200 00	363 33
Ocean .....	.....	1	1	.....	180 00	.....	180 00	.....	180 00	.....	180 00
Passaic .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Salem .....	.....	3	3	.....	910 00	.....	260 00	.....	325 00	.....	303 33
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	5	5	.....	1,750 00	.....	150 00	.....	450 00	.....	350 00
Union .....	.....	1	1	.....	100 00	.....	100 00	.....	100 00	.....	100 00
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	2	49	51	\$1,950 00	\$28,364 50	\$750 00	\$100 00	\$1,200 00	\$1,836 00	\$975 00	\$578 87

TABLE 16—*Continued*  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			SUBSTITUTE TEACHERS—DAY SCHOOLS. (One not assigned to a regular class or one teaching a class for less than four months).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....		2	2		\$620 83		\$300 00		\$320 83		\$310 42
Bergen .....		1	1		700 00		700 00		700 00		700 00
Burlington .....		25	25		15,150 00		600 00		750 00		606 00
Camden .....											
Cape May .....		5	5		2,825 00		125 00		775 00		545 00
Cumberland .....		4	4		3,675 00		750 00		1,125 00		918 75
Essex .....		2	2		830 00		180 00		650 00		415 00
Gloucester .....		5	5		2,604 58		186 00		918 00		520 91
Hudson .....											
Hunterdon .....		3	3		1,500 00		500 00		500 00		500 00
Mercer .....											
Middlesex .....		2	2		1,425 00		600 00		825 00		712 50
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....											
Salem .....		1	1		600 00		600 00		600 00		600 00
Somerset .....		2	2		392 50		135 00		157 50		196 25
Sussex .....											
Union .....		53	53		1,000 00		1,000 00		1,000 00		1,000 00
Warren .....											
Total .....		53	53		\$31,322 91		\$125 00		\$1,125 00		\$590 99

TABLE 16—*Continued*

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			SPECIAL TEACHERS—UNGRADED, BACKWARD AND INCORRIGIBLE CLASSES—DAY SCHOOLS.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....		8	8		\$5,900 00		\$650 00		\$900 00		\$737 50
Bergen .....		2	2		1,775 00		725 00		1,050 00		887 50
Burlington .....											
Camden .....		2	2		1,900 00		950 00		950 00		950 00
Cape May .....											
Cumberland .....											
Essex .....	3	5	8	\$4,000 00	8,600 00	\$1,200 00	1,500 00	\$1,500 00	1,900 00	\$1,333 33	1,720 00
Gloucester .....											
Hudson .....	1	9	10	1,100 00	13,006 00	1,100 00	900 00	1,100 00	1,800 00	1,100 00	1,445 11
Hunterdon .....		2	2		1,550 00		650 00		900 00		775 00
Mercer .....		1	1		775 00		775 00		775 00		775 00
Middlesex .....											
Monmouth .....		3	3		2,775 00		825 00		1,000 00		925 00
Morris .....											
Ocean .....											
Passaic .....	1	9	10	1,550 00	7,650 00	1,550 00	700 00	1,550 00	1,250 00	1,550 00	850 00
Salem .....											
Somerset .....											
Sussex .....											
Union .....	1	1	2	1,500 00	1,140 00	1,500 00	1,140 00	1,500 00	1,140 00	1,500 00	1,140 00
Warren .....											
Total .....	6	42	48	\$8,150 00	\$46,071 00	\$1,100 00	\$650 00	\$1,550 00	\$1,900 00	\$1,358 33	\$1,073 12



TABLE 16—Continued  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			SPECIAL TEACHERS—TEACHER CLERKS—DAY SCHOOLS. (Regularly certificated teacher used as temporary substitute and general assistant to the principal).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....		1	1		\$870 00		\$870 00		\$870 00		\$870 00
Bergen .....		12	12		9,850 00		675 00		1,200 00		820 83
Burlington .....		4	4		2,875 00		700 00		750 00		718 75
Camden .....		3	3		1,975 00		600 00		725 00		658 33
Cape May .....		1	1		629 62		629 62		629 62		629 62
Cumberland .....		2	2		1,310 00		650 00		660 00		655 00
Essex .....		88	88		84,185 00		600 00		1,450 00		956 65
Gloucester .....		1	1		715 00		715 00		715 00		715 00
Hudson .....		41	41		50,686 33		650 00		2,100 00		1,236 25
Hunterdon .....		1	1		175 00		175 00		175 00		175 00
Mercer .....		3	3		2,650 00		700 00		1,200 00		883 33
Middlesex .....		13	13		9,611 00		600 00		1,050 00		739 30
Monmouth .....		6	6		4,900 00		450 00		1,200 00		816 66
Morris .....		3	3		2,150 00		550 00		1,000 00		716 67
Ocean .....		1	1		625 00		625 00		625 00		625 00
Passaic .....		6	6		4,700 00		700 00		900 00		783 33
Salem .....		2	2		1,265 00		600 00		665 00		632 50
Somerset .....		2	2		1,900 00		850 00		1,050 00		950 00
Sussex .....											
Union .....		28	28		20,815 00		600 00		1,045 00		743 39
Warren .....											
Total .....		218	218		\$201,886 95		\$175 00		\$2,100 00		\$926 08

TABLE 16—*Continued*

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			MANUAL TRAINING TEACHERS—EVENING SCHOOLS.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....											
Bergen .....											
Burlington .....											
Camden .....	2		2	\$312 00		\$3 00		\$3 00		\$3 00	
Cape May .....											
Cumberland .....											
Essex .....											
Gloucester .....											
Hudson .....	4		4	648 00		3 00		3 00		3 00	
Hunterdon .....											
Mercer .....	6		6	1,312 00		2 50		3 00		2 67	
Middlesex .....											
Monmouth .....											
Morris .....		1	1		\$92 00		\$2 00		\$2 00		\$2 00
Ocean .....											
Passaic .....	9		9	1,504 00		1 60		2 50		2 60	
Salem .....											
Somerset .....											
Sussex .....											
Union .....	1	1	2	186 00	192 00	3 00	3 00	3 00	3 00	3 00	3 00
Warren .....											
Total .....	22	2	24	\$3,962 00	\$284 00	\$1 60	\$2 00	\$3 00	\$3 00	\$2 50	\$1 97

TABLE 16—Continued

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			MANUAL TRAINING TEACHERS—DAY SCHOOLS.							
	Men.	Women.	Total.	(Include supervisors and teachers devoting full time to the work. Those not devoting full time should be classed as regular day school teachers and not M. T. teachers).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	7	10	17	\$10,723 70	\$9,450 00	\$1,050 00	\$700 00	\$1,800 00	\$1,100 00	\$1,531 95	\$945 00
Bergen .....	25	28	53	32,221 13	28,800 00	491 13	550 00	1,950 00	1,350 00	1,288 85	1,028 57
Burlington .....	2	6	8	2,000 00	4,745 00	800 00	420 00	1,200 00	1,200 00	1,000 00	790 83
Camden .....	9	9	18	12,500 00	8,100 00	1,000 00	700 00	1,800 00	1,050 00	1,388 88	900 00
Cape May .....	3	2	5	4,400 00	1,867 50	1,400 00	805 00	1,500 00	1,062 50	1,466 66	933 75
Cumberland .....	3	8	11	3,950 00	6,875 00	900 00	600 00	1,700 00	1,050 00	1,316 66	859 37
Essex .....	42	48	90	52,572 50	57,745 00	1,100 00	580 00	2,100 00	1,600 00	1,251 72	1,203 02
Gloucester .....	1	10	11	1,200 00	6,925 00	1,200 00	350 00	1,200 00	1,050 00	1,200 00	692 50
Hudson .....	27	32	59	39,652 30	43,796 76	800 00	800 00	2,600 00	2,000 00	1,468 60	1,368 65
Hunterdon .....	1	1	2	1,800 00	1,800 00	1,800 00	1,800 00	1,800 00	1,800 00	1,800 00	1,800 00
Mercer .....	10	12	22	14,050 00	12,730 00	1,000 00	700 00	2,400 00	1,750 00	1,405 00	1,060 83
Middlesex .....	10	18	28	13,620 00	17,310 00	870 00	660 00	1,800 00	1,200 00	1,362 00	961 66
Monmouth .....	7	17	24	10,050 00	17,737 50	1,050 00	775 00	1,600 00	1,375 00	1,435 71	1,043 38
Morris .....	6	10	16	7,800 00	11,100 00	1,000 00	850 00	1,500 00	1,350 00	1,300 00	1,110 00
Ocean .....	1	2	3	1,000 00	2,100 00	1,000 00	1,000 00	1,000 00	1,100 00	1,000 00	1,050 00
Passaic .....	24	19	43	30,580 00	19,585 00	280 00	360 00	2,200 00	1,600 00	1,236 66	1,029 03
Salem .....	4	4	8	5,325 00	3,275 00	1,125 00	625 00	1,500 00	950 00	1,331 25	812 75
Somerset .....	3	3	6	4,400 00	2,250 00	1,250 00	800 00	1,850 00	1,400 00	1,466 66	1,083 33
Sussex .....	1	1	2	1,600 00	2,550 00	1,600 00	750 00	1,600 00	1,000 00	1,600 00	850 00
Union .....	20	19	39	26,855 00	17,765 00	600 00	400 00	2,350 00	1,400 00	1,342 75	935 00
Warren .....	3	3	6	4,000 00	2,600 00	1,200 00	700 00	1,500 00	1,075 00	1,333 33	866 66
Total .....	209	264	473	\$280,599 63	\$280,106 76	\$280 00	\$350 00	\$2,600 00	\$2,000 00	\$1,342 58	\$1,061 01

TABLE 16—Continued  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			VOCATIONAL TEACHERS—EVENING SCHOOLS. (Teachers employed both day and evening are classed as holding two teaching positions).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....											
Bergen .....		3	3		\$276 00		\$3 00		\$3 00		\$2 00
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....	68	36	104	\$27,417 00	13,704 50	\$3 50	3 00	\$4 00	4 00	\$4 00	4 00
Gloucester .....											
Hudson .....	38	8	46	8,704 50	1,938 50	3 00	2 00	4 00	3 00	3 57	2 62
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....	7	26	33	1,251 20	3,370 00	2 50	1 60	3 00	2 50	3 09	2 54
Salem .....											
Somerset .....											
Sussex .....											
Union .....											
Warren .....											
Total .....	113	73	186	\$37,372 70	\$19,289 00	\$2 50	\$1 60	\$4 00	\$4 00	\$4 59	\$3 66

TABLE 16—Continued  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			VOCATIONAL TEACHERS—DAY SCHOOLS. (Teachers employed both day and evening are classed as holding two teaching positions).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	7	9	16	\$11,000 00	\$9,500 00	\$1,050 00	\$850 00	\$1,900 00	\$1,750 00	\$1,571 42	\$1,055 55
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....	15	20	35	23,800 00	24,452 00	900 00	875 00	2,900 00	2,400 00	1,582 67	1,222 60
Gloucester .....	1		1	1,200 00		1,200 00		1,200 00		1,200 00	
Hudson .....	13	20	33	24,550 00	30,332 00	1,500 00	600 00	3,100 00	1,956 00	1,838 46	1,516 60
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....	2		2	3,800 00		1,800 00		2,000 00		1,900 00	
Morris .....											
Ocean .....											
Passaic .....	5	3	8	7,700 00	2,150 00	500 00	150 00	2,600 00	1,100 00	1,540 00	716 66
Salem .....											
Somerset .....											
Sussex .....	2	3	5	2,800 00	2,950 00	1,400 00	850 00	1,400 00	1,100 00	1,400 00	983 33
Union .....											
Warren .....											
Total .....	45	55	100	\$74,940 00	\$69,384 00	\$500 00	\$150 00	\$3,100 00	\$2,400 00	\$1,665 33	\$1,261 52

COMMISSIONER OF EDUCATION.

TABLE 16—*Continued*  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			EVENING SCHOOL TEACHERS.							
	Men.	Women.	Total.	(Teachers considered in the day school tables and teaching in the evening schools will also be considered in this table. Do not include foreign-born evening school teachers).							
				Aggregate Salary. Men.	Aggregate Salary. Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	2	9	11	\$572 00	\$1,678 00	\$4 68	\$1 34	\$6 00	\$3 00	\$4 20	\$2 74
Bergen .....	2	2	4	160 00	160 00		1 25		1 25		1 25
Burlington .....	10	2	12	1,568 00	122 00	3 00	2 00	3 00	2 50	3 00	2 27
Camden .....	1	1	2	40 00	20 00	1 50	1 50	1 50	1 50		1 50
Cape May .....	1	1	2	160 00	160 00	2 50	2 50	2 50	2 50	2 50	2 50
Cumberland .....	140	151	291	41,918 00	39,370 25	2 50	2 50	3 00	4 00	3 69	3 21
Essex .....	2	2	4	640 00		5 00		5 00		5 00	
Gloucester .....	38	72	110	7,987 00	9,425 00	3 00	2 00	4 00	3 00	3 19	2 62
Hudson .....											
Hunterdon .....	10	28	38	2,296 00	5,863 00	2 00	2 00	4 00	4 00	2 80	2 47
Mercer .....		4	4		330 00		2 00		3 00		2 60
Middlesex .....	1	2	3	56 00	132 00	3 50	3 00	3 50	3 00	3 50	3 00
Monmouth .....	3	9	12	610 00	1,501 00	3 00	2 00	4 00	3 00	3 17	2 60
Morris .....											
Ocean .....	22	14	36	4,162 00	2,462 00	2 50	2 50	3 00	3 50	3 16	3 32
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....	27	23	50	4,682 00	3,839 50	2 50	2 50	6 00	3 00	2 66	2 56
Union .....											
Warren .....											
Total .....	258	319	577	\$64,692 00	\$65,062 75	\$1 50	\$1 25	\$6 00	\$4 00	\$3 48	\$2 83

TABLE 16—Continued  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			TEACHERS IN EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS. (Receiving State aid).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....		2	2		\$393 00		\$3 00		\$3 00		\$3 00
Bergen .....		1	1		177 50		2 50		2 50		2 50
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....											
Gloucester .....											
Hudson .....	12	34	46	1,295 50	2,488 50	\$2 00	2 00	\$2 50	2 50	2 38	2 25
Hunterdon .....											
Mercer .....	3	7	10	615 00	1,271 00	2 00	2 00	3 00	2 50	2 50	2 22
Middlesex .....	9	20	29	3,121 46	2,292 00	2 00	2 00	3 50	7 00	3 19	2 92
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....	1	14	15	452 00	2,293 50	4 00	3 00	4 00	3 00	4 00	3 00
Salem .....											
Somerset .....											
Sussex .....											
Union .....		4	4		652 50		3 00		3 00		3 00
Warren .....											
Total .....	25	82	107	\$5,483 96	\$9,568 00	\$2 00	\$2 00	\$4 00	\$7 00	\$3 05	\$1 62



TABLE 16—*Continued*

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			SPECIAL TEACHERS, SUB-NORMAL CLASSES—DAY SCHOOLS.							
	Men.	Women.	Total.	(Include only those for which an apportionment of \$500 will be made).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....		5	5		\$4,950 00		\$850 00		\$1,250 00		\$990 00
Bergen .....		8	8		8,600 00		900 00		1,500 00		1,075 00
Burlington .....		1	1		775 00		775 00		775 00		775 00
Camden .....		11	11		9,550 00		750 00		950 00		868 18
Cape May .....		1	1		874 00		874 00		874 00		874 00
Cumberland .....		4	4		3,325 00		750 00		875 00		831 25
Essex .....	1	51	52	\$1,200 00	63,935 00	\$1,200 00	700 00	\$1,200 00	1,600 00	\$1,200 00	1,253 63
Gloucester .....											
Hudson .....		24	24		36,862 22		1,125 00		1,800 00		1,535 93
Hunterdon .....		2	2		1,400 00		700 00		700 00		700 00
Mercer .....		19	19		20,700 00		700 00		1,250 00		1,089 47
Middlesex .....		6	6		5,930 00		830 00		1,050 00		988 33
Monmouth .....		4	4		3,825 00		800 00		1,100 00		956 25
Morris .....		2	2		1,950 00		950 00		1,000 00		975 00
Ocean .....											
Passaic .....		12	12		12,370 00		800 00		1,300 00		1,030 83
Salem .....											
Somerset .....		3	3		2,850 00		900 00		1,050 00		950 00
Sussex .....		2	2		2,000 00		950 00		1,050 00		1,000 00
Union .....	1	10	11	1,000 00	10,125 00	1,000 00	750 00	1,000 00	1,265 00	1,000 00	1,012 50
Warren .....											
Total .....	2	165	167	\$2,200 00	\$190,021 22	\$1,000 00	\$700 00	\$1,200 00	\$1,800 00	\$1,100 00	\$1,151 64

TABLE 16—Continued  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	EMPLOYED. NUMBER			SPECIAL TEACHERS, DEAF CLASSES—DAY SCHOOLS. (Include only those for which an apportionment of \$500 will be made).							
	Men.	Women.	Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....											
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....		11	11		\$16,900 00		\$1,100 00		\$2,300 00		\$1,536 36
Gloucester .....											
Hudson .....		2	2		1,856 00		600 00		1,356 00		928 00
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....											
Union .....											
Warren .....											
Total .....		13	13		\$18,756 00		\$600 00		\$2,300 00		\$1,442 77

TABLE 16—*Continued*

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			SPECIAL TEACHERS, BLIND CLASSES—DAY SCHOOLS. (Include only those for which an apportionment of \$500 will be made).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....											
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....		3	3		\$4,300 00		\$1,000 00		\$1,700 00		\$1,433 33
Gloucester .....		1	1		1,356 00		1,356 00		1,356 00		1,356 00
Hudson .....											
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....											
Union .....											
Warren .....											
Total .....		4	4		\$5,656 00		\$1,000 00		\$1,700 00		\$1,414 00

TABLE 16—Continued  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			SPECIAL TEACHERS—UNCLASSIFIED—DAY SCHOOL.							
	Total.	Men.	Women.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	1	7	8	\$665 00	\$6,722 00	\$665 00	\$550 00	\$665 00	\$1,300 00	\$665 00	\$960 28
Bergen .....	3	27	30	3,750 00	24,605 00	800 00	280 00	1,700 00	1,200 00	1,250 00	911 29
Burlington .....	1	1	1	.....	200 00	.....	200 00	.....	200 00	.....	200 00
Camden .....	15	15	15	.....	14,400 00	.....	650 00	.....	1,500 00	.....	960 00
Cape May .....	8	8	8	.....	7,212 62	.....	805 00	.....	1,125 00	.....	901 57
Cumberland .....	3	3	3	.....	2,550 00	.....	700 00	.....	1,000 00	.....	850 00
Essex .....	48	105	153	75,102 50	120,770 00	900 00	700 00	1,890 00	1,570 00	1,564 64	1,150 19
Gloucester .....	16	71	87	22,815 00	80,520 41	300 00	800 00	1,900 00	1,580 00	1,425 94	1,174 09
Hudson .....	1	1	1	.....	800 00	.....	800 00	.....	800 00	.....	800 00
Hunterdon .....	1	12	13	.....	10,700 00	450 00	600 00	450 00	1,150 00	450 00	891 67
Mercer .....	1	13	14	1,100 00	12,530 00	1,100 00	750 00	1,100 00	1,200 00	1,100 00	963 84
Middlesex .....	4	4	4	.....	3,750 00	.....	850 00	.....	1,100 00	.....	937 50
Monmouth .....	8	8	8	.....	7,500 00	.....	800 00	.....	1,050 00	.....	937 50
Morris .....	3	24	27	4,200 00	24,100 00	1,000 00	800 00	1,800 00	1,200 00	1,400 00	1,004 17
Ocean .....	2	4	6	1,500 00	3,050 00	700 00	600 00	800 00	950 00	750 00	762 50
Passaic .....	2	10	12	1,700 00	9,825 00	700 00	750 00	1,000 00	1,500 00	850 00	982 50
Salem .....	2	5	7	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	2	.....	.....	2,100 00	4,275 00	800 00	745 00	1,300 00	985 00	1,050 00	855 00
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	79	318	397	\$113,382 50	\$333,510 03	\$300 00	\$200 00	\$1,900 00	\$1,570 00	\$1,435 22	\$1,048 77

COMMISSIONER OF EDUCATION.

TABLE 17  
SUMMARY OF TEACHERS EMPLOYED.

COUNTIES.	Number of Teachers Employed Excluding Superintendents, Assistant Superintendents, Supervisors (Approved and Unapproved), Non-Teaching Principals, Special Supervisors, Manual Training, Vocational and Evening School Teachers.			Grand Total of All Teachers Employed, Day and Evening.		
	Men.	Women.	Total.	Men.	Women.	Total.
Atlantic .....	31	464	495	56	507	563
Bergen .....	64	1,246	1,310	137	1,321	1,458
Burlington .....	16	356	372	28	376	404
Camden .....	24	862	886	69	898	967
Cape May .....	23	149	172	32	152	184
Cumberland .....	25	327	352	33	347	380
Essex .....	302	2,940	3,242	686	3,272	3,957
Gloucester .....	8	260	268	20	277	297
Hudson .....	167	2,391	2,558	397	2,642	3,039
Hunterdon .....	15	174	189	19	178	197
Mercer .....	37	673	710	74	754	828
Middlesex .....	34	723	757	81	783	864
Monmouth .....	46	589	635	79	626	705
Morris .....	36	398	434	64	424	488
Ocean .....	16	144	160	24	149	173
Passaic .....	71	1,147	1,218	186	1,252	1,437
Salem .....	16	207	223	24	211	235
Somerset .....	18	254	272	28	257	285
Sussex .....	15	148	163	21	161	182
Union .....	54	875	929	144	971	1,115
Warren .....	24	209	233	33	216	249
Total .....	1,042	14,536	15,578	2,233	15,774	18,007

TABLE 18  
TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL SALARIES.

COUNTIES.	AMOUNT OF SALARY PAID.															
	(This table includes everything but evening, vocational (day and evening), manual training (day and evening) and foreign-born evening school teachers).															
	Less than \$300—Men.	Less than \$300—Women.	\$300 to \$399—Men.	\$300 to \$399—Women.	\$400 to \$499—Men.	\$400 to \$499—Women.	\$500 to \$599—Men.	\$500 to \$599—Women.	\$600 to \$699—Men.	\$600 to \$699—Women.	\$700 to \$799—Men.	\$700 to \$799—Women.	\$800 to \$899—Men.	\$800 to \$899—Women.	\$900 to \$999—Men.	\$900 to \$999—Women.
															\$1,000 to \$1,099—Men.	\$1,000 to \$1,099—Women.
															\$1,100 to \$1,199—Men.	\$1,100 to \$1,199—Women.
Atlantic .....						2		3	1	43	2	105		85	1	67
Bergen .....		1						3		234		253	1	293	188	61
Burlington .....		3					1	34	3	117	1	127		43	23	13
Camden .....			1	1		10	1	53		141		216	2	138	198	64
Cape May .....						4		26	3	46		28	2	21	11	11
Cumberland .....		1		1		21	2	74	4	99		70		45	13	8
Essex .....		2				2		90	2	280		280	4	468	429	322
Gloucester .....		2	1			2	2	42	1	89	1	79	3	32	13	3
Hudson .....	1							36		167		229		167	2	292
Hunterdon .....	1	2					2	18	4	77	1	36	1	24	10	9
Mercer .....					1			7		116	2	99	2	103	76	155
Middlesex .....					1			2		74		239	1	141	101	75
Monmouth .....						3		22	3	97	3	139	3	155	1	36
Morris .....			1				1	3	2	76	2	117	2	71	3	39
Ocean .....					1	20		35	3	34	3	22	1	14	2	1
Passaic .....								86	3	354	3	354		195	135	172
Salem .....		1		2		1		27	6	99		43	4	17	14	3
Somerset .....								34		34	4	102		67	22	14
Sussex .....		3		3		5	1	17		57		41	1	12	14	3
Union .....								5		109		138	1	168	146	156
Warren .....					1	3	2	22	1	73	4	67	1	26	9	8
Total .....	1	14	2	7	4	74	13	402	37	1,827	33	2,720	29	2,347	37	2,012
															51	1,599
															44	1,024

288

## SCHOOL REPORT.

## SCHOOL REPORT.



TABLE 19  
PROFESSIONAL TRAINING OF TEACHERS.

COUNTIES.	NORMAL GRADUATE.					Number of College Graduates.	Not Graduates of Higher Institutions.	Total.
	Trenton.	Montclair.	Newark.	City Training Schools.	Other Normal Schools.			
Atlantic .....	98	18	2	3	217	123	102	563
Bergen .....	262	215	124	56	420	251	114	1,442
Burlington .....	119	3	3	6	48	47	176	402
Camden .....	188	3	2	177	141	108	333	952
Cape May .....	35			3	25	43	75	181
Cumberland .....	112	1		4	21	58	182	378
Essex .....	257	315	525	719	947	588	211	3,562
Gloucester .....	51			4	47	40	153	235
Hudson .....	232	236	201	1,073	388	379	324	2,833
Hunterdon .....	55	5	7		8	34	88	197
Mercer .....	312	2	2	204	43	104	106	773
Middlesex .....	294	35	102	11	127	93	169	831
Monmouth .....	227	28	21	3	145	114	164	702
Morris .....	92	67	30	6	62	80	138	475
Ocean .....	33	2		1	30	29	78	173
Passaic .....	93	123	72	559	211	203	83	1,344
Salem .....	42	2	1		43	24	123	235
Somerset .....	61	14	17	1	74	51	67	285
Sussex .....	35	9	10	5	22	21	80	182
Union .....	122	48	84	209	313	193	90	1,069
Warren .....	48	5	3		15	32	146	249
Total .....	2,768	1,131	1,206	3,044	3,347	2,615	3,002	17,113

TABLE 20  
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Number of Pupils Enrolled in One-Room Rural Schools.			Number of Pupils Enrolled in Two-Room Rural Schools.			Number of Pupils Enrolled in Kindergarten.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	385	382	767	524	428	952	623	575	1,198
Bergen .....	299	269	568	405	350	755	1,784	1,754	3,538
Burlington .....	534	523	1,057	538	466	1,004	180	156	336
Camden .....	430	408	838	413	445	858	409	491	900
Cape May .....	179	199	378	316	314	630	60	60	120
Cumberland .....	485	362	847	398	383	781			
Essex .....	54	45	99	63	84	147	7,761	7,420	15,181
Gloucester .....	404	344	748	719	693	1,412	58	46	104
Hudson .....							2,738	2,521	5,259
Hunterdon .....	1,117	1,109	2,226	237	237	474	59	65	124
Mercer .....	270	204	474	217	190	407	1,173	1,220	2,393
Middlesex .....	456	465	921	273	269	542	1,044	949	1,993
Monmouth .....	945	820	1,765	593	535	1,128	454	459	913
Morris .....	599	554	1,153	879	922	1,801	199	186	385
Ocean .....	402	363	765	359	299	658	101	72	173
Passaic .....	266	207	473	151	151	302	2,522	2,345	4,867
Salem .....	653	499	1,152	248	189	437	59	81	140
Somerset .....	739	628	1,367	420	353	773	290	282	572
Sussex .....	799	764	1,563	154	136	290	151	134	285
Union .....	37	29	66	66	78	144	1,016	931	1,947
Warren .....	673	667	1,340	379	357	736			
Total .....	9,736	8,841	18,577	7,352	6,879	14,231	20,681	19,747	40,428

TABLE 20—Continued  
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Number of Pupils Enrolled in Grades I to IV, Inclusive.			Number of Pupils Enrolled in Grades V to VIII, Inclusive.			Number of Pupils Enrolled in Grades IX to XII, Inclusive.			Number of Pupils Enrolled in Sub- Normal Classes.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	3,858	3,620	7,478	2,310	2,402	4,712	718	894	1,612	63	28	91
Bergen .....	11,379	10,598	21,977	7,410	7,549	14,959	1,748	2,013	3,761	67	39	106
Burlington .....	3,760	3,477	7,237	1,913	2,070	3,983	398	653	1,051	10	6	16
Camden .....	9,374	8,939	18,313	4,531	4,892	9,423	917	1,073	1,990	167	60	227
Cape May .....	967	904	1,871	626	629	1,255	262	331	593	7	4	11
Cumberland .....	2,999	2,755	5,754	1,810	1,954	3,764	608	814	1,422	46	17	63
Essex .....	27,791	26,447	54,238	18,704	19,340	38,044	5,095	5,342	10,437	440	261	701
Gloucester .....	2,435	2,159	4,594	1,251	1,350	2,601	344	446	790	.....	.....	.....
Hudson .....	26,941	25,346	52,287	16,769	17,136	33,905	3,485	3,968	7,453	246	92	338
Hunterdon .....	823	818	1,641	576	667	1,243	283	426	709	.....	.....	.....
Mercer .....	6,182	6,032	12,214	3,493	3,516	7,009	847	1,108	1,955	228	117	345
Middlesex .....	8,234	7,750	15,984	3,951	4,134	8,085	849	1,013	1,862	52	30	82
Monmouth .....	4,834	4,588	9,422	3,336	3,424	6,760	1,159	1,440	2,599	31	24	55
Morris .....	3,223	3,070	6,293	2,006	1,940	3,946	738	1,002	1,740	14	19	33
Ocean .....	752	672	1,424	525	711	1,236	265	613	878	.....	.....	.....
Passaic .....	11,303	10,600	21,903	7,641	7,680	15,321	1,663	1,561	3,224	110	59	169
Salem .....	1,972	1,795	3,767	1,113	1,211	2,324	239	358	597	.....	.....	.....
Somerset .....	1,901	1,844	3,745	1,081	1,099	2,180	369	485	854	47	7	54
Sussex .....	880	839	1,719	533	584	1,117	178	318	496	27	8	35
Union .....	8,822	8,293	17,115	5,505	5,393	10,898	1,587	1,909	3,496	113	52	165
Warren .....	1,721	1,661	3,382	897	1,033	1,930	377	568	945	.....	.....	.....
Total .....	140,151	132,207	272,358	85,981	88,714	174,695	22,129	26,070	48,199	1,668	823	2,491

TABLE 20—Continued  
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Training Classes.			Anæmic Pupils.			Backward and Incurable Classes.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....									
Bergen .....									
Burlington .....									
*Camden .....		17	17						
Cape May .....									
Cumberland .....									
Essex .....									
Gloucester .....									
Hudson .....		82	82	16	24	40	28	10	38
Hunterdon .....									
Mercer .....							21	14	35
Middlesex .....									
Monmouth .....									
Morris .....									
Ocean .....									
Passaic .....									
Salem .....									
Somerset .....									
Sussex .....									
Union .....									
Warren .....									
Total .....		99	99	16	24	40	49	24	73

\*Normal.

x

TABLE 20—*Continued*  
 ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Other Special Classes.			Number of Pupils Enrolled in Blind Classes.			Number of Pupils Enrolled in Deaf Classes.			Number of Pupils Enrolled During Year.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....										8,481	8,329	16,810
Bergen .....										23,092	22,572	45,664
Burlington .....										7,333	7,351	14,684
Camden .....										16,241	16,325	32,566
Cape May .....										2,417	2,441	4,858
Cumberland .....										6,346	6,285	12,631
Essex .....	*57	20	77	14	9	23	47	47	94	60,026	59,015	119,041
Gloucester .....										5,211	5,038	10,249
Hudson .....				9	8	17	5	2	7	50,237	49,189	99,426
Hunterdon .....										3,095	3,322	6,417
Mercer .....										12,431	12,401	24,832
Middlesex .....										14,859	14,610	29,469
Monmouth .....										11,352	11,290	22,642
Morris .....										7,653	7,693	15,351
Ocean .....										2,404	2,465	4,869
Passaic .....										23,656	22,603	46,259
Salem .....										4,294	4,123	8,427
Somerset .....										4,847	4,698	9,545
Sussex .....	†14	11	25							2,722	2,783	5,505
Union .....										17,160	16,696	33,856
Warren .....										4,047	4,286	8,333
Total .....	71	31	102	23	17	40	52	49	101	287,909	283,525	571,434

\*Jr. college.

†Open air.

TABLE 21  
AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN							
	Four and Five Years of Age—Boys.	Four and Five Years of Age—Girls.	Five and Six Years of Age—Boys.	Five and Six Years of Age—Girls.	Six and Seven Years of Age—Boys.	Six and Seven Years of Age—Girls.	Seven and Eight Years of Age—Boys.	Seven and Eight Years of Age—Girls.
Atlantic .....	148	151	701	666	784	777	855	836
Bergen .....	690	670	2,052	1,985	2,364	2,237	2,377	2,234
Burlington .....	32	26	543	577	689	688	755	701
Camden .....	109	173	832	866	1,726	1,717	1,782	1,800
Cape May .....	39	41	243	222	215	243	215	212
Cumberland .....			486	487	602	556	613	584
Essex .....	2,983	2,843	5,426	5,280	5,948	5,743	5,895	5,800
Gloucester .....	21	23	453	410	476	476	577	525
Hudson .....	767	720	4,071	3,878	5,087	4,955	5,375	5,068
Hunterdon .....	39	55	231	270	311	299	297	320
Mercer .....	528	528	1,141	1,181	1,243	1,283	1,228	1,246
Middlesex .....	343	378	1,362	1,330	1,740	1,671	1,530	1,618
Monmouth .....	202	209	919	989	1,020	976	1,001	993
Morris .....	27	28	668	674	781	732	744	741
Ocean .....	48	41	155	144	197	225	220	212
Passaic .....	621	597	2,331	2,144	2,416	2,324	2,313	2,311
Salem .....	17	21	326	326	445	423	438	447
Somerset .....	118	116	350	383	466	459	501	480
Sussex .....	94	81	244	198	260	310	276	255
Union .....	353	352	1,279	1,250	1,742	1,633	1,732	1,704
Warren .....	5	6	243	243	405	426	415	422
Total .....	7,185	7,059	24,056	23,503	28,917	28,153	29,239	28,509

TABLE 21—*Continued*  
 AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN									
	Eight and Nine Years of Age—Boys.	Eight and Nine Years of Age—Girls.	Nine and Ten Years of Age—Boys.	Nine and Ten Years of Age—Girls.	Ten and Eleven Years of Age—Boys.	Ten and Eleven Years of Age—Girls.	Eleven and Twelve Years of Age—Boys.	Eleven and Twelve Years of Age—Girls.	Twelve and Thirteen Years of Age—Boys.	Twelve and Thirteen Years of Age—Girls.
Atlantic .....	876	790	846	834	851	830	818	763	756	702
Bergen .....	2,312	2,294	2,244	2,234	2,224	2,192	2,085	2,145	2,062	1,986
Burlington .....	755	751	797	740	721	733	753	679	679	679
Camden .....	1,715	1,777	1,741	1,618	1,732	1,790	1,659	1,679	1,567	1,544
Cape May .....	219	225	215	228	212	224	230	214	215	192
Cumberland .....	676	642	627	586	591	675	649	603	602	567
Essex .....	5,942	5,788	5,488	5,572	5,545	5,526	5,226	5,304	5,022	5,017
Gloucester .....	527	485	526	446	534	544	494	491	472	464
Hudson .....	5,129	5,084	4,887	4,946	5,140	4,979	4,845	4,845	4,866	4,722
Hunterdon .....	295	316	275	313	343	290	289	294	287	309
Mercer .....	1,240	1,239	1,170	1,180	1,160	1,131	1,185	1,136	1,137	1,060
Middlesex .....	1,591	1,553	1,461	1,520	1,491	1,419	1,367	1,396	1,314	1,286
Monmouth .....	1,086	1,054	1,098	1,043	1,069	1,053	969	992	1,044	1,060
Morris .....	779	758	674	720	734	691	705	686	716	686
Ocean .....	241	204	221	213	247	259	247	203	205	211
Passaic .....	2,337	2,299	2,252	2,266	2,335	2,280	2,196	2,173	2,170	2,190
Salem .....	436	385	439	431	430	415	386	412	401	358
Somerset .....	488	478	512	448	477	482	425	472	449	390
Sussex .....	247	279	265	247	280	269	240	240	250	236
Union .....	1,792	1,717	1,607	1,605	1,737	1,692	1,683	1,479	1,517	1,419
Warren .....	453	427	382	457	436	471	374	407	382	399
Total .....	29,136	28,545	27,727	27,637	28,289	27,950	26,825	26,613	26,106	25,387

TABLE 21—*Continued*  
 AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN							
	Thirteen and Fourteen Years of Age—Boys.	Thirteen and Fourteen Years of Age—Girls.	Fourteen and Fifteen Years of Age—Boys.	Fourteen and Fifteen Years of Age—Girls.	Fifteen and Sixteen Years of Age—Boys.	Fifteen and Sixteen Years of Age—Girls.	Sixteen and Seventeen Years of Age—Boys.	Sixteen and Seventeen Years of Age—Girls.
Atlantic .....	662	698	512	510	311	339	170	224
Bergen .....	1,888	1,813	1,369	1,223	787	781	364	454
Burlington .....	623	654	493	484	298	315	120	179
Camden .....	1,484	1,378	974	993	538	511	204	238
Cape May .....	199	193	159	168	122	116	84	84
Cumberland .....	600	570	375	361	269	300	139	189
Essex .....	4,889	4,627	3,389	3,376	2,062	1,988	1,064	1,176
Gloucester .....	414	428	368	319	206	209	78	120
Hudson .....	4,479	4,310	3,011	2,875	1,436	1,444	649	692
Hunterdon .....	273	292	194	217	149	166	59	83
Mercer .....	1,056	991	642	603	337	403	208	240
Middlesex .....	1,180	1,078	732	641	336	391	191	189
Monmouth .....	967	916	814	738	557	594	320	370
Morris .....	654	627	530	526	330	411	177	217
Ocean .....	203	242	168	183	123	145	69	100
Passaic .....	2,250	1,989	1,264	1,152	651	521	274	261
Salem .....	366	320	309	267	158	167	86	99
Somerset .....	383	345	291	265	208	186	98	107
Sussex .....	218	215	169	179	89	136	46	69
Union .....	1,428	1,376	1,048	1,022	621	699	348	389
Warren .....	342	348	287	251	178	153	79	118
Total .....	24,558	23,410	17,098	16,343	9,767	10,005	4,810	5,586



TABLE 21—Continued  
AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN							TOTAL.		GRAND TOTAL.
	Seventeen and Eighteen Years of Age—Boys.	Seventeen and Eighteen Years of Age—Girls.	Eighteen and Nineteen Years of Age—Boys.	Eighteen and Nineteen Years of Age—Girls.	Nineteen and Twenty Years of Age—Boys.	Nineteen and Twenty Years of Age—Girls.	Twenty Years of Age (and over)—Boys.	Twenty Years of Age (and over)—Girls.	Four to Twenty Years (and over)—Boys.	Four to Twenty Years (and over)—Girls.
Atlantic .....	104	135	62	56	25	18	.....	.....	8,481	8,329
Bergen .....	172	217	87	83	21	20	4	4	23,092	22,572
Burlington .....	47	87	23	34	6	15	6	4	7,333	7,351
Camden .....	107	148	47	61	19	22	5	10	16,241	16,325
Cape May .....	30	49	22	16	7	11	.....	3	2,417	2,441
Cumberland .....	80	99	30	54	13	9	3	3	6,346	6,285
Essex .....	672	616	275	263	132	65	67	31	60,026	59,015
Gloucester .....	46	59	9	31	7	6	.....	2	5,211	5,038
Hudson .....	301	331	156	150	32	38	6	102	50,237	49,189
Hunterdon .....	38	53	11	20	2	10	.....	.....	3,495	3,322
Mercer .....	101	116	37	54	13	12	5	4	12,431	12,401
Middlesex .....	79	93	32	35	10	10	.....	2	14,859	14,610
Monmouth .....	163	189	91	74	22	32	10	8	11,352	11,290
Morris .....	98	130	31	51	8	13	2	2	7,658	7,693
Ocean .....	38	59	16	19	3	4	3	1	2,404	2,465
Passaic .....	142	120	70	48	20	22	14	16	23,656	22,603
Salem .....	31	50	19	18	7	3	.....	1	4,294	4,133
Somerset .....	57	57	18	18	5	12	1	.....	4,847	4,698
Sussex .....	23	46	19	16	3	7	.....	.....	2,722	2,783
Union .....	182	237	67	85	22	29	2	8	17,160	16,696
Warren .....	44	95	17	27	5	6	.....	2	4,047	4,286
Total .....	2,556	3,051	1,139	1,213	383	358	128	203	287,909	283,525
										571,434

TABLE 22  
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	Actual Number of Days the Schools were kept Open.	Number of Legal Holidays Schools were not in Session.	Number of Days Closed on Account of Institute.	POSSIBLE NUMBER OF DAYS ATTENDANCE.			DAYS PRESENT.			DAYS ABSENT.		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	151	6 ½		1,065,947	1,054,579	2,120,526	928,390½	919,660½	1,848,051	137,556½	134,918½	272,475
Bergen .....	174	6		3,461,899	3,391,053½	6,852,952½	3,117,765	3,092,085	6,149,850	344,134	358,968½	703,102½
Burlington .....	180	6		979,397½	1,001,842	1,981,239½	820,517	841,734	1,662,251	158,880½	160,108	318,988½
Camden .....	158	7		2,270,594½	2,271,877	4,542,471½	1,891,235	1,900,340½	3,791,575½	379,359½	371,536½	750,896
Cape May .....	154	5		284,387½	292,588	576,975½	246,045	251,916	497,961	38,342½	40,672	79,014½
Cumberland .....	154	5 2		895,052½	903,429½	1,798,482	785,726	799,796½	1,585,522½	109,326½	103,633	212,959½
Essex .....	175	6 ½		9,398,778½	9,279,266½	18,678,045	8,448,637	8,307,134½	16,755,771½	950,141½	972,132	1,922,273½
Gloucester .....	162	7		679,163½	666,003½	1,345,167	573,192½	565,043	1,138,235½	105,971	100,960½	206,931½
Hudson .....	182	7		7,958,525½	7,809,964½	15,768,490	7,212,077	7,039,520½	14,251,597½	746,448½	770,444	1,516,892½
Hunterdon .....	168	7 1		412,029½	457,625½	869,655	339,715	390,556½	730,271½	72,314½	67,069	139,383½
Mercer .....	173	6		1,817,176½	1,833,283	3,650,459½	1,572,267	1,568,793½	3,141,060½	244,909½	264,489½	509,399
Middlesex .....	170	7 1		2,215,678	2,186,913½	4,402,591½	1,958,376½	1,920,927	3,879,303½	257,301½	265,986½	523,288
Monmouth .....	169½	6		1,572,751½	1,580,832½	3,153,584	1,385,932½	1,392,334½	2,778,267	186,819	188,498	375,317
Morris .....	169	6		1,092,916½	1,101,578½	2,194,495	969,102½	971,859	1,940,961½	123,814	129,719½	253,533½
Ocean .....	158	6		317,582	328,492½	646,074½	272,052½	283,016	555,068½	45,529½	45,476½	91,006
Passaic .....	175	7 1		3,686,791	3,544,210½	7,231,001½	3,397,999	3,239,845	6,637,844	288,792	304,355½	593,157½
Salem .....	157	5		520,540	529,485	1,050,025	457,469	457,469	902,547	75,462	72,016	147,478
Somerset .....	174	6		708,963	698,805	1,407,858	612,638½	599,288½	1,211,927	96,324½	99,606½	195,931
Sussex .....	166	7 2		358,327	367,836½	726,163½	306,730	316,314½	623,044½	51,597	51,522	103,119
Union .....	178	6		2,695,284½	2,617,529	5,312,813½	2,450,194	2,357,968	4,808,162	245,090½	259,561	504,651½
Warren .....	163	6 1		566,707½	603,225½	1,169,933	504,122	536,616½	1,040,738½	62,585½	66,609	129,194½
Total .....	166	6 1		42,958,492½	42,520,510½	85,479,003	38,237,792½	37,692,218½	75,930,011	4,720,700	4,828,292	9,548,992

TABLE 22—*Continued*  
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	Times Tardy.	The Sum of Number of Teaching Sessions as Reported in all Registers.	Average Number of Cases of Tardiness Per Session.	Per Cent. of Attendance.	Average Daily Attendance.	Number of Pupils Not Absent or Tardy During Year.
Atlantic .....	40,043	132,163	.30298	.87151	12,025	246
Bergen .....	61,173	397,861	.15375	.89740	34,983	1,105
Burlington .....	27,294	114,700	.23796	.83899	10,076	253
Camden .....	37,203	243,259	.15293	.83469	23,252	385
Cape May .....	9,754	41,972	.23239	.86305	3,236	86
Cumberland .....	12,445	102,482	.12743	.88158	9,634	363
Essex .....	117,832	1,014,561	.11614	.89710	93,597	3,083
Gloucester .....	17,548	80,128	.21899	.84616	6,923	170
Hudson .....	76,929	800,551½	.09609	.90380	78,995	3,150
Hunterdon .....	12,853	65,452	.19637	.83972	4,309	93
Mercer .....	31,357	202,695	.15470	.86045	18,382	388
Middlesex .....	36,088	232,620	.15513	.88114	22,333	525
Monmouth .....	37,244	203,694	.18264	.88098	16,216	475
Morris .....	13,223	130,365	.10143	.88446	11,527	546
Ocean .....	8,202	45,395	.18068	.85914	3,429	59
Passaic .....	39,889	410,619½	.09714	.91797	37,003	1,723
Salem .....	13,295	65,856	.20188	.85954	5,608	187
Somerset .....	22,900	81,462	.28111	.86083	6,851	76
Sussex .....	8,419	49,904	.16870	.85799	3,770	142
Union .....	42,888	271,235½	.15812	.90501	26,679	931
Warren .....	7,240	72,707½	.09957	.88957	6,371	292
Total .....	673,819	4,759,673	.14156	.88828	435,209	14,278

TABLE 22—Continued  
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	Number of Sessions Tuant.	Total Number of Days Transported.	Number of Pupils Transported Within the Districts for Whom the Cost of Transportation is Paid.	Number of Pupils Transported from Without the Districts for Whom the Cost of Transportation is Paid.	Total Number Transported.	Pupils Enrolled Who Have Attended Public Schools in Other Districts in the State During the Present School Year.	Number of Cases of Suspension or Expulsion During the School Year.
Atlantic .....	574	90,535	441	313	754	590	57
Bergen .....	2,278	204,683	451	1,130	1,581	1,659	145
Burlington .....	2,623½	215,516	1,938	546	2,484	757	92
Camden .....	4,863	61,579	328	320	648	1,062	187
Cape May .....	31	46,393½	227	155	382	159	20
Cumberland .....	634	135,613½	823	274	1,157	542	58
Essex .....	24,222	90,166½	650	109	759	2,367	191
Gloucester .....	356	102,273	313	545	858	491	80
Hudson .....	20,635	176,026	246	20	266	2,262	30
Hunterdon .....	104	40,976	127	293	420	522	13
Mercer .....	3,318	159,012	1,020	370	1,390	803	68
Middlesex .....	5,333	149,250	1,106	265	1,371	1,207	149
Monmouth .....	357	212,772	897	791	1,688	1,325	93
Morris .....	647	144,113	800	437	1,237	1,083	80
Ocean .....	277	75,121½	392	240	632	263	46
Passaic .....	1,415	32,401½	254	26	280	1,322	36
Salem .....	138	89,335½	447	374	821	506	35
Somerset .....	200	63,739	233	290	523	620	45
Sussex .....	113	73,331	220	400	620	507	28
Union .....	3,451	96,897½	43	191	234	1,476	116
Warren .....	206	78,854½	283	424	707	456	64
Total .....	71,780½	2,278,589	11,359	7,320	18,679	19,979	1,634

TABLE 23  
PUPILS FOR WHOM TUITION IS PAID AND RECEIVED,

COUNTIES.	Number of Pupils Attending Approved or Registered High Schools in Other Districts for whom the Tuition is Paid by Your District.	Contractual Amount of Tuition Paid for High School Pupils.	Number of Pupils Attending Schools in Other Districts Below High School Grade for Whom the Tuition is Paid by Your District.	Contractual Amount of Tuition Paid for Pupils Below High School.	Amount Paid for Transporting all High School Pupils to Other Districts.	Amount Paid for Transporting all Pupils Below High School to Other Districts.	Total Amount Paid for Transportation to Other Districts.	Amount Paid for Transportation of Pupils Attending High Schools Within the District.
Atlantic .....	227	\$8,237 50	97	\$935 20	\$12,605 70	\$671 65	\$13,277 35	\$638 15
Bergen .....	1,374	73,318 18	178	1,486 75	22,867 69	50 95	22,918 64	.....
Burlington .....	503	23,300 75	325	4,987 75	20,625 76	1,714 92	22,340 68	926 14
Camden .....	470	26,357 00	341	9,531 00	10,514 68	.....	10,514 68	.....
Cape May .....	149	5,987 30	40	773 40	5,377 35	3,297 62	8,674 97	7,816 00
Cumberland .....	168	6,615 00	95	1,702 00	8,983 43	823 35	9,806 78	5,992 25
Essex .....	60	.....	53	.....	2,984 80	158 12	3,142 92	1,184 60
Gloucester .....	471	18,422 52	350	9,700 70	16,067 06	2,318 89	18,385 95	810 00
Hudson .....	745	.....	.....	.....	2,467 70	.....	2,467 70	.....
Hunterdon .....	427	.....	573	.....	28,321 78	208 42	28,530 20	.....
Mercer .....	253	12,325 00	.....	2,742 50	5,647 83	1,029 61	6,677 44	983 13
Middlesex .....	617	.....	698	.....	18,907 71	3,255 92	22,163 63	906 00
Monmouth .....	890	34,499 00	689	11,502 00	26,217 95	1,882 85	28,100 80	3,251 00
Morris .....	441	20,151 25	426	7,447 00	19,157 63	1,266 50	20,424 13	8,573 46
Ocean .....	219	7,560 00	145	2,285 00	12,769 69	2,748 75	15,518 44	1,467 84
Passaic .....	356	23,350 00	36	1,750 00	.....	7,805 04	7,805 04	.....
Salem .....	355	15,615 00	321	4,056 00	14,278 56	436 21	14,714 77	4,544 70
Somerset .....	344	18,423 00	340	8,702 00	14,611 90	1,000 00	15,611 90	2,096 38
Sussex .....	320	13,924 50	271	3,665 50	27,881 41	650 00	28,531 41	.....
Union .....	202	9,509 27	86	1,707 00	2,510 36	12 00	2,522 36	881 85
Warren .....	307	12,920 21	343	5,660 71	12,233 83	10,052 93	22,286 76	.....
Total .....	8,898	\$330,515 48	5,548	\$78,634 51	\$292,837 86	\$31,578 69	\$324,416 55	\$40,021 50

COMMISSIONER OF EDUCATION.

TABLE 23—Continued

## PUPILS FOR WHOM TUITION IS PAID AND RECEIVED.

COUNTIES.	Amount Paid for Trans- action of Pupils Attending Schools Below High School Within the District.	Total Amount Paid for Transportation of Pupils Within the District.	Number of Pupils Attend- ing Approved or Register- ed High Schools in Your District for Whom the Tuition is Paid by Other Districts.	Number of Pupils Attend- ing Schools in Your Dis- trict Below High School Grade for Whom the Tui- tion is Paid by Other Dis- tricts.	Total Obligation of Tui- tion Received in High School.	Total Obligation of Tuition Received Below High School.	Total Amount Received for Tuition.
Atlantic .....	\$14,726 55	\$15,364 70	249	189	\$9,284 63	\$1,669 92	\$12,590 08
Bergen .....	11,336 34	11,336 34	1,335	217	20,390 50	6,116 25	72,236 61
Burlington .....	4,610 51	45,536 65	497	407	82,242 01	8,325 13	30,567 13
Camden .....	6,187 62	6,187 62	439	283	85,950 00	9,205 00	31,981 46
Cape May .....	4,465 71	12,281 71	54	36	5,982 50	707 00	6,675 45
Cumberland .....	15,618 89	21,611 14	234	106	87 37	1,498 50	10,235 50
Essex .....	7,930 07	9,114 67	138	61	.....	.....	12,182 85
Gloucester .....	8,554 40	9,364 40	501	399	17,733 00	9,189 15	26,922 15
Hudson .....	4,483 40	4,483 40	736	.....	37,237 96	.....	37,237 96
Hunterdon .....	5,629 00	5,629 00	369	616	.....	.....	24,592 83
Mercer .....	26,082 70	27,015 83	359	172	17,140 00	3,177 00	22,147 66
Middlesex .....	22,262 92	23,168 92	466	861	26,301 87	15,612 48	41,914 35
Monmouth .....	20,230 50	23,481 50	878	725	33,817 00	12,268 00	46,085 00
Morris .....	19,781 13	28,354 59	514	395	22,780 00	7,036 70	31,260 70
Ocean .....	10,998 57	12,466 41	214	169	7,375 00	2,701 25	10,076 25
Passaic .....	7,905 07	7,905 07	532	48	.....	.....	19,889 56
Salem .....	8,515 47	13,980 17	255	309	10,636 00	3,698 85	14,334 85
Somerset .....	6,168 04	8,264 42	300	409	13,365 00	5,418 00	14,400 45
Sussex .....	11,273 19	11,273 19	273	368	11,975 00	6,748 50	18,723 50
Union .....	2,222 29	3,104 14	453	112	21,872 55	3,233 10	25,105 65
Warren .....	16,557 91	16,557 91	336	248	14,442 00	4,027 86	18,469 86
Total .....	\$275,540 28	\$315,561 78	8,933	6,140	\$368,612 38	\$99,632 69	\$527,629 85

TABLE 24  
EVENING SCHOOLS.

REGULAR EVENING SCHOOLS—NOT INCLUDING FOREIGN-BORN, MANUAL TRAINING OR VOCATIONAL.

COUNTIES.	Number of Evenings the Schools Were Maintained, Including Legal Holidays and Institute Days.	Under Fourteen Years.	Number of Male Pupils Between Fourteen and Twenty Years of Age.	Number of Male Pupils Over Twenty Years of Age.	Total Number of Male Pupils.	Under Fourteen Years.	Number of Female Pupils Between Fourteen and Twenty Years of Age.	Number of Female Pupils Over Twenty Years of Age.	Total Number of Female Pupils.	Under Fourteen Years.	Total Number of Pupils Between Fourteen and Twenty Years of Age.	Total Number of Pupils Over Twenty Years of Age.
Atlantic .....	68		48	37	85		40	95	135		88	132
Bergen .....	70		10	8	18		1	1	2		11	9
Burlington .....	71		173	67	240		44	30	74		217	97
†Camden .....	16		1	8	9		1	3	4		2	11
Cape May .....	64		27	5	32		17	8	25		44	13
Cumberland .....	81	715	4,684	1,945	7,344	472	3,370	2,090	5,932	1,187	8,054	4,035
†Essex .....	64		24	11	35		12	23	35		36	34
Gloucester .....	75		1,896	1,695	3,591		1,007	642	1,649		2,903	2,337
†Hudson .....												
Hunterdon .....	82		621	348	969		351	124	475		972	472
§Mercer .....	155		138	458	596		134	179	313		272	637
†Middlesex .....	48		2	13	15		3	21	24		5	34
Monmouth .....	64		55	52	107		61	86	147		116	138
Morris .....												
Ocean .....	88		590	672	1,262		697	737	1,434		1,937	1,409
†Passaic .....												
Salem .....												
Somerset .....												
Sussex .....												
Union .....	65		380	226	606		264	138	402		644	364
Warren .....												
Total .....	72	715	8,649	5,545	14,909	472	6,002	4,177	10,651	1,187	14,651	9,722

\*Rate is higher because all teachers did not teach forty-eight nights. †All Evening Schools. ‡Includes Vocational Evening. §All Evening School Teachers. ¶Include Foreign Born.

TABLE 24—*Continued*  
EVENING SCHOOLS.

REGULAR EVENING SCHOOLS—NOT INCLUDING FOREIGN-BORN, MANUAL TRAINING OR VOCATIONAL.

COUNTIES.	Total Number of Pupils Enrolled in Evening Schools.	Number of Men Teachers in Evening Schools.	Number of Women Teachers in Evening Schools.	Total Number of Teachers Employed in Evening Schools.	Contractual Amount Paid Men Teachers in Evening Schools.	Contractual Amount Paid Women Teachers in Evening Schools.	Total Contractual Amount Paid Teachers in Evening Schools.	Average Salary Per Night Paid to Men Teachers.	Average Salary Per Night Paid to Women Teachers.	Amount Expended for Salaries of Janitors.
Atlantic .....	220	2	9	11	\$572 00	\$1,678 00	\$2,250 00	\$4 20	\$2 74	\$375 32
Bergen .....	20	2	3	5	181 00	160 00	341 00	3 00	2 25	.....
Burlington .....	314	12	15	27	1,881 00	299 50	2,180 50	2 00	2 27	.....
Camden .....	13	1	1	2	40 00	20 00	60 00	1 50	1 50	.....
Cape May .....	57	1	1	2	160 00	160 00	320 00	2 50	2 50	.....
Cumberland .....	13,276	208	187	395	69,335 00	53,074 75	122,409 75	4 12	3 50	225 00
Essex .....	70	2	2	4	640 00	.....	640 00	5 00	.....	.....
Gloucester .....	5,240	89	112	201	18,228 00	13,192 00	31,420 00	3 10	2 61	.....
Hudson .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hunterdon .....	1,444	19	36	55	4,233 00	7,134 00	11,367 00	2 72	2 42	.....
Mercer .....	909	9	19	28	3,121 46	2,016 00	5,137 46	3 19	2 54	.....
Middlesex .....	39	1	2	3	56 00	132 00	188 00	3 50	3 06	.....
Monmouth .....	254	3	9	12	610 00	1,501 00	2,111 00	3 17	2 60	.....
Morris .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean .....	2,696	32	28	60	8,902 00	8,151 50	17,053 50	3 16	3 32	.....
Passaic .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union .....	1,008	27	23	50	4,682 00	3,839 50	8,521 50	2 66	2 56	1,089 00
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	25,560	407	432	839	\$112,460 46	\$91,388 25	\$203,848 71	\$3 83	\$2 93	\$1,689 32



## COMMISSIONER OF EDUCATION.

305

TABLE 25  
COLORED DAY SCHOOLS.

COUNTIES.	Number of Buildings Used Exclusively for Colored Schools.	Number of Colored Teachers Employed.	Average Annual Salary of Each.	Number of Colored Pupils Enrolled in all Day Schools.		
				Boys.	Girls.	Total.
Atlantic .....	1	40	\$864 80	855	915	1,770
Bergen .....				350	420	770
Burlington .....	6	14	695 35	295	334	629
Camden .....	12	48	875 52	949	1,121	2,070
Cape May .....	5	11	637 93	136	141	277
Cumberland .....	2	4	551 25	68	69	137
Essex .....		4	1,150 00	2,339	2,572	4,911
Gloucester .....	5	10	621 00	225	234	459
Hudson .....						
Hunterdon .....						
Mercer .....	4	19	806 58	377	415	792
Middlesex .....						
Monmouth .....	7	19	841 31	455	553	1,008
Morris .....				190	201	391
Ocean .....	1	1	875 00	20	37	57
Passaic .....		1	600 00	77	38	115
Salem .....	8	15	603 66	315	252	667
Somerset .....	1	1	600 00	36	20	56
Sussex .....						
Union .....						
Warren .....						
<b>Total</b> .....	<b>52</b>	<b>187</b>	<b>\$747 87</b>	<b>6,687</b>	<b>7,422</b>	<b>14,109</b>

TABLE 26  
 APPORTIONMENT OF RESERVE FUNDS FOR YEAR BEGINNING JULY 1, 1918.

COUNTIES.	Number of Teachers.	Total Days' Attendance.	Amount Apportioned from \$250,000.00 State School Fund Appropriation.	Amount Apportioned from \$100,000.00 State Fund Appropriation.	Amount Allotted from Railroad Tax.
Atlantic .....	574	2,313,082	\$6,921 65	\$4,340 99	\$136,831 33
Bergen .....	1,305	6,433,750	19,252 31	6,796 78	214,239 38
Burlington .....	405	1,851,574	5,540 64	1,359 32	42,846 69
Camden .....	917	4,333,831	12,968 53	4,302 58	135,620 32
Cape May .....	182	614,945	1,840 16	1,348 02	42,490 72
Cumberland .....	350	1,809,260	5,414 02	1,027 32	32,381 77
Essex .....	3,610	18,304,095	54,773 05	23,764 99	749,089 98
Gloucester .....	274	1,237,018	3,701 64	1,228 86	38,734 66
Hudson .....	2,739	15,915,095	47,624 23	21,798 16	687,094 08
Hunterdon .....	205	833,744	2,494 89	788 23	24,845 37
Mercer .....	778	3,731,747	11,166 86	4,500 36	141,854 67
Middlesex .....	718	3,981,748	11,914 96	3,573 15	112,628 29
Monmouth .....	667	3,075,895	9,204 29	4,190 16	132,076 75
Morris .....	448	2,163,596	6,474 33	2,019 35	63,651 41
Ocean .....	174	646,519	1,934 64	814 99	25,689 07
Passaic .....	1,272	7,184,374	21,498 47	7,154 50	225,515 00
Salem .....	206	935,157	2,798 36	1,050 26	33,105 03
Somerset .....	286	1,323,856	3,961 50	1,329 87	41,918 51
Sussex .....	179	717,033	2,145 64	856 63	27,001 68
Union .....	1,001	4,921,462	14,726 95	6,619 24	208,643 34
Warren .....	241	1,217,381	3,642 88	1,136 24	35,815 03
Total .....	16,531	83,545,162	\$250,000 00	\$100,000 00	*\$3,152,073 08

\*Subject, prior to distribution, to any further deductions required.

TABLE 26—*Continued*  
 APPORTIONMENT OF RESERVE FUND FOR YEAR BEGINNING JULY 1, 1918.

COUNTIES.	Amount Apportioned State School Tax.	Amount Apportioned Out of 10% Reserve Fund by State Board of Education.	Total Amount Apportioned by State.	Amount Out.	Amount In.	Amount Per Teacher.
Atlantic .....	\$306,391 36	\$25,043 48	\$479,528 81	\$9,000 00	.....	\$835 41
Bergen .....	479,722 73	53,302 53	773,313 73	.....	.....	592 57
Burlington .....	95,941 90	23,650 21	176,348 76	.....	\$22,000 00	440 36
Camden .....	303,879 68	33,742 19	490,313 30	.....	.....	534 69
Cape May .....	95,144 82	8,571 65	149,395 37	2,000 00	.....	820 85
Cumberland .....	72,508 94	32,056 55	143,388 60	.....	24,000 00	409 68
Essex .....	1,677,354 99	166,372 78	2,671,355 79	20,000 00	.....	739 98
Gloucester .....	86,734 28	9,637 14	140,036 58	.....	.....	511 08
Hudson .....	1,538,534 39	149,948 26	2,444,999 12	21,000 00	.....	892 66
Hunterdon .....	55,633 50	18,181 49	101,943 48	.....	12,000 00	497 28
Mercer .....	317,639 59	35,293 29	510,454 77	.....	.....	656 11
Middlesex .....	252,196 16	28,021 80	408,334 36	.....	.....	568 71
Monmouth .....	295,744 98	31,860 55	473,076 73	1,000 00	.....	709 26
Morris .....	142,527 61	15,836 40	230,509 10	.....	.....	514 52
Ocean .....	57,522 71	6,391 41	92,352 82	.....	.....	530 76
Passaic .....	504,970 98	56,107 89	815,246 84	.....	.....	540 91
Salem .....	74,128 46	8,236 50	119,313 61	.....	.....	579 21
Somerset .....	93,863 53	10,429 28	151,502 69	.....	.....	529 72
Sussex .....	60,461 91	6,717 99	97,183 85	.....	.....	542 92
Union .....	467,192 12	46,910 24	744,091 89	5,000 00	.....	743 34
Warren .....	80,196 67	8,910 74	129,701 56	.....	.....	538 18
Total .....	\$7,058,091 31	\$784,232 37	\$11,344,396 76	\$58,000 00	\$58,000 00	.....

COMMISSIONER OF EDUCATION.

TABLE 27  
APPORTIONMENT OF SCHOOL MONEYS FOR YEAR BEGINNING JULY 1, 1918.

Amount of State School Tax ..... \$7,842,323 68  
Amount of State Appropriation ..... 100,000 00  
Amount of State School Fund Appropriation ..... 250,000 00  
Amount of Railroad Tax ..... \*3,152,073 08

COUNTIES.	Number of Teachers.	Total Days' Attendance.	Amount Apportioned from \$250,000.00 State School Fund Appropriation.	Amount Apportioned from \$100,000.00 State Fund Appropriation.	*Amount Allotted from Railroad Tax.	Amount Apportioned 90% State School Tax.	Amount Apportioned Out of 10% Reserve Fund by the State Board of Education.	Total Amount Apportioned by State.
Atlantic .....	574	2,313,082	\$6,921 65	\$4,340 99	\$136,831 33	\$306,391 36	\$25,043 48	\$479,528 81
Bergen .....	1,305	6,433,750	19,252 31	6,736 78	214,238 38	479,722 73	53,302 53	778,313 73
Burlington .....	405	1,831,574	5,540 64	1,359 32	42,846 69	95,941 90	32,660 21	178,348 76
Camden .....	917	4,333,831	12,968 53	4,302 58	135,820 32	303,679 68	33,742 19	490,313 30
Cape May .....	182	614,945	1,840 16	1,348 02	42,490 72	95,144 82	8,571 65	149,395 37
Cumberland .....	350	1,809,260	5,414 02	1,027 32	32,381 77	72,508 94	32,056 55	143,388 60
Essex .....	3,610	18,304,095	54,773 05	23,764 99	749,089 98	1,677,354 99	166,372 78	2,671,355 79
Gloucester .....	274	1,237,018	3,701 64	1,228 86	38,734 66	86,734 28	9,637 14	140,036 58
Hudson .....	2,739	15,915,095	47,624 23	21,798 16	687,094 08	1,538,534 39	149,948 26	2,444,999 12
Hunterdon .....	205	833,744	2,494 89	788 23	24,845 37	55,633 50	18,181 49	101,943 48
Mercer .....	778	3,731,747	11,166 86	4,500 36	141,854 67	317,639 59	35,293 29	510,454 77
Middlesex .....	718	3,981,748	11,914 96	3,573 15	112,628 29	252,196 16	28,021 80	408,334 36
Monmouth .....	667	3,075,895	9,204 29	4,190 16	132,076 75	296,744 98	31,860 55	473,076 73
Morris .....	448	2,163,596	6,474 33	2,019 35	63,651 41	142,527 61	15,836 40	230,509 10
Ocean .....	174	646,519	1,934 64	814 99	25,689 07	57,522 71	6,391 41	92,362 82
Passaic .....	1,272	7,184,374	21,498 47	7,154 50	225,515 00	504,970 98	56,107 89	815,246 84
Salem .....	206	935,157	2,798 36	1,050 26	33,105 03	74,128 46	8,236 50	115,318 61
Somerset .....	286	1,323,856	3,961 50	1,329 87	41,918 51	93,863 53	10,429 28	151,502 69
Sussex .....	179	717,033	2,145 64	856 63	27,001 68	60,461 91	6,717 99	97,183 85
Union .....	1,001	4,921,462	14,726 95	6,619 24	208,643 34	467,192 12	46,910 24	744,091 89
Warren .....	241	1,217,381	3,642 88	1,136 24	35,815 03	80,196 67	8,910 74	129,701 56
Total .....	16,531	83,545,162	\$250,000 00	\$100,000 00	\$3,152,073 08	\$7,058,091 31	\$784,232 37	\$11,944,396 76

\*Subject, prior to distribution, to any further deductions required.

## SECTION B

### ATTENDANCE BY COUNTIES AND DISTRICTS

FOR YEAR ENDING JUNE 30, 1919

#### TOTAL ATTENDANCE FOR STATE

COUNTIES	Total Attendance	Loss	Gain
Atlantic .....	2,213,915 .....		118,793
Bergen .....	6,765,911 .....		241,725
Burlington .....	1,904,223 .....		204,913
Camden .....	4,439,234 .....		350,632
Cape May .....	584,147 .....	5,957 .....	
Cumberland .....	1,802,702 .....		68,394
Essex .....	18,798,677 .....		729,738
Gloucester .....	1,290,924 .....		99,996
Hudson .....	15,899,578 .....		329,776
Hunterdon .....	833,753 .....		42,423
Mercer .....	3,647,181 .....		87,603
Middlesex .....	4,368,757 .....		245,230
Monmouth .....	33,081,025 .....		200,441
Morris .....	2,216,461 .....		85,158
Ocean .....	621,022 .....		30,289
Passaic .....	7,316,906 .....		65,907
Salem .....	1,050,023 .....		85,104
Somerset .....	1,335,437 .....		54,360
Sussex .....	721,140 .....		28,562
Union .....	5,280,669 .....		364,187
Warren .....	1,217,711 .....		49,530
Total .....	85,389,396 .....	5,957 .....	3,482,761

#### ATLANTIC COUNTY

TOWNSHIPS	Total Attendance	Loss	Gain
Absecon .....	22,682½ .....		182
Atlantic City .....	1,233,515 .....		46,532
*Brigantine .....			
Buena Vista .....	159,645½ .....		19,057½

ATLANTIC COUNTY—Continued

TOWNSHIPS	Total Attendance	Loss	Gain
Egg Harbor City .....	76,822	.....	7,438
Egg Harbor Township .....	38,537½	.....	3,487½
*East Atlantic City .....	.....	.....	.....
Folsom .....	7,187	231	.....
Galloway .....	43,757	.....	5,419½
Hamilton .....	70,715½	.....	5,764
Hammononton .....	216,467½	.....	8,765
Linwood .....	12,114	.....	1,099
*Longport .....	.....	.....	.....
Margate City .....	4,708	.....	390½
Mullica Township .....	22,441½	.....	3,492½
Northfield .....	19,562½	.....	1,154½
Pleasantville .....	197,645	.....	5,828
Port Republic .....	7,018	971	.....
Somers Point .....	14,184	.....	879½
Ventnor .....	48,764	.....	8,327
Weymouth .....	18,148½	.....	2,178
Total .....	2,213,915	1,202	119,995

\*No attendance.

BERGEN COUNTY

Allendale .....	27,284	499	.....
Alpine .....	8,123	673	.....
Bergenfield .....	126,851½	.....	4,430
Bogota .....	107,142	.....	14,103½
Carlstadt .....	140,321½	.....	52
Cliffside Park .....	222,390½	.....	3,784½
Closter .....	54,506	6,114½	.....
Cresskill .....	28,034	.....	1,123½
Delford .....	30,164	452	.....
Demarest .....	16,777½	.....	905
Dumont .....	98,832	7,723½	.....
East Paterson .....	70,620	.....	6,162½
East Rutherford .....	184,223½	18,080	.....
Edgewater .....	99,737½	97½	.....
Emerson .....	29,562½	1,081½	.....
Englewood .....	375,902½	.....	19,839½
Englewood Cliffs .....	7,258½	255½	.....
Fairview .....	207,453½	.....	20,585½
Fort Lee .....	162,622	.....	7,587
Franklin .....	32,551½	.....	242½
Garfield .....	710,877	.....	47,211
Glen Rock .....	58,072	.....	4,030
Harrington Park .....	17,283	.....	1,905
*Harrington Township .....	.....	.....	.....
Hasbrouck Heights .....	112,425	.....	206½
Haworth .....	16,219½	386½	.....
Hillsdale .....	49,261½	.....	5,858½
Hohokus .....	16,160½	341	.....

## COMMISSIONER OF EDUCATION.

311

## BERGEN COUNTY—Continued

TOWNSHIPS	Total Attendance	Loss	Gain
Hohokus Township .....	47,584½	8,190½	.....
Leonia .....	120,255½	.....	1,489½
Little Ferry .....	97,753	.....	1,531
Lodi Borough .....	335,098	.....	9,982½
Lodi Township .....	23,711½	2,993½	.....
Lyndhurst .....	340,237	.....	26,233
Maywood .....	43,073½	1,970½	.....
Midland Township .....	39,308½	.....	2,106½
Midland Park .....	69,587	1,125½	.....
Moonachie .....	35,648	.....	1,423
Montvale .....	16,359	1,537	.....
New Barbadoes .....	616,199½	.....	34,492
North Arlington .....	45,019	.....	3,201½
Northvale .....	24,433½	.....	2,252
Norwood .....	27,744	.....	2,281½
Oakland .....	16,916½	301	.....
Old Tappan .....	6,959½	.....	192
Orvil Township .....	35,977	.....	1,773½
Overpeck Township .....	257,377	.....	4,177
Palisades Park .....	87,348	.....	3,958
Palisades Township .....	50,711	.....	1,056½
Park Ridge .....	67,074½	543½	.....
Ramsey .....	72,416	.....	138
Ridgefield .....	50,274	.....	7,061
Ridgewood .....	281,101	.....	11,705½
Riverside .....	28,765	.....	497½
Rivervale Township .....	9,861½	601½	.....
Rutherford .....	267,461½	1,271	.....
Saddle River Borough .....	10,115	.....	1,668½
Saddle River Township .....	64,583½	.....	1,804
Teaneck .....	130,084	.....	9,969½
Tenafly .....	71,932½	.....	2,721½
*Teterboro .....	.....	.....	.....
*Union Township .....	.....	.....	.....
Upper Saddle River .....	5,182½	.....	1,349
Wallington .....	185,646½	.....	14,702
Washington .....	4,470½	.....	1,373
Westwood .....	86,227	.....	887
Woodcliff Lakes .....	14,939	.....	1,310
Wood Ridge .....	67,170½	.....	6,600½
Total .....	6,765,911	54,238	295,963

\*No attendance.

## BURLINGTON COUNTY

Bass River .....	11,969	2,623	.....
Beverly City .....	60,461½	.....	5,222
Beverly Township .....	62,529	.....	6,112
Bordentown City .....	97,407½	.....	7,622
*Bordentown Township .....	.....	.....	.....

## SCHOOL REPORT.

## BURLINGTON COUNTY—Continued

TOWNSHIPS	Total Attendance	Loss	Gain
Burlington City .....	233,774		38,762
Burlington Township .....	37,367½		7,402½
Chester .....	219,615		24,874½
Chesterfield .....	29,009		1,979
Cinnaminson .....	39,233		77
Delran .....	40,892½		11,821
Easthampton .....	8,890½		1,063½
Evesham .....	39,375½		9,713
Fieldsboro .....	16,033½		538
Florence .....	160,434½		20,604
Lumberton .....	28,117½		1,366
Mansfield .....	34,194		3,404½
Medford .....	39,868½		160½
Mount Laurel .....	40,895½		4,316
New Hanover .....	21,067½		6,160
Northampton .....	181,447		12,759
North Hanover .....	8,326½	1,033½	
Palmyra .....	137,889		10,959
Pemberton Borough .....	52,108½		9,085½
Pemberton Township .....	18,737½		2,200
Riverside .....	133,034½		15,053
Riverton Borough .....	48,951		3,625½
Shamong .....	5,898	2,516	
Southampton .....	25,221½		3,424½
Springfield .....	22,893		1,234
Tabernacle .....	6,866½		701
Washington .....	10,640		1,252½
Westhampton .....	5,118	381½	
Willingboro .....	15,876½		2,322
Woodland .....	10,020½	1,346½	
Total .....	1,904,223	7,900½	212,813½

\*No attendance.

## CAMDEN COUNTY

Audubon .....	115,025		20,949
Barrington .....	38,856½		7,272
Berlin .....	56,598½		9,279
Camden City .....	2,612,772½		185,447½
Centre .....	71,988½		8,407½
Chesilhurst .....	5,009	12	
Clementon .....	78,316		1,671½
Collingswood .....	277,210		28,531
Delaware .....	40,009½		1,332½
Gloucester City .....	235,218½		18,731½
Gloucester Township .....	62,494		696
Haddon Township .....	56,751½		7,583
Haddonfield .....	177,647½		14,464½
Haddon Heights .....	102,307½		12,961½
Laurel Springs .....	20,972	2,026	



## COMMISSIONER OF EDUCATION.

313

## CAMDEN COUNTY—Continued

TOWNSHIPS	Total Attendance	Loss	Gain
Magnolia .....	35,539	.....	2,800½
Merchantville .....	65,804	.....	6,371
Oaklyn .....	25,705	.....	1,471½
Pensauken .....	168,186½	.....	10,500½
Voorhees .....	33,496	.....	6,414
Waterford .....	44,821½	.....	1,925
Winslow .....	77,073½	.....	1,014½
Woodlynne .....	37,432	.....	4,846½
Total .....	4,439,234	2,038	352,670

## CAPE MAY COUNTY

Avalon .....	3,661½	2,062½	.....
Cape May City .....	77,870½	.....	2,534½
Cape May Point .....	3,757½	585½	.....
Dennis .....	40,667½	.....	889
Lower Township .....	18,836	664	.....
Middle Township .....	84,192	.....	75
North Wildwood .....	23,585½	1,903½	.....
Ocean City .....	77,496½	.....	4,119
Sea Isle City .....	16,366	1,314	.....
Stone Harbor .....	3,195	3,072½	.....
*South Cape May .....	.....	.....	.....
Upper Township .....	33,537	1,668½	.....
West Cape May .....	26,823½	2,512½	.....
Wildwood City .....	96,905½	1,055	.....
*Wildwood Crest .....	.....	.....	.....
Woodbine .....	77,253	.....	1,263½
Total .....	584,147	14,838	8,881

\*No attendance.

## CUMBERLAND COUNTY

Bridgeton .....	426,657	6,842	.....
Commercial .....	63,622½	.....	704½
Deerfield .....	86,098½	.....	7,577½
Downe .....	30,734½	559	.....
Fairfield .....	33,726	.....	633½
Greenwich .....	24,651½	41½	.....
Hopewell .....	58,087½	.....	4½
Landis .....	538,536	.....	60,999
Lawrence .....	40,810	4,404½	.....
Maurice River .....	43,618	2,337½	.....
Millville .....	437,614½	.....	10,320½
Stow Creek Township .....	18,546	.....	2,339
Total .....	1,802,702	14,184½	82,578½

## SCHOOL REPORT.

## ESSEX COUNTY

TOWNSHIPS	Total Attendance	Loss	Gain
Belleville .....	540,663	.....	15,444
Bloomfield .....	638,391½	.....	45,768
Caldwell Borough .....	144,477½	.....	14,075
Caldwell Township .....	18,310½	.....	1,880
Cedar Grove .....	34,557	.....	3,619
East Orange .....	1,295,257	.....	42,682
Essex Fells .....	10,405½	.....	706
Glen Ridge .....	137,866	.....	15,722
Irvington .....	717,115	.....	32,329½
Livingston .....	30,675½	.....	3,097
Milburn .....	122,622½	.....	12,512
Montclair .....	802,118½	.....	37,706½
Newark .....	12,138,369	.....	382,869
North Caldwell .....	6,681	.....	117
Nutley .....	356,770	.....	20,658
Orange .....	900,296	.....	24,123½
Roseland .....	22,443	.....	3,642
South Orange .....	357,181½	.....	46,927
Verona .....	81,843½	.....	5,660
West Orange .....	442,633½	.....	20,200½
Total .....	18,798,677	.....	729,738

## GLOUCESTER COUNTY

Clayton .....	59,690	.....	5,036½
Depford .....	34,167½	.....	5,265
East Greenwich Township .....	35,516	.....	3,426
Elk Township .....	12,816	.....	874
Franklin .....	82,992½	.....	2,530½
Glassboro .....	125,212	.....	5,330½
Greenwich .....	38,489	.....	10,327½
Harrison .....	45,687	.....	6,674½
Logan .....	36,854½	764	.....
Mantua .....	53,110½	.....	6,999½
Monroe .....	92,900	.....	10,470
National Park .....	20,635½	.....	4,168½
Paulsboro .....	135,542	.....	15,141½
Pitman .....	77,880½	.....	10,933
South Harrison .....	12,031	.....	174½
Swedesboro .....	77,148½	.....	4,910
Washington .....	29,303	.....	5,916½
Wenonah .....	25,095½	.....	5,379
West Deptford .....	29,304	2,696	.....
Westville .....	60,941½	9,761½	.....
Woodbury .....	192,981½	.....	7,068½
Woodbury Heights .....	12,626	.....	2,592
Total .....	1,290,924	13,221½	113,217½

COMMISSIONER OF EDUCATION.

315

HUDSON COUNTY

TOWNSHIPS	Total Attendance	Loss	Gain
Bayonne .....	2,235,784	.....	87,156
East Newark .....	72,989	.....	3,697
Guttenberg .....	200,601½	.....	13,139
Harrison .....	301,551½	.....	16,283½
Hoboken .....	1,597,891	69,373½	.....
Jersey City .....	6,977,360½	.....	191,948
Kearny .....	734,382½	.....	50,506½
North Bergen .....	720,839	4,812	.....
Secaucus .....	118,685	.....	5,611½
Town of Union .....	663,070	11,072	.....
Weehawken .....	289,915½	827	.....
West Hoboken .....	1,096,987	746½	.....
West New York .....	889,521½	.....	48,265½
Total .....	15,899,578	86,831	416,607

HUNTERDON COUNTY

Alexandria .....	12,421½	483½	.....
Bethlehem .....	6,155½	1,078½	.....
Bloomsbury .....	26,449½	.....	4,497½
Califon .....	12,019½	.....	12,019½
Clinton, Town of .....	28,970	2,562½	.....
Clinton Township .....	35,729½	.....	4,189
Delaware .....	32,750	.....	4,302½
East Amwell .....	22,752½	.....	3,708
Flemington .....	110,298	1,422	.....
Franklin .....	17,651½	111½	.....
Frenchtown Borough .....	27,636½	.....	4,479
Hampton .....	43,078	.....	4,111½
High Bridge Borough .....	76,121	.....	3,410½
Holland .....	21,829	.....	1,074
Kingwood .....	22,418½	.....	4,743
Lambertville City .....	125,590½	.....	4,911½
Lebanon .....	43,716½	.....	3,152
Milford .....	19,464½	.....	2,672½
Raritan .....	35,554	.....	1,699
Readington .....	49,240½	.....	1,861
Stockton Borough .....	16,463½	817½	.....
Tewksbury .....	18,172	.....	723½
Union .....	23,504	.....	5,862
Union Graded .....	.....	13,340	.....
West Amwell .....	5,767	5,177½	.....
Total .....	833,753	24,993	67,416

MERCER COUNTY

East Windsor .....	104,456½	.....	3,674½
Ewing .....	74,273	.....	6,113½

## SCHOOL REPORT.

## MERCER COUNTY—Continued

TOWNSHIPS	Total Attendance	Loss	Gain
Hamilton .....	385,937	.....	19,895
Hopewell .....	169,714	.....	17,920
Lawrence .....	104,298	.....	10,870
Princeton Borough .....	131,091	.....	3,187½
Princeton Township .....	25,316	.....	1,069½
Trenton .....	2,591,421	.....	18,655½
Washington .....	24,036½	.....	2,570½
West Windsor .....	36,638	.....	3,647
Total .....	3,647,181	.....	87,603

## MIDDLESEX COUNTY

Cranbury .....	47,678½	.....	7,066½
Dunellen .....	92,140½	.....	5,484½
East Brunswick .....	64,222	.....	3,012½
Helmetta .....	30,631	.....	3,939½
Highland Park .....	109,821½	.....	15,900½
Jamesburg .....	100,904½	.....	6,600½
Madison .....	42,787½	.....	97½
Metuchen .....	108,834½	.....	3,363½
Middlesex .....	64,604½	.....	9,415
Milltown .....	80,961½	.....	11,264
Monroe .....	31,900½	1,119½	.....
New Brunswick .....	801,543½	.....	47,844
North Brunswick .....	19,499	1,610	.....
Perth Amboy .....	1,348,606½	.....	74,236
Piscataway .....	124,200½	.....	10,378
Raritan .....	136,160½	.....	8,671½
Roosevelt .....	288,809	.....	9,667
Sayreville .....	72,442½	1,322	.....
South Amboy .....	114,584	11,033½	.....
South Brunswick .....	80,197½	.....	3,848
South River .....	173,142½	4,813½	.....
Spotswood .....	27,178	.....	1,393½
Woodbridge .....	407,907	.....	42,946½
Total .....	4,368,757	19,898½	265,128½

## MONMOUTH COUNTY

Allenhurst .....	.....	.....	.....
Asbury Park .....	379,516	.....	13,551
Atlantic .....	21,974	.....	1,066
Atlantic Highlands .....	58,848	.....	1,285
Avon .....	16,764	.....	344
Belmar .....	51,223	199½	.....
Bradley Beach .....	51,784½	.....	2,926½
*Deal .....	.....	.....	.....
Eatontown .....	47,228	1,162	.....

## COMMISSIONER OF EDUCATION.

317

## MONMOUTH COUNTY—Continued

TOWNSHIPS	Total Attendance	Loss	Gain
Fairhaven .....	30,451	.....	635
Farmingdale .....	19,254	.....	262
Freehold Town .....	166,835	.....	7,695
Freehold Township .....	32,879½	.....	7,402
Highland .....	47,414	.....	3,775½
Holmdel .....	29,267	.....	435½
Howell .....	55,714½	.....	7,754
Keyport .....	132,056½	.....	3,222½
Keansburg Borough .....	41,151½	.....	4,638½
Long Branch .....	491,537	.....	33,420½
Manalapan .....	51,978½	.....	1,561
Manasquan .....	74,883½	.....	6,622½
Marlboro .....	43,247½	.....	6,074
Matawan .....	97,643½	.....	1,916½
Middletown .....	169,545½	.....	15,592
Millstone .....	34,586	1,121	.....
Monmouth Beach .....	11,406	.....	1,367
Neptune City .....	17,381	.....	1,044½
Neptune Township .....	209,769½	.....	20,614½
Ocean .....	31,673½	215½	.....
Raritan .....	38,394	.....	5,094
Red Bank .....	289,395	.....	29,661
Rumson .....	52,859	.....	2,841
Sea Bright .....	25,852½	435½	.....
*Sea Girt Borough .....	.....	.....	.....
Shrewsbury .....	48,944½	.....	5,162½
Spring Lake .....	27,416½	.....	5,567
Upper Freehold .....	58,591½	1,234½	.....
Wall .....	99,106½	.....	9,578½
West Long Branch .....	24,443½	.....	3,700
Total .....	3,081,025	4,368	204,809

\*No attendance.

## MORRIS COUNTY

Boonton Town .....	145,349½	.....	12,261½
Boonton Township .....	10,920½	1,457½	.....
Butler .....	94,987	.....	4,463
Chatham Borough .....	73,842	.....	3,106
Chatham Township .....	22,852½	.....	941½
Chester .....	29,223½	.....	1,122
Denville .....	26,134	.....	1,574½
Dover Town .....	320,974½	419	.....
Florham Park Borough .....	10,859	1,579½	.....
Hanover Township .....	137,662½	.....	14,598½
Jefferson .....	30,441½	.....	650
Madison .....	134,254	.....	6,497½
Mendham Borough .....	31,809	736½	.....
Mendham Township .....	15,203½	1,617	.....
Montville .....	53,280	2,125½	.....

SCHOOL REPORT.

MORRIS COUNTY—Continued

TOWNSHIPS	Total Attendance	Loss	Gain
Morris .....	61,812½		3,799½
Morristown .....	290,679		11,818
Mt. Arlington Borough .....	8,193½		864
Mt. Olive .....	27,035	30½	
Netcong .....	77,790½		2,282½
Passaic .....	53,407½		472
Pequannock .....	56,763		6,974½
Randolph .....	66,810		4,938½
Rockaway Borough .....	104,543½		5,295½
Rockaway Township .....	98,396	1,118	
Roxbury .....	104,593½		5,763½
Washington .....	46,833½	953	
Wharton .....	81,804½		8,772
Total .....	2,216,461	10,036½	95,194½

OCEAN COUNTY

Barnegat City .....	1,037		417½
Bay Head .....	7,223		933
Beach Haven .....	9,721		1,568
*Beechwood .....			
Berkeley .....	10,316		2,241
Brick .....	48,813		5,151
Dover .....	78,444½	1,462	
Eagleswood .....	8,067½	2,222½	
Harvey Cedars .....	120½	1,144½	
Island Heights .....	9,080½		840
Jackson .....	29,604½		1,803
Lacey .....	11,675	330½	
Lakewood .....	192,827		17,987½
Lavelette .....	3,836½	631	
Little Egg Harbor .....	9,662	1,149	
Long Beach .....		137	
Manchester .....	22,552½		3,407½
*Mantoloking .....			
Ocean .....	7,102½		145
*Ocean Gate .....			
Plumstead .....	25,400½		454½
Point Pleasant .....	51,366½		871½
Sea Side Heights .....	2,746		512½
Sea Side Park .....	5,668		129½
Stafford .....	20,983½		1,091
Surf City .....		1,448	
Tuckerton .....	41,116½		2,566
Union .....	23,658	1,305	
Total .....	621,022	9,829½	40,118½

\*No attendance.

## COMMISSIONER OF EDUCATION.

319

## PASSAIC COUNTY

TOWNSHIPS	Total Attendance	Loss	Gain
Bloomington .....	67,832	.....	67,832
Clifton City .....	842,076½	.....	11,762½
Haledon .....	89,734	6,654	.....
Hawthorne .....	128,909½	6,632½	.....
Little Falls .....	102,503	817	.....
North Haledon .....	26,203	.....	664½
Passaic .....	1,862,998	.....	9,681
Paterson .....	3,664,779	.....	28,628
*Pompton .....	.....	199,529	.....
Pompton Lakes .....	58,540	.....	8,047
Prospect Park .....	104,119½	4,130½	.....
Ringwood .....	37,269	.....	37,269
Totowa .....	52,312	1,762	.....
Wanaque .....	116,529½	.....	116,529½
Wayne .....	63,235	.....	2,152½
West Paterson .....	54,339½	.....	623½
West Milford .....	45,526½	.....	2,242½
Total .....	7,316,906	219,525	285,432

## SALEM COUNTY

Alloway .....	42,687½	.....	3,000½
Elmer .....	32,324	3,406½	.....
Elsinboro .....	8,355	.....	1,468½
Lower Alloway Creek .....	26,777½	490	.....
Lower Penn's Neck .....	43,712	.....	7,054
Mannington .....	30,310	.....	1,969½
Oldman's .....	37,740	1,621	.....
Penn's Grove .....	165,667	.....	12,793½
Pilesgrove .....	109,580½	.....	262
Pittsgrove .....	41,704½	5,899	.....
Quinton .....	20,700	.....	967½
Salem City .....	258,053½	.....	23,084
Upper Penn's Neck .....	192,598	.....	50,341
Upper Pittsgrove .....	39,813½	4,420	.....
Total .....	1,050,023	15,836½	100,940½

## SOMERSET COUNTY

Bedminster .....	30,983	.....	1,894½
Bernards .....	140,914	.....	3,316½
Bound Brook .....	239,369½	.....	10,313
Branchburg .....	24,792	.....	396
Bridgewater .....	156,626	.....	3,381½
East Millstone .....	11,403	.....	630
Franklin .....	39,664	.....	448½
Hillsborough .....	109,672½	.....	24,251
Millstone .....	2,744½	1,808	.....

## SCHOOL REPORT.

## SOMERSET COUNTY—Continued

TOWNSHIPS	Total Attendance	Loss	Gain
Montgomery .....	22,447½	832½	.....
North Plainfield Borough .....	210,942	.....	24,024
North Plainfield Township .....	20,478	.....	1,391
Peapack-Gladstone .....	39,872½	3,009½	.....
Rocky Hill .....	10,239	3,628½	.....
Somerville .....	204,542	12,544	.....
South Bound Brook .....	43,696½	.....	2,527
Warren .....	27,051	.....	3,609½
Total .....	1,335,437	21,822½	76,182½

## SUSSEX COUNTY

Andover Borough .....	18,721½	.....	1,432½
Andover Township .....	5,944	.....	185
Branchville .....	18,945	2,403½	.....
Byram .....	4,155½	876	.....
Frankford .....	16,493½	169	.....
Franklin .....	114,218½	.....	20,505
Fredon .....	4,067½	1,090½	.....
Green .....	9,991	599	.....
Hampton .....	12,153½	815½	.....
Hardyston .....	71,399	3,841½	.....
Hopatcong Borough .....	4,989	.....	674
Lafayette .....	14,503	.....	1,314½
Montague .....	10,087½	.....	1,449
Newton .....	162,253	.....	11,543
Ogdensburg .....	32,310½	.....	2,234
Sandyston .....	19,177	.....	417½
Sparta .....	22,354½	432½	.....
Stanhope .....	36,389	.....	2,741
Stillwater .....	17,722	1,071½	.....
Sussex Borough .....	56,937½	.....	1,184½
Vernon .....	33,310	.....	357
Wallpack .....	5,741	.....	887
Wantage .....	29,277	5,063	.....
Total .....	721,140	16,362	44,924

## UNION COUNTY

Clark .....	23,877½	.....	8,360½
Cranford .....	193,018½	.....	21,228½
Elizabeth .....	2,072,598	.....	78,903
Garwood .....	72,836	2,713½	.....
Hillside .....	151,780	.....	27,390
Kenilworth .....	50,570	.....	2,755
Linden .....	319,420½	.....	46,428
Mountainside .....	9,452½	.....	1,772



## COMMISSIONER OF EDUCATION.

321

UNION COUNTY—*Continued*

TOWNSHIPS	Total Attendance	Loss	Gain
New Providence Borough .....	46,321½	.....	4,225
New Providence Township .....	27,170	.....	2,652½
Plainfield .....	781,884	.....	76,628
Rahway .....	317,656	.....	11,959
Roselle .....	186,981½	.....	14,433½
Roselle Park .....	200,198½	.....	14,922
Scotch Plains .....	88,498	.....	17,471½
Springfield .....	57,002	.....	4,473½
Summit .....	245,091	.....	2,500
Union .....	144,099½	.....	11,735
Westfield .....	292,214	.....	19,063½
Total .....	5,280,669	2,713½	366,900½

## WARREN COUNTY

Allamuchy .....	12,268	.....	1,540½
Alpha .....	71,491½	.....	11,874
Belvidere .....	61,428½	158½	.....
Blairstown .....	37,214	1,190½	.....
Franklin .....	28,387½	2,350½	.....
Frelinghuysen .....	15,820½	.....	1,940
Greenwich .....	22,855	.....	4,159
Hackettstown .....	111,772	.....	4,746
Hardwick .....	5,451	.....	1,005
Harmony .....	39,863	.....	2,723½
Hope .....	13,850	235½	.....
Independence .....	16,683	2,053½	.....
Knowlton .....	26,479	.....	3,797
Lopatcong .....	24,505	.....	701
Mansfield .....	20,746	.....	1,062½
Oxford .....	63,614½	.....	7,585½
Pahaquarry .....	1,740½	1,183	.....
Phillipsburg .....	450,963	.....	12,505
Pohatcong .....	39,497	.....	1,193
Washington Borough .....	112,171	.....	400½
Washington Township .....	17,003½	.....	2,375
White .....	23,898½	906	.....
Total .....	1,217,711	8,077½	57,607½

## SECTION C

### SUPERINTENDENTS

#### COUNTY SUPERINTENDENTS

<i>Atlantic</i>	HENRY M. CRESSMAN	Egg Harbor City (Residence)
<i>Bergen</i>	B. C. WOOSTER	Hackensack (Court House)
<i>Burlington</i>	LOUIS J. KASER	Mt. Holly (Kelsie & Killie Bldg.)
<i>Camden</i>	CHARLES S. ALBERTSON	Camden (Court House)
<i>Cape May</i>	AARON W. HAND	Cape May Court House
<i>Cumberland</i>	J. J. UNGER	Bridgeton (Court House)
<i>Essex</i>	OLIVER J. MORELOCK	Newark (Essex Bldg., Room 316)
<i>Gloucester</i>	DANIEL T. STEELMAN	Woodbury (Court House)
<i>Hudson</i>	AUSTIN H. UPDYKE	Jersey City (Court House)
<i>Hunterdon</i>	JASON S. HOFFMAN	Flemington (Bloom Building)
<i>Mercer</i>	JOSEPH M. ARNOLD	Trenton (Court House)
<i>Middlesex</i>	H. BREWSTER WILLIS	New Brunswick (Co. Office Bldg.)
<i>Monmouth</i>	CHARLES J. STRAHAN	Freehold (Court House)
<i>Morris</i>	J. HOWARD HULSART	Morristown (Court House)
<i>Ocean</i>	CHARLES A. MORRIS	Toms River (Hyers Building)
<i>Passaic</i>	EDWARD W. GARRISON	Paterson (Court House)
<i>Salem</i>	H. C. DIXON	Salem (Court House)
<i>Somerset</i>	HENRY C. KREBS	Somerville (Court House)
<i>Sussex</i>	RALPH DECKER	Newton (Court House)
<i>Union</i>	A. L. JOHNSON	Elizabeth (Court House)
<i>Warren</i>	HOWARD E. SHIMER	Belvidere (Court House)

#### CITY SUPERINTENDENTS

<i>Asbury Park</i>	AMOS E. KRAYBILL	<i>Montclair</i>	DON C. BLISS
<i>Atlantic City</i>	C. B. BOYER	<i>New Brunswick</i>	IRA T. CHAPMAN
<i>Bayonne</i>	P. H. SMITH	<i>Newark</i>	DAVID B. CORSON
<i>Bloomfield</i>	GEORGE MORRIS	<i>North Bergen</i>	M. F. HUSTED
<i>Bordentown</i>	R'B'T. M. OBERHOLZER	<i>Ocean City</i>	JAMES M. STEVENS
<i>Bridgeton</i>	D. C. PORTER	<i>Orange</i>	W. B. PATRICK
<i>Camden</i>	JAMES E. BRYAN	<i>Passaic</i>	FRED S. SHEPHERD
<i>Cape May City</i>	E. R. BRUNYATE	<i>Paterson</i>	J. R. WILSON
<i>Clifton</i>	GEORGE A. SMITH	<i>Perth Amboy</i>	S. E. SHULL
<i>East Orange</i>	E. C. BROOME	<i>Phillipsburg</i>	J. WHITFORD RIDDLE
<i>Elizabeth</i>	FREDERICK E. EMMONS	<i>Plainfield</i>	HENRY M. MAXSON
<i>Englewood</i>	WINTON J. WHITE	<i>Pleasantville</i>	WILLIAM C. SULLIVAN
<i>Gloucester City</i>	WILMER F. BURNS	<i>Rahway</i>	WILLIAM F. LITTLE
<i>Hoboken</i>	A. J. DEMAREST	<i>Salem</i>	WALTER B. DAVIS
<i>Irvington</i>	R. LEE SAUNDERS	<i>South Amboy</i>	OSCAR O. BARR
<i>Jersey City</i>	HENRY SNYDER	<i>Summit</i>	HARRY SPRAGUE
<i>Kearny</i>	HERMAN DRESSLE	<i>Town of Union</i>	LUTHER N. STEELE
<i>Long Branch</i>	CHRIS. GREGORY	<i>Trenton</i>	ZENOS E. SCOTT
<i>Millville</i>	FREDERICK J. SICKLES	<i>West Hoboken</i>	ARTHUR O. SMITH

PART IV

---

REPORTS OF  
EDUCATIONAL INSTITUTIONS AND  
TEACHERS' RETIREMENT FUND

---

FOR THE YEAR ENDING JUNE 30, 1919

## STATE NORMAL SCHOOL AT TRENTON

J. J. SAVITZ, *Principal*

I take pleasure in submitting the annual report of the New Jersey State Normal School at Trenton:

### THE COURSES FOR THE TRAINING OF SPECIAL TEACHERS

During the year two new courses of study were introduced for the preparation of teachers and supervisors of special subjects.

#### COURSE FOR TEACHERS OF THE DEAF

In cooperation with the School for the Deaf, an institution under the supervision and control of the State Board of Education, a course is offered for the training of teachers for the deaf. The academic and professional subjects are taught by the members of the Normal School Faculty and the special subjects are given by Mrs. Carlotta A. Anderson, supervisor of the School for the Deaf, or under her supervision. Unusual opportunities for observation and practice under competent supervision are provided by the School for the Deaf. This course eventually will provide properly trained teachers for all deaf pupils in the state.

#### COURSE IN MUSIC

A three year course for the training of teachers and supervisors of music has also been introduced. A limited number of students, whose interest in the subject and capacity for mastering the problems which confront supervisors of music are sufficient to meet the demands of the state for special teachers and supervisors of this subject, will be admitted to the course. Twelve students are now enrolled. The schools and institutions of Trenton and vicinity offer exceptional opportunity for practice teaching and experience in conducting assembly and chorus singing. Miss Mabel E. Bray, formerly principal of a school for supervisors, with an extended experience in teaching and supervising this subject in public and normal schools in different sections of the country, has charge of the work. This course not only affords young women with natural capacity an opportunity for adequate training to teach this subject, but also greatly stimulates the general course students, who will be required to teach music in the grades, to greater effort and increases their interest in and appreciation of this most important subject.

#### COMMERCIAL COURSE

The special course for teachers of commercial subjects has been extended to three years on the advice and approval of the Federal Board of Voca-

## SCHOOL REPORT.

tional Education. Arrangements have been made for observation and practice in the junior and senior high schools of Trenton.

To guard against preparing teachers of commercial subjects with a theoretical knowledge of business merely, no students are admitted to the course without some business experience or business training in secondary schools. In addition, before being granted a diploma, each student must spend at least ten weeks in the employ of a commercial or industrial establishment. Students also receive training and practice of a varied nature in the offices of the principal and the steward of the school.

### COURSE FOR THE TEACHERS OF SUBNORMAL CLASSES

The requests for teachers of subnormal classes have been so insistent that we cannot half supply the demand. Only young women of special fitness are allowed to take up the work, and even then specialization does not begin until the senior year. The head of the department makes the psychological examinations in the Child Hygiene Station in Trenton, conducted by Dr. J. G. McDonald of the State Board of Health. Our students are required to attend the clinic and thus to gain practical experience in giving the tests, observing the physical examinations made, assisting in getting a personal history of the child and aiding the social service workers by following up the treatment recommended.

### TRAINING OF RURAL TEACHERS

Twenty young women elected to prepare themselves to teach in rural schools. Their work in observation and preliminary practice was directed to this end and for their responsible practice teaching each student was assigned for ten weeks to one of the typical rural schools in various sections of the state. The critics to whom they were assigned entered heartily into the spirit and aims of this course by providing various opportunities and by encouraging them in their efforts to relate the work of the home and the school.

Instead of returning to the Normal School after their state practice teaching was completed, they spent the remaining ten weeks on the farm at Leonardo, which Honorable M. A. Rice, President of the State Board of Education, generously placed at the disposal of the school to give this training a practical trend. This farm was ideally adapted for work of this nature. The commodious farm house, supplied with conveniences, including much to be desired showers, is situated upon a rise of ground overlooking the bay. President Rice also supplied part of the furniture and a registered cow of the finest type which supplied milk and cream for twenty girls besides an income from the sale of surplus milk. The women of the Rumson Garden Club provided furniture for the house including a piano, all the necessary farm utensils, fertilizers, gas engine, etc. On account of its soil being especially adapted to trucking, with apple and peach orchards, large asparagus bed, raspberry and blackberry patches, and grape arbors of the choicest varieties, it was unexcelled for work of this nature.

The young women took entire charge of the farm, plowing, planting, cul-

tivating and harvesting the crops. The morning was devoted to farm work and the afternoon and evening to study, recitation, and recreation. There was opportunity for all phases of nature study in sprouting seeds and caring for growing plants, as well as in the teeming bird life and varied flora of the region.

The use of the gas engine, the water supply, including force pump, water towers, etc., kitchen equipment, farm implements and machinery made necessary the practical application of scientific principles. Under the guidance of a student in the special domestic science and art course, the students were given practical lessons not only in cooking, through the preparation of meals, but also in the care of the house.

The schools of the district, organized and conducted on modern lines, with due emphasis on agriculture, domestic science and art, and other subjects of a practical nature, including a well equipped playground, furnished concrete examples of the activities and management of an up-to-date school. County Superintendent Strahan, Supervising Principal Sanford of the local schools, Superintendent Radcliffe of Red Bank, Mr. Allen, teacher of agriculture in the local schools, and Miss Wilson, the helping teacher, contributed much to a successful outcome of the project.

The Farm-School was in charge of Miss Sheppard of the biology department, assisted by Miss Lafetra. Other members of the faculty spent brief periods at the school to give instruction in prescribed work and to direct students in carrying on independent work.

The young women raised and sold farm produce valued at approximately \$700, not including the vegetables supplied for the table. Since the purpose was professional growth rather than financial gain, the chief value of the experiment was twenty young women fully equipped to teach in rural schools a well organized course of study growing out of their experiences. Not the least advantage is the changed attitude of all our students toward the work of the rural teacher by the favorable notice given to this experiment by the educators of the state.

In addition to making the experiment possible by giving us the use of the farm and providing us with the necessary farm and household equipment, Mr. Rice and the women of the Rumson Garden Club contributed much to the success of the enterprise through friendly counsel and advice and a sympathetic interest.

#### SUPERVISION OF THE EWING TOWNSHIP SCHOOLS

The faculty cooperated heartily in supervising the Ewing Township schools under the direction of Mr. Secor, head of the department of school management. The responsibility for the instruction in each building was placed upon one member of the faculty committee in charge of the schools. The heads of departments rendered valuable assistance in correlating the work and in improving methods of instruction. The Principal of the Normal School outlined the plan of supervision and control at a joint meeting of the board and teachers before the opening of the schools in September, visited the schools, and conducted teachers' meetings during the year. So satisfactory were the results that the Board of Education unanimously voted to continue the arrangement for another year.

#### EXTENSION WORK

Extension courses were conducted for the teachers of Trenton and adjoining districts by the Principal of the school in Principles of Teaching and by Miss Charlotte Herckner in Industrial Arts, on Monday afternoons after school hours. Approximately 150 teachers availed themselves of this opportunity for professional improvement. During the year many of the former graduates and other teachers in the state responded to the invitation of the faculty to consult them concerning the various phases of their own teaching problems. During the coming year this work will be extended by giving courses at various centers of the state convenient to teachers.

The psychology department conducted tests in reading in Hamilton township and in arithmetic in Ewing township. A course in Educational Measurements will be offered to principals and leading teachers of the county during the coming year by this department.

The faculty of the Normal School is ready to offer courses in almost any subject at centers easily accessible to teachers and is prepared to give advice and assistance to principals and teachers to aid them in the solution of problems connected with their school work.

#### FOLLOW UP WORK

The follow up work carried on last year has proved so successful that during the coming year one member of the faculty will devote the greater part of her time to this important work. Practically all the graduates of the February and June classes of 1917 who accepted positions in school districts not employing a supervising principal or helping teacher were visited once and frequently twice when such visits were considered helpful to those teachers.

Discriminating written reports were made to the principal and heads of departments especially concerned with the work of such teachers. After a conference at which the attainments and limitations of these teachers were duly considered, the visiting faculty member made a second visit or the Principal delegated some other faculty member best fitted to give the necessary help.

It would seem that an additional investment of ten or fifteen dollars to help a teacher for whom the state had expended three or four hundred dollars for training, to adjust herself to her work more readily, would bring an adequate return in boys and girls properly equipped for the work of life. The visiting faculty member made many visits of an incidental nature to former graduates of the school and by helpful counsel stimulated them to renewed effort. No phase of our work promises more for better and more intelligent teaching.

#### THE CAMP AT SOMERSET

To stimulate interest in recreation and outdoor life, groups of twenty-five or thirty girls spent their weekends in the spring and fall in camp at Somerset on the Delaware. So altogether profitable and satisfactory did these camping parties prove that an association of alumni, faculty and students

purchased a plot of ground for a camp at Somerset and the special manual training students, under the instruction of Professor Burt and with the guidance of the custodian of buildings and school carpenter, erected a bungalow on the property.

The bungalow, which faces Paradise Park and the beautiful Jacob's Creek, is located on high ground about 100 feet above the bed of the creek. It commands a view of the Delaware River with the hills of Pennsylvania in the background. The main part of the bungalow consists of a living room 18 by 24 feet, with a kitchen and storeroom attachment 9 by 15 feet. Across the entire front of the building is a porch 8 feet wide. Provision has been made for a large fireplace in the living room, which will be built during the coming summer.

The plot of ground is sufficiently large for a school garden, which will supply the camp with fresh vegetables during the summer and fall. A number of fine large apple trees on the property add to its attractiveness and usefulness. Between the bungalow and the Jacob's Creek Road is a screen of trees and shrubbery which protects the bungalow from the view of the curious passerby and privacy and seclusion are thus assured.

For week-end parties of students the camp provides opportunities for wading, bathing, boating, skating, and a base for hiking in the river valley and upland woods. These parties extend the facilities provided in the school for physical training and healthful recreation and instill a love for outdoor life which is a valuable asset to any teacher.

The camp also furnishes opportunity for groups of graduates who wish to spend a vacation together renewing acquaintances under ideal conditions at an expense not exceeding \$5 a week. Four or five groups of graduates and students availed themselves during the past summer of the privileges which the camp affords.

#### UNITED WAR WORK FUND

As a result of the spirit aroused by the self-sacrificing service of the preceding year in helping to relieve the distress caused by the war, our students responded nobly to the call for funds in the United War Work drive. Through exercise of self denial and service of the most menial type, our students experienced much satisfaction in contributing \$3493.36 to this fund.

#### IMPROVEMENTS

During the year the Normal School shower rooms in connection with the gymnasiums were entirely rebuilt. The antiquated and worn out showers were replaced by eight modern showers, four on each floor, with marble partitions, and sixteen dressing rooms were built in such close proximity to the showers that an entire group of students can take a shower bath after a physical training exercise in a comparatively short time. A new lavatory with modern fixtures has been built on each floor, and the unsanitary composition floors have given way to a tile floor. The locker rooms have been rebuilt, new ventilating apparatus installed, and a sufficient number of new sanitary steel lockers purchased so that there are ample locker facilities for



## SCHOOL REPORT.

each student. Two new fifty gallon boilers with adequate heating facilities have been purchased, thus assuring the necessary supply of water at proper temperature.

The walls of both gymnasiums, including the physical lecture room and the approaches to the gymnasium, have been redecorated. The floor of the gymnasium will be put in proper condition at once. When all these improvements are completed we will have gymnasiums equalled by no school in the state.

New maple floors were laid in three classrooms and in the office of the psychology department. The floors in the large study room, in the sewing rooms, the music rooms, two classrooms, and the office of the geography department have been scraped and properly finished.

The walls of the corridors in the Normal School building, in the psychology classrooms, and the geography classroom, have been redecorated.

The walls of the entire new wing, with the exception of the manual training rooms, have been pointed up and decorated. Since no money had been expended on this building since its erection five years ago, this improvement adds much to its appearance and is greatly appreciated by the students.

An office for the use of the supervisor of practice and her assistants has been built in the east end of the large study room on the second floor of the Normal building. This office is reached from the corridor through a waiting room which connects them. This makes a convenient arrangement for superintendents to interview our students, and, as the office is connected with the main study room by a door, the supervisor may readily arrange for interviews without interfering with her work.

The special classroom has been renovated and furniture suitable for this type of work has been installed. One hundred and thirty desks of the most approved type have been purchased for use by the Normal students. Six book stacks have been placed in the library to properly care for the new books and to make them accessible to students.

### BOARDING HALLS

The floors of our large dining room have been scraped and finished, greatly improving the appearance of the room. All the floors in the corridors in Center and South Halls and the connecting corridors have been scraped and refinished. The walls of the second floor corridor in the Center Hall have been painted to conform with the other corridors, and all the woodwork in the building has been given two coats of white paint.

Fifty-five rooms in Center and South Halls have been repapered; all the furniture in these buildings has been renovated. To improve the light and ventilation a large window has been placed in the south wall of the nursery.

### CHANGES IN THE FACULTY

Professor Frank H. Scobey, who has been employed as a teacher of mathematics in the Normal and Model schools for the last thirty-five years, retired at the end of the school year to enjoy a well merited rest. Mr. Scobey's loyalty to the school, his untiring zeal to promote the interest of his students, his genial disposition, and his beautiful character have endeared him to

all who came under his influence. He will be greatly missed by his associates on the faculty.

Mr. Wandell B. Secor, formerly teacher of mathematics in the Model School and lately head of the department of school management, succeeds Mr. Scobey.

Miss Susan A. Reilly, whose entire teaching service of thirty-seven years was devoted to the Normal and Model schools, also retired at the end of the year. For many years she was head of the geography department, in which position she rendered a distinguished service in modernizing the work. Her enthusiasm and interest always inspired her students to greater effort, and many of them carried her spirit and methods into their own classrooms. Her former students will learn with regret that she has severed her relations with the school.

Miss Cleo R. Chappell, a graduate of Teachers College, succeeds Miss Reilly. Miss Chappell has been county superintendent of schools and principal of junior and senior high schools in Nebraska. She taught geography in the summer school conducted by the Buffalo State Normal School in 1919.

Dr. H. B. Boice, at the head of the physical training department for the last twenty-seven years, has been made physical examiner and medical inspector in the Training School.

Mr. Holger C. Langmack, a graduate of the University of Copenhagen and of Teachers College, Denmark, succeeds Dr. Boice as head of the physical training department. He has served in the army as a lieutenant, had charge of junior high school work in Minnesota, and comes to the Normal from the Moorehead, Minnesota, Normal School, where he held a similar position.

Mr. F. Eugene Seymour, who was assistant instructor in mathematics in the Normal and Model schools for a number of years, resigned to accept the position of inspector of secondary education in New York State.

Miss Harriet Alden, an assistant in the psychology department for the last twenty-one years, has been granted a year's leave of absence at her own request.

Miss Anna O. Bromley takes the position held by Miss Alden and assists in training the teachers for subnormal children. She is a graduate of Teachers College and was head of the psychology department at Drexel Institute for three years.

Miss Elsie Bartlett, an assistant in the psychology department and in charge of the course for the training of teachers for subnormal children, resigned to become the wife of Dr. Carl Sneed.

Mr. Glentworth M. Willson succeeds Miss Bartlett as instructor in psychology and supervisor of training for teachers of subnormal children. He is a graduate of Alfred University and Teachers College, Columbia University. He has been head of psychology department in Alfred University and resigned the position of director of extension and rural work in the Normal School at Lewiston, Idaho, to accept a position here.

Miss Countess Mitchum, an assistant in the biology department, resigned. She expects to be married during the coming winter.

Miss Hannah M. Sweeton, who takes the place of Miss Mitchum, is a graduate of the Philadelphia Normal School, with teaching experience in the

public schools and a year of study at Johns Hopkins School for Nurses. She completed a course in school gardens at Ambler, Pennsylvania, and at the time of her appointment at the Normal was assistant in the Brooklyn Botanical Gardens.

Miss Bernice Reaney has resigned as head of the domestic science department to pursue graduate study in Peabody Institute, Nashville, Tennessee.

Miss Laurette P. James was appointed to succeed Miss Reaney. Miss James completed a two years' course at Wellesley College and later was graduated from the domestic science course of Teachers College, Columbia University. She has taught in the public schools, served as teacher clerk at the Westtown School, and for the last three years was county demonstrator and organizer of boys and girls clubs in Mercer County, New Jersey.

Miss Mary Reed, primary critic in the Training School, resigned to accept the principalship of the Training School connected with the Normal School at Fredericksburg, Virginia.

Miss Margaret E. Wells, a critic in the Training School was granted a year's leave of absence to complete her work for the doctor's degree in Teachers College, Columbia University.

Miss Margaret C. Wise has accepted the position made vacant by Miss Wells' absence. She is a graduate of Trenton Normal, and of Teachers College, Columbia University. She was a critic in the Elizabeth Training School and had charge, immediately prior to her coming to the Normal, of the open air class at the Horace Mann School.

Miss Ruby Minor, sixth grade critic in the Training School, left to accept a similar position in the Normal School at Leavenworth, Kansas.

Miss Edith M. Hagan, a graduate of Syracuse University with four years' experience as critic in the Brockport State Normal School, was appointed to succeed Miss Minor.

Mrs. Agnes Hummer Thomas, a fifth grade critic for a number of years, resigned to join her husband, who returned from service overseas.

Miss Ruth M. Griffith has accepted a position as second grade critic in the Training School. She is a graduate of the Fredonia Normal School and has had seven years of successful teaching experience in public schools. She resigned a position in Yonkers, New York, public schools to accept this position.

Miss Emma J. Lafetra, assistant in the music department, was granted a year's leave of absence to study at Teachers College, Columbia University.

Miss Abbie L. Harvey takes a part of the work in music. She is a graduate of the American Conservatory of Music at Chicago, and has studied at the Institute of Music Pedagogy at Northampton, Massachusetts. Miss Harvey has had several years experience as a supervisor of music in Illinois, Maine and Massachusetts.

Miss Mabel Sturgis, who comes as an assistant in the department of music, is a graduate of Wellesley, has studied and taught at Miss Bray's School for Supervisors of Music at Westfield, New Jersey, and was for three years supervisor of music in the public schools in Rutherford, New Jersey. In addition to this, she has had successful experience as a lecturer-singer under the New York City Board of Education.

LECTURES

In addition to the usual lectures and entertainments, five lectures pertaining to the problems of reconstruction were given by specialists before the faculty and students, as follows:

Dr. Frank McMurray, Department of Elementary Education, Teachers College, on *The Teacher's Part in the Education of Children*; Professor Harvey E. Robinson, Department of History, Teachers College, on *Freedom of Speech or Hindrances to Educational Progress*; President Arthur C. McGiffert, Union Theological Seminary, on *Religious Problems of Reconstruction*; Dr. Franklin Henry Giddings, Columbia University, on *What is our Democracy to Mean?*; Dr. George D. Strayer, President of the National Education Association, on *The National Emergency in Education*.

Following is a list of lectures and entertainers who appeared before our students.

Mr. T. Gilbert Pearson, National Secretary of the Audubon Society, *The Work of the Audubon Society*; Ernest Thompson Seton, *Woodcraft in Town*; Reverend Burleigh Cruikshank and Rev. Roy B. Chamberlain, *The United War Work Fund*; Dr. Frederick W. Maroney, Instructor and Director of Physical Training and Hygiene in the New Jersey State Department of Education, *Demonstration Lessons in Physical Education*; Mr. French, a Y. M. C. A. Secretary from Camp Dix, for the U. W. W.; Major R. B. Arbuthnot of the Scots Guards, the U. W. W.; Mr. H. A. Berry, *Palmer Method of Penmanship*; Miss Patty S. Hill, Teachers College, *Education in Freedom for Freedom*; Professor William Starr Myers, Princeton University, *The Education of Abraham Lincoln*; Miss Effie G. Kuhn of the faculty, a reading of Kipling's *The Light that Failed*; Miss Ethel Coburn Noyes, Principal of the Noyes School of Expression, Boston, a reading of Dickens' *Bleak House*; Miss Loretta Terradell, *My Experience in France in the Service of the Red Cross*; Dr. Charles G. Fenwick, Department of Economics and Politics, Bryn Mawr, *A League of Nations*; Miss Louise Holbrook, of the Dairying Division of the Department of Agriculture, *Milk Educational Campaign*; and Dr. Julius Levy, Division of Child Hygiene of the State Board of Health and Miss Annette M. Beal, *Good Health Week*.

LITERARY SOCIETIES

The nine literary societies engaged in the usual activities during the year. Several societies held reunions, which were attended by a goodly number of graduate members. Representatives from the Normal Dramatic and the Arguomuthos Societies, after winning the preliminary contests, competed in a literary contest consisting of declamation, essay, short story, and debate. Normal Dramatic scored thirteen points and Arguomuthos fourteen, the latter thus winning the contest by one point.

Three young women representing the Contest Association took part in the annual debate with representatives of the freshman class from Swarthmore College. The subject for the debate was, *Resolved, That the federal government shall continue to control and operate the railroads for a period of at least five years*. The Normal School representatives won the debate accord-

ing to the unanimous decision of the judges.

Increased activity in literary society work is anticipated for the coming year on account of a plan to increase the membership of the societies so that practically all the students will become members; by giving school credit for literary effort, and also by allowing each society to choose a room to be known by its name, and in which the regular meetings will be held.

#### THE SIGNAL

For the purpose of increasing interest in the school paper by improving the quality of the contents, a faculty committee has been appointed to assist the board of managers chosen by the students. The paper in the future will contain articles descriptive of the life and activities of the school which we hope will be appreciated by graduates and former students of the school.

#### COMMENCEMENTS

Informal commencement exercises of the February class of 1919 were held on January 27, at which thirty-two young women received their diplomas. Honorable M. A. Rice, President of the State Board of Education, presented the diplomas.

The Commencement exercises of the June, 1919, graduating class were held in the auditorium Thursday morning, June 26, at 10.30 o'clock. Two hundred and twenty-five students were graduated, distributed as follows: General Course 154, Kindergarten-Primary 46, Commercial 2, Domestic Science and Arts 19, Manual Training 2, and Course for Teachers of Subnormal Children 16.

The Commencement address was delivered by Honorable John Enright, Assistant Commissioner of Education. Honorable M. A. Rice, President of the State Board of Education, presented the diplomas.

#### ALUMNI REUNION

The two alumni reunions held during the year were well attended by interested and enthusiastic graduates.

The North Jersey Alumni Association decided to omit the reunions during the war and therefore no meetings were held in 1917 and 1918. In response to numerous requests that the meetings be resumed, the officers arranged for a reunion at the Hotel McAlpin, New York City, on May 3. At this well attended gathering an interesting program was rendered and the following officers were elected for the coming year:

President, Mrs. C. O. Blaisdell, 1091 Bushwick Avenue, Brooklyn, N. Y.

Vice-president, Miss Kate D. Stout, State Normal School, Trenton.

The General Alumni Association held its meeting on Friday and Saturday, June 13 and 14. A feature of the reunion was the reception and entertainment on Friday evening by the faculty and students to the visiting alumni. An interesting informal program rendered by the faculty aroused such enthusiasm that the students, alumni, and faculty enjoyed an evening of hearty fellowship. About seventy-five graduates were present, half of whom were men.

## COMMISSIONER OF EDUCATION.

337

On Saturday morning, prior to the alumni banquet, the graduates enjoyed an automobile trip to Somerset to inspect the bungalow erected by the Camping Association. At the annual banquet at 12 o'clock the usual business meeting was held, and interesting and inspiring addresses were made by representatives of the graduating class and the alumni.

The following officers were elected for the ensuing year:

President, Harold H. Phillips, Normal, Newark.

Model Vice-president, Dr. Horace D. Bellis, Trenton.

Normal Vice-president, Katherine Hirst, Camden.

Corresponding Secretary, Helen W. West, Normal, State Normal School, Trenton.

Recording Secretary, Mrs. Albert T. Stretch, Normal and Model, 207 Academy St., Trenton.

Treasurer, Mollie C. Pierrepont, Normal, R. F. D. 3, Trenton.

## STATE NORMAL SCHOOL AT MONTCLAIR

CHARLES S. CHAPIN, *Principal*

## STATISTICS

The membership of the New Jersey State Normal School at Montclair for the fall term beginning September 3, 1918, was 481. In February, 1919, a class of 24 was admitted, making the total number of different pupils registered during the school year 505.

A class of 87 teachers was graduated in January and 124 in June, 1919, a total of 211, of whom five are members of the physical training and hygiene course. With three exceptions, this is a larger number than the school has graduated in any one year during the eleven years of its history.

The net number of registrants for entrance in September, 1919, is 155, which is but 13 fewer than the class which entered in September, 1918. As two months remain before the opening of the fall term, and as new applications are being received almost daily, it is fairly safe to predict that the class to enter September, 1919, will probably exceed that which entered one year ago. In this connection it is interesting to note the numbers admitted in September and the total September membership of the school since its opening September 15, 1908:

	September admissions	September membership
1908.....	187	187
1909.....	164	350
1910.....	157	427
1911.....	148	405
1912.....	182	477
1913.....	150	483
1914.....	199	545
1915.....	209	531
1916.....	276	658
1917.....	208	600
1918.....	168	481

Our membership increased steadily from 1908 to 1916, when it reached high water mark at 658. The falling off began in 1917, when the entering class registered 68 fewer than in the previous September, while the entire school fell off 58, showing that the loss was entirely due to the smaller number of entrants, while the upper classes show no loss in numbers. The figures for September, 1918, however, tell another story. The entering class was smaller than that of September, 1917, by only 40, while the total September membership fell from 600 in 1917 to 481 in 1918, a loss of 119, of which 79 must have been in the upper classes, an annual loss due undoubtedly to withdrawals to engage in war work and in business employments for which the war furnished unusual opportunities. Considering the great call for young women in business positions, an enrollment of 155 two months before the opening of the fall term is most encouraging.

## PROSPECTS FOR FUTURE ATTENDANCE

The scarcity of teachers has resulted in the employment of all of the 212 graduates of 1919 classes, with the exception of a very few who will con-



tinue their preparation for teaching in college or special training schools; or, on account of home conditions, are waiting to secure schools within commuting distance of their homes. Every graduate has received from one to twenty opportunities to teach next September at salaries ranging from \$700 to \$900. A very large number will begin work at \$800, \$850, and \$900. Two years ago many graduates accepted contracts at \$600. The increased financial rewards of teaching, which are likely to be still larger, will inevitably attract more young men and women to the state normal schools, provided the facts can be placed before the students of our high schools promptly and attractively. For the good of the elementary schools, advertisement of the advantages of the teacher's life and propaganda to induce young men and women to train themselves for teaching should be begun and continued energetically by all the educational organizations of the state.

The high schools bend all energies to the preparation of pupils for college and increase their efforts and facilities to meet the increased demands of colleges which are maintained on private, often sectarian, foundations, and most of which are located outside of New Jersey. Is it not equally possible for the high schools, as a part of the public school system of New Jersey, to recognize their duty to assist the elementary schools of the state by sending to the state normal schools more high school graduates so that the common schools of this state may have an ample supply of carefully selected and well trained teachers? With proper and patriotic cooperation by all our educational agencies, the New Jersey normal schools will recover their pre-war numbers and the ideal of a trained teacher for every school in the state can be attained in a few years.

#### NEED OF A NEW DORMITORY

This school needs another dormitory. Russ Hall, the gift of the late Edward Russ, of Hoboken, has been maintained most successfully for four years and is self-supporting; but it accommodates but 97 students. The waiting list for rooms is always above 100. Of the applicants for next September, 70 could not obtain rooms at Russ Hall and by September this number will be more than 100. Applications for rooms are booked as far ahead as 1922. Though Montclair homes are in considerable numbers receiving student boarders, most of these 100 will not come unless they can have rooms in the dormitory; and, judging by past experience, they will not go to other training schools for teachers. New Jersey loses probably 100 teachers each year because of our lack of dormitory facilities. Most mothers want their young daughters to receive the protection, medical care, and supervision of a well-managed school dormitory. No more healthful or secluded or beautiful location for dormitory life can be found than on the elevated and ample grounds at Montclair. This school will fall short of its possibilities for increasing the supply of trained teachers for the state until it can guarantee boarding facilities for more young women.

I urge the State Board of Education to request the Legislature of 1920 to make a special appropriation to build and equip a second dormitory to accommodate at least 100 students.



## SCHOOL REPORT.

### COURSE IN PHYSICAL TRAINING AND HYGIENE

On June 20, 1919, the first class in our course for training teachers of physical training and hygiene under the terms of the so-called Pierson Act was graduated. The course is open only to normal school graduates, but this arrangement is more experimental than final. One year of observation raises the inquiry whether the course for normal school graduates should not be lengthened, and whether another course of three years, open to selected graduates of approved high schools and secondary schools, should not be offered. The class to enter in September, 1919, will, of course, be graduated according to present arrangements; but I shall in the near future lay a new proposition before the State Board of Education in full detail for its consideration.

### INCREASED PRACTICE FACILITIES

To afford more opportunity to our students for observation and practice, a kindergarten of 25 children will be opened in the fall in the rooms now occupied by the kindergarten training department. No expense except for equipment is involved, as the kindergarten director and her assistant, with the help of students, will form the teaching staff. So many applications from parents have been received that it has been necessary to establish a waiting list. It is hoped that eventually we may have what the original plans for this school contemplated—an observation or training school of eight grades above the kindergarten on our own premises.

### CHANGES IN THE FACULTY

Miss Lillian T. Bull, assistant in the physical training department, resigned in the middle of the year to accept the supervisorship of physical training in the schools of Middletown, New York. Miss Gertrude D. King, of the same department, resigned June 30, 1919, to accept a position with the Y. W. C. A. in New York City.

Miss Emma K. Pierce, head of the same department, who has been engaged in war work in France for nearly two years on leave of absence without salary, is to resume her work here next September.

Mrs. Jessie B. Bodley, assistant in the manual training department, retired at the close of the school year to engage in another occupation.

### FINANCIAL

It is customary to close such reports with a financial statement, but the change of the last day of the fiscal year from October 31 to June 30 makes such a report impossible at this writing, inasmuch as June bills will not be paid for several weeks and, under the present practice, we cannot know exactly the total of our bills until all have been rendered to us and audited by the Comptroller's office. Such financial statement, therefore, will be submitted to your Board later.

## STATE NORMAL SCHOOL AT NEWARK

W. SPADER WILLIS, *Principal*

The State Normal School at Newark entered upon its seventh year of existence September 2, 1919, with an entering class numbering 280, an increased enrollment of 45 over the previous September entering class. The present total enrollment of 661 is below former registrations.

Members of the faculty and student body reported for duty on the opening day, and regular school sessions were held within one hour after the morning exercises. The lengthened school day, permitting students commuting from long distances to arrange programs based upon railroad schedules, has solved a difficult problem in administration. Sessions commence at 8.50 a. m. and close at 3.45 p. m., with a forty-five minute luncheon period. Lunches of a nourishing character are furnished at minimum cost. Forty thousand meals were served during the past year.

### TEACHER PROBLEM

Attendance at normal schools throughout the country has decreased 30 per cent. since 1916. The normal schools of this state could accommodate twice as many as now attend. This country-wide shortage of teachers is of the gravest concern; experienced teachers are continuing to leave the profession on account of the lack of adequate compensation, and are advising high school graduates to take up industrial and commercial pursuits. It will be impossible to attract high school students until normal school graduates receive higher salaries. There is an awakening on the part of the public and boards of education; many communities realize the seriousness of the situation. During the past year many of our own graduates were placed in positions paying \$100 a month, and many others received \$90, \$85 and \$80 a month. Salaries in many instances have been increased. Thirty of our June graduates are teaching rural schools. A minimum salary of \$1000 for beginning normal school graduates will greatly increase normal school attendance. Our school has suffered less than others when it comes to attendance, but it is still below former enrollments. During the year 1916-17 the enrollment was 840; in the year 1918-19 the enrollment fell to 704, a loss of 136 students. Special efforts have been made by the principal to reach high school pupils in order to interest them in normal school work. He has also sent normal school students to discuss the question with high school senior classes. A feeling of prejudice exists among young people against teaching. United action is necessary to counteract the commercial allurements of the business world. The best argument will be adequate salaries.

### GRADUATES

Two thousand graduates are filling responsible positions in various parts of the state. Carefully compiled reports indicate that they are teaching with approval and success. Quite a large percentage of our graduates are

## SCHOOL REPORT.

teaching in grammar grade positions, and there is a constantly increasing demand for teachers of this type. It is only fitting that a word of appreciation should be extended to superintendents, supervising principals and helping teachers for the confidence, encouragement and assistance given our graduates. These twenty year old, inexperienced teachers have much to learn, many adjustments to make and numerous faults to correct. They need kindly suggestions, helpful criticisms and a word of cheer until they find themselves. Beginning experiences require a friendly voice and hand; such have been given our graduates by the supervisory force of the state as well as by noble-minded teachers who recall their own early struggles. These human relationships make for gratitude, enrichment and success.

### TRAINING FACILITIES

The Webster Training School affords students extensive training facilities during their first ten weeks of practice work under the direction of an expert corps of critic teachers especially selected for the purpose. A supervisor of practice from the Normal School visits this practice center every day to observe the work of the students, confer with critic teachers and hold round-table conferences attended by critic teachers and students. At this school daily programs, courses of study, methods to be employed, the selection of subject matter, arrangement of material and how best to meet the needs and capacities of children in the primary grades receive marked attention. Practice students work under regular classroom conditions; the value of this intensive work under the supervision of experienced teachers cannot be over-estimated. A school of this character unifies both theory and practice departments.

During the past year 400 students have been assigned for practice teaching throughout the state. Four supervisors of practice follow up the work and report upon the success or failure of students. They also hold conferences with principal, training teachers and students at frequent intervals. These conferences are of a professional character concerned with maintaining definite standards throughout the state. The four supervisors connected with the practice department have made during the past year 1264 visits to training teachers and students. The aim of the practice department is to impress the fact that teaching is interesting or monotonous as teachers themselves make it. All monotony has its roots not in conditions, but in ourselves. Teaching must be an awakening process vitalized by joyousness, growth and power. It should also be permeated by those invisible moral results which exert such transforming influences upon the hearts and minds of children. It is impossible to estimate in dollars the services rendered by a cultured teacher possessing a wide vision of the possibilities and realities to be found in the fresh, instinctive nature of childhood. The work of such a teacher remains an imperishable element in human society. All departments of our institution hold up teaching as an ideal service which becomes commonplace only to those whose natures, tastes and aspirations are commonplace.

### LIBRARY EQUIPMENT

Six hundred students make daily use of the library. All students who enter the institution are given a course in the care of books, the use of ref-

erence books, and the selection of material suitable for teaching. The system of classification used in the library is the same method used in other libraries. Students are enabled to use in an intelligent way any library throughout the country. There are 6000 carefully selected textbooks, 13,000 reference books covering widely diversified subjects, 60 carefully selected magazines and 600 pamphlets. Two thousand unmounted pictures are loaned to students for the teaching of geography and history, and 600 mounted pictures and posters are kept for permanent use in various classrooms. A book-binding course given each student inculcates the protection and care of books. But six books were lost by students last year. Many visitors to the library ask for the children's illustrated classics, one of the best collections to be found in any library. The history collection is also complete and modern, as well as the collection of books covering all phases of teaching lines. Reading material with special reference to rural schools has been made an attractive feature. All books received at the school are taken to the library, where they are stamped, numbered and cataloged. A complete index system is used.

#### SOLDIERS' AND SAILORS' MEMORIAL FUND

Among other gifts which have been made during the year by faculty and students is that of \$600 to the Soldiers' and Sailors' Memorial Fund. A good deal of interest has been manifested in this historical enterprise. The Principal desires to take this opportunity to express his appreciation of the cooperation and generosity of the members of the faculty and student body, not only for this fund, but for other worthy objects presented from time to time for consideration. The key-note throughout the entire institution has been one of service and cooperation.

#### THE WORK IN GENERAL

All departments of the school are working together in unity toward a common end—that is, to create a happy working atmosphere, to look for the best and to give the best; to encourage the deserving and to eliminate the inefficient. The general health of all concerned has been excellent. The heads of the physical training, physiology and hygiene departments cooperate in promoting the general health of the student body in a sympathetic manner. Two physicians give all students a thorough physical examination with individual reports upon each case for the use of principal and faculty. Dr. F. W. Maroney, state director of physical training and hygiene, has spent one day a month in consulting with our physical training teachers and working with the students in the gymnasium. The state monograph on physical training is closely followed in every respect.

#### NOTE OF APPRECIATION

It is a pleasure to be associated with a faculty and a student body possessed of a keen sense of humor, a deep interest in the work and a genuine devotion to duty. This spirit of fellowship has developed a comradeship which strengthens, stimulates and unifies. The school has been well named the "Sunshine School."

Permit me to thank the members of the State Board of Education for their kindly interest and consideration.

## NEW JERSEY SCHOOL FOR THE DEAF

ALVIN E. POPE, *Superintendent*

### HOUSEHOLD

During the summer of 1918, eight boys and three men were employed to make various improvements about the institution. The girls' dormitories were thoroughly renovated and all the beds and mattresses were repaired. The gymnasium, which had been filled with posts to support the machinery on the floor above, was changed into a coal bin which now holds our winter's supply of coal. The horse had been sold and the barn was transformed into a cottage which now houses twenty boys. These boys do all the work about the cottage, scrub the floors, clean the windows, etc., and take great interest in doing this work. They live there without any supervisors, the military officers of their battalion being in charge. Removing twenty boys from the boys' dormitory permitted a large section of the upper floor to be partitioned off for a sorting, sewing and mending room. This saved handling the clothes several times and required one less employee. The removal of the sorting, sewing and mending rooms from the industrial building and the closing of the shoeshop (the machinery having been sold to the penitentiary) made it possible to enlarge the remaining industrial departments.

### INDUSTRIAL DEPARTMENTS

The printing department now occupies the entire first floor and the wood-working, together with mechanical drawing, is on the second floor. The space formerly occupied by the sorting room (over the laundry) and the space filled with lockers and baths, which had not been used for many years, was transformed into the dressmaking and millinery departments. Each of these three departments now occupies a single large, light and airy room. Much machinery and a large supply of tools has been added to each.

The policy of the school is to put its money into a few industries and make them the best of their kind in the world rather than to maintain many industries in a mediocre fashion. These industries have been transformed from shops where the pupils were apprentices to industrial schools which compare favorably with the work of public technical schools. Definite but elastic courses of study have been outlined and are being followed in these classes.

### ACADEMIC DEPARTMENT

Owing to the fact that the appropriation for teachers' salaries was so limited it was impossible to fill the six vacancies with experienced teachers, consequently beginners were employed. Most schools hesitate to employ one beginner and consider it a calamity to have two. The appropriation for the present fiscal year was increased sufficiently to enable us to fill these places with experienced teachers. We hope to have an appropriation for the fiscal year ending June 30, 1921, to make it possible for us to secure the very best teachers in the profession. The fact that we have disposed of the beginners

## COMMISSIONER OF EDUCATION.

345

and now have experienced teachers, has improved the academic work 100 per cent. During the year the principal, Mrs. Carlotta A. Anderson, worked out details for a course of study which is tentatively in operation. The work was started by regrading the school: first, according to the pupil's proficiency in arithmetic; secondly, according to his ability to speak and read the lips. Thus the manual and oral classes were placed on a firm basis for years to come. The new system of grading necessitated an increased number of classes, and by a clever system of rotating, sixteen teachers were able to handle twenty-one classes. Another teacher was added during the year, making seventeen. During the latter part of the year the pupils were again tested according to their language and grammar and their progress in speech and lip reading. The pupils who showed no improvement in these lines were transferred to the manual classes.

We secured the cooperation of Dr. Pinter, professor of psychology of the University of Ohio, who is making a specialty of work among the deaf. He sent Miss Reamer as his representative to test our children. Tests were made intellectually and educationally which proved very valuable in our work of regrading.

### TEACHERS' TRAINING COURSE

Mrs. Anderson also attended to the details of drawing up a complete course of study which was outlined by Dr. Savitz and myself for the establishment of a training course for teachers of the deaf in the State Normal School. This course was approved and is now in operation. In the future we hope to secure normal graduates as our teachers.

The following tables give information concerning the different classes:

SCHOOL REPORT.

	ORAL				COMBINED				MANUAL			
	Classes	Boys	Girls	Total	Classes	Boys	Girls	Total	Classes	Boys	Girls	Total
Grade 1 .....	4	21	19	40	....	....	....	....	2	11	8	19
" 2 .....	2	10	13	23	....	....	....	....	....	....	....	....
" 3 .....	2	4	11	15	....	....	....	....	3	22	16	28
" 4 .....	....	....	....	....	....	....	....	....	1	4	8	12
" 5 .....	....	....	....	....	1	5	3	8	....	....	....	....
" 6 .....	....	....	....	....	1	2	4	6	....	....	....	....
" 7 .....	1	3	6	9	....	....	....	....	....	....	....	....
" 8 .....	1	9	3	12	....	....	....	....	1	6	4	10
" 9 .....	....	....	....	....	....	....	....	....	1	2	1	3
" 10 .....	....	....	....	....	....	....	....	....	....	....	....	....
Post Graduate....	....	....	....	....	....	....	....	....	1	2	2	4
Total .....	10	47	52	99	2	7	7	14	9	47	39	86

(Method)	No. of Classes	Boys in Classes	Girls in Classes	Total	Men Teachers	Women Teachers	Total	Males in Training	Females in Training	Total
Oral .....	10	47	52	99	....	7	7	....	2	2
Combined .....	2	7	7	14	....	2	2	....	....	....
Manual .....	9	47	39	86	1	7	8	....	....	....
Total .....	21	101	98	199	1	16	17	....	2	2

COMMISSIONER OF EDUCATION.

347

NEW SITE

The State Legislature gave us an appropriation of \$25,000 to purchase a new site. After months of negotiating we secured the Charles A. Scudder farm, lying near Trenton Junction and just beyond the State Hospital grounds. This farm consists of 90 acres of rolling land on which is a small lake. It is doubtful if we could have found a more desirable location in the State. The transportation facilities are excellent. The farm was valued at \$40,000 and is worth that amount today. We succeeded in purchasing it for \$25,000.

FINANCIAL STATEMENT

It was necessary on several occasions to transfer various sums from certain account numbers to other account numbers and to secure some allotments from the emergency fund in order to complete the year. The appropriation, including such transfers, allotments and expenditures runs as follows for the fiscal year ending June 30, 1919:

Account Number	Appropriations and Transfers	Disbursements	Balance
57-A-1-Food .....	\$22,350 00	\$22,350 00	
57-A-2-Clothing .....	1,850 00	1,775 38	\$74 62
57-A-3-Fuel and Power .....	8,550 00	8,464 28	85 72
57-A-4-Household .....	2,550 00	2,518 80	31 20
57-A-5-School Supplies .....	4,100 00	4,052 63	47 37
57-A-6-Industrial Shops .....	1,000 00	964 09	35 91
57-A-7-Medical and Surgical .....	300 00	292 86	7 14
57-A-8-Sundry Supplies .....	3,500 00	3,500 00	
57-A-9-Incidentals .....	2,000 00	1,939 63	60 37
57-A-10-11-12-Salaries and Wages	43,950 00	43,780 32	169 68
57-B-1-Insurance .....	370 20	370 20	
57-B-2-Tailor Shop .....	150 00	150 00	
57-B-3-Bake Shop .....	600 00	600 00	
57-B-4-(Shoe Shop) Tools .....	350 00	307 83	42 17
57-B-5-Motors for Machines .....	873 50	873 50	
57-B-6-Laundry Machinery .....	1,439 00	1,439 00	
57-C-Land for New Site .....	25,000 00	25,000 00	
57-D-1-Repairs and Replacements.	2,279 80	2,261 16	18 64
Total .....	\$121,212 50	\$120,639 68	\$572 82
Less Cost of New Site .....	25,000 00	25,000 00	
	\$96,212 50	\$95,639 68	
Receipts for Year—\$3,421.78 less \$2,000 appropriated .....			1,421 78
Total Balance returned to the State			\$1,994 60

RECOMMENDATIONS

The recommendations for the coming year are that our appropriation for teachers' salaries be increased in order to enable us to employ the best of teachers; that money be appropriated for constructing buildings on the new site which will provide for the removal of the smaller children from the fire-trap in which they are now housed. We have an opportunity to build an educational institution second to none of its kind. By use of the cottage plan we can grade the pupils according to their ability to acquire speech and read the lips as well as according to age and intelligence. This will also enable us to do the very best oral work without in any way interfering with the manual pupils. The flexibility and adaptability of the cottage plan contributes more to the education of the deaf than any other class of children.



## MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR COLORED YOUTH

W. R. VALENTINE, *Principal*

I herewith submit the annual report of the Manual Training and Industrial School for Colored Youth at Bordentown, New Jersey, covering the fiscal year July 1, 1918, to June 30, 1919.

### STUDENTS

The enrollment during the year in spite of war conditions was larger than the previous year, there being 104 boys and 114 girls. They were somewhat younger, however, than the year before, but more intelligent and further advanced in school. And because of the large number of applicants a candidate's moral, mental and physical fitness was more carefully scrutinized before being accepted. Even then the school was greatly overcrowded, the normal capacity of our dormitory space being only 96. In spite of the crowding, only two cases of influenza broke out during the whole year, these two being immediately isolated in the greenhouse. Each year a better grade of student is admitted and the people are gradually losing the idea that because this is an industrial school it is therefore a semi-correctional institution.

### TEACHERS

The school was short of teachers, some having been called by the draft, and others leaving to enter war work. The work was therefore handicapped. For example, the print shop was closed all year. It was necessary to increase substantially the salaries of most of the teachers in service to hold them, the salaries paid here being ridiculously low even for normal times. Our salaries, however, are being gradually increased. This will give the management more of a chance to employ and hold good instructors. Our agriculturist, who was receiving \$1,200 per year—which was and is one of the best salaries paid here—left to accept a similar position in a state school in North Carolina for \$1,800. First class industrial teachers command high salaries because the labor market is paying them. A poor and cheap trade teacher in an industrial school is expensive. The Bordentown School is paying salaries far below those paid by similar schools in the south. Excellent tradesmen among colored people are scarce anyhow, and the Bordentown School cannot successfully compete with schools paying \$1,800 to \$2,500 per year.

### IMPROVEMENTS

A number of improvements have been started but not completed. The sewer system has been completed to take care of the sewerage of buildings along the river front. Another division of it is necessary, however, to take care of the buildings skirting the Burlington Road. The barns are being moved to the new barnyard site, thereby allowing the grounds to be developed according to the plans drawn up by the landscape architect. Two of the seven tenement houses which were purchased are being moved—one to be used as a

principal's residence and administration building, and the other as a three-family apartment house for employees. The greatly increased cost of materials, however, will make it impossible to complete these buildings until the next Legislature provides additional funds. One well has been dug for the new domestic water system. The Legislature of 1919 also provided \$15,000 for additional water supply and a system for fire protection. This will be installed during the next fiscal year. The new girls' dormitory is in process of construction and will be completed for the opening of school in September 1919. It will contain twenty rooms, each room accommodating three girls. The building will be modern in every respect. The new boys' trade building is completed and equipped, and has been in use the greater part of the year. It is too small, however, but will be enlarged somewhat during the next year. It now contains the machine and carpenter shops, the print shop remaining in a small wooden structure which was formerly a dairy.

#### FARM

Many improvements have been made in the farm besides the moving of the barns to the new site. The land has been spread with 17 tons of commercial fertilizer, 200 tons of manure, and 30 tons of lime. The farm produced during the fiscal year \$10,729.64 in farm products. The prices for the various crops are wholesale and submitted from month to month by the supervisor of state farms. The prices of the last fiscal year were based upon local market prices, which were much higher than the prices used this year.

It will be recalled that several years ago the farm was rented out to a pea cannery, which added nothing to the soil, but it is now showing greatly increased productivity. At least five acres have been added by the grubbing out of hedges, 6,600 feet of fencing have been put up, and a good road running through the farm has been constructed.

A register Holstein bull has been added to the herd of 21 head of cattle. They have been given the tuberculin test by the Agricultural Department. Defective cattle are being gradually eliminated. The school raises not more than 100 pigs.

#### TEACHING OF AGRICULTURE

I am convinced that the best results can be obtained by separating the production end of the farm from the teaching end. By mixing the two production is lowered and the teaching hampered. A certain part of the land should be set aside for project work for those boys selecting agriculture, all boys, however, as a part of their maintenance, to be compelled to give a specified number of hours of work on the farm for purely production purposes.

The teaching end of the agricultural work is in the hands of a scientifically trained farmer. In addition to this, however, he is in charge of the extension farm work among colored farmers in South Jersey, especially Salem and Cumberland Counties. For example, the work of last year in that direction has been kept up in spite of the handicaps due to war conditions along the same lines as indicated in the report for 1918. This work will be expanded.

Another feature of the work of the agriculturist was the school gardens

## SCHOOL REPORT.

participated in by both boys and girls. Each student was responsible for a garden—its laying out, the preparation of the ground, the planting of seeds and the care of the plot. The walks were laid out symmetrically among the 100 plots; flowers were planted on the border, and the whole was fenced in. The boys in the plumbing department piped water into the garden for convenient use. In addition to its usefulness, the garden was a thing of extreme beauty. Prizes were awarded the best plots as judged by a very competent committee.

### THE SMITH-HUGHES FUND

The school met the requirements of the Smith-Hughes Fund in domestic science, sewing, and machine work, and received a check of \$1,215 from the federal government as its share of reimbursement. It was impossible, however, for this to be accredited to the use of the school because of legal complications. The money reverted to the general treasury of the state. It is to be regretted that the school can not enjoy the advantages of the Smith-Hughes Fund. The advantages are these: (1) ability to pay larger salaries to trade teachers, thereby making it possible to hold and secure more and better teachers; (2) the supervision of experts; (3) the prestige resulting from the ability to qualify under the rigid rules governing the Fund. It is hoped that a way can be found at the 1920 session of the Legislature to make it possible for the school to share in the advantages of the Fund.

### WAR WORK

In addition to the war work enumerated in our 1918 annual report, the school raised \$400 as a contribution to the Memorial Building to be erected in Trenton to the New Jersey Soldiers and Sailors who fought in the war. This money was raised by subscriptions from students, parents, and friends.

### PUBLICITY

The school is seriously in need of publicity. Some progress was made in this direction this year by sending a troupe of singers over the State. They featured the jubilee songs for which the race is noted, these songs being the negroes' contribution to the music of the country. The troupe was well-trained, and made a fine impression for the school. Thousands of white citizens were reached through the churches.

### SUMMER MEETINGS

At least 1,500 persons visited the school during the summer of 1918 by reason of the meetings held on the school grounds. For example, the Colored Women's State Federation of Clubs held a two day session here. A Chautauqua was held in August, bringing together prominent persons from all parts of this section. Picnics were brought here. These are in addition to the commencement exercises. At the same time these meetings gave the school the chance to make progress in carrying out its program to make of

itself a civic center and meeting place for colored people for all sections of the state. This work will be continued and increased from year to year. The summer school for the year increased in numbers. The school gardens and farm were kept up; hundreds of cans of vegetables and fruit were put up. The school is open, therefore, the whole year round.

#### LECTURES TO TEACHERS

The State Department of Public Instruction supplied a course of lectures for the teachers. They were given by experts in their several fields. These proved very valuable in increasing the information of the teachers and helping them professionally. It is hoped that they will be continued next year.

#### DONATIONS OF SCHOLARSHIP

I am glad to cite this additional instance of the cooperation now extended by the colored public in the work of the school. The Scotia Scholarship Society of Jersey City, of which the president is Mrs. M. Cannon Spraggins, and the secretary is Mr. Henry Martin, 272 Forrest Street, gave the school \$25 to be used to help defray the expenses of a worthy student. This money was used as a contribution to the board of Miss Lorena Appleton of Atlantic City. Miss Appleton is an ambitious young woman who has struggled against all sorts of difficulties to receive an education, and will give finally a good account of herself. The Scotia Society received the thanks of the State Board of Education through its president, Mr. M. A. Rice.

#### PRESSING NEEDS

The school is growing and this growth requires additional equipment. Even with the students now enrolled we are short of classroom space; the classes are too large, therefore requiring additional teachers; the dining room—a dark basement room in the administration building—is crowded. The new girls' dormitory and the emergency barracks for the boys which will be completed next November will relieve temporarily our crowded condition. It seems that our immediate and pressing need is a large building containing a student dining room with kitchens, an auditorium capable of seating 600, and a gymnasium. This will release space in the present administration building for additional classrooms by allowing the present assembly hall to be divided into classrooms. In short we need to provide adequate educational facilities for the present and future enrollment before further increasing our dormitory space, or substantially increasing the enrollment.

Another pressing need—and I am only mentioning in this report the most pressing needs—is an enlargement of the laundry building and its equipment. It is absolutely impossible to turn out the laundry with the present equipment. This causes inconvenience and in many cases hardship. Moreover, it is unsanitary.

Then, too, the extension work of the school should be one of the most important features of the work. The school should reach out into the state. An extension worker should be employed to take charge of this work. Such a

## SCHOOL REPORT.

worker should be a well-trained man or woman who would follow up students who leave the school so that a student would never lose contact. He should be kept inspired, kept in employment, and tided over the baffling period of his life in the world by the friendly and sympathetic help of the school. The school would then conserve a larger proportion of its human output. Such a worker would organize and conduct farmers' institutes and canning clubs and organize Bordentown School Associations, thereby securing direct cooperation from the colored public. He would investigate applicants for admission, etc.

It is necessary also for the school to give girls experience with power machines; to prepare them for the needle trades if they desire it. Industrial opportunities of a new kind are opening up for the colored people of the state, growing out of the shortage of labor, and the school should adjust its courses to meet these conditions. This adjustment will require more and better paid instructors. We should run short courses here, and send instructors into industrial plants, where invited, to improve the general training of the colored worker.

The year has been encouraging because of the faithful performance of duty by a devoted and well-trained corps of workers, because of a vital interest in the work manifested by the State Board of Education through Colonel D. Stewart Craven, chairman of the Bordentown School Committee, because of the liberal cooperation extended by the Department of Public Instruction, and the interest shown by the Legislature. The school is bound finally to fulfill its mission.

## SCHOOL OF INDUSTRIAL ARTS OF TRENTON

ROBERT C. BELVILLE, *Secretary Board of Trustees*; FRANK F.  
 FREDERICK, *Director School of Industrial Arts*

I submit herewith statement of the enrolment in this school for the school year 1918-19.

### ENROLLMENT OF STUDENTS 1918-'19

Total number enrolled .....		1065
Males .....	623	
Females .....	442	
		1065
Attending evening only .....	888	
Attending day only .....	146	
Attending both day and evening .....	31	
		1065

### ENROLMENT IN DEPARTMENTS

Fine Art .....	164	
Art-Crafts .....	20	
Mechanical .....	306	
Architectural .....	37	
Electrical .....	73	
Chemical .....	38	
Dressmaking and Millinery .....	266	
Children's (Saturday only) .....	69	
Woodworking .....	32	
Day Technical Department .....	68	
		1073
In more than one department .....	8	
		1065

### SUMMARY OF TRADES AND PROFESSIONS REPRESENTED IN THE SCHOOL

Employed in Shops, Mills and Factories.....	188	
Machinists and Machinists' Apprentices .....	76	
Potters .....	24	
Building and Woodworking Trades .....	42	
Electrical Trades .....	24	
Draftsmen and Designers .....	28	
Clerks, Stenographers, etc. ....	168	
Housekeepers .....	25	
School teachers .....	99	
Other Trades and Professions .....	67	
No occupation reported .....	53	
At home .....	74	
Students from other schools .....	132	
Students of S. I. A. only .....	65	
		1065
Total Enrolment Year 1918-19.....	1065	
Total Enrolment Year 1917-18.....	1046	
Increase over last year .....	19	

# SCHOOL REPORT.

The shop building, for which the City of Trenton appropriated approximately \$50,000, is now nearing completion and is expected to be ready for classes in September. In this shop will be a machine shop, a wood shop and a pottery. The entire equipment will be contributed by the manufacturers of the city.

In this building will be conducted day and evening classes in machine shop practice and in woodworking, and evening classes in ceramics and in the automobile engine. The day wood and metal courses are planned to meet the requirements of the Federal Board for Vocational Education.

Respectfully submitted,

FRANK F. FREDERICK,  
*Director.*

## FINANCIAL REPORT OF BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL EDUCATION OF TRENTON FOR YEAR ENDED JUNE 30, 1919

### RECEIPTS

City Appropriation .....	\$18,000.00	
State Appropriation .....	10,000.00	
Tuition Fees .....	3,473.22	
Interest on Deposits .....	104.45	
Materials sold pupils .....	3,735.70	
Rent .....	210.00	
Prize Money .....	447.50	
Shop Building Equipment Fund .....	5,376.39	
	<u>\$41,347.26</u>	
Balance on hand July 1, 1918 .....	6,524.41	\$47,871.67

### DISBURSEMENTS

Teachers' Salaries .....	\$24,634.32	
Janitors' Salaries .....	1,397.20	
General Salaries .....	2,299.08	
Fuel .....	814.90	
Light and Power .....	662.71	
Furniture and Equipment .....	1,802.45	
Printing .....	422.25	
Materials .....	2,369.10	
Advertising .....	233.10	
Repairs .....	381.75	
Miscellaneous .....	1,023.87	
Models .....	264.00	
Library .....	103.15	
Insurance .....	144.87	
Prizes .....	322.76	
Shop Building Equipment .....	5,408.67	
	<u>\$42,285.08</u>	
Cash Balance June 30, 1919:		
Shop Building Fund .....	\$5,512.32	
Regular Account .....	74.27	
	<u>\$5,586.59</u>	
		\$47,871.67

ROBERT C. BELVILLE,  
*Secretary Board of Trustees.*

COMMISSIONER OF EDUCATION.

355

BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL  
EDUCATION, HOBOKEN

Statements showing time given in instruction for the school year September 15, 1918, to July 1, 1919.

A. DAY SCHOOL—PREVOCATIONAL CLASSES FOR GIRLS

Section	No.	No. in Class	Hours per week				Weeks
			Sewing	Cooking	Rel. Subjects	Total	per year
1		4	8	7	10	25	37½
2		10	7	8	10	25	37½
3		17	7	8	10	25	37½
Total		31				25	37½

B. EVENING SCHOOL—VOCATIONAL CLASSES FOR WOMEN

Activity	Enrolment	Attendance	Evenings per year	Hours per evening
Sewing	61	43	54	2
Cooking	28	21	54	2
Millinery	27	22	54	2
Dressmaking	23	18	54	2
Total	139	104	54	2

C. DAY SCHOOL—MANUAL TRAINING CLASSES FOR GIRLS

School	No.	Activity	Enrolment	Attendance	Minutes per week	Weeks per year
1		Cooking	101	91	75	37½
2		Cooking	8	7	75	37½
3		Sewing	64	62	75	37½
4		Sewing	37	35	75	37½
5		Sewing	5	5	75	37½
7		Sewing	37	35	75	37½
Parochial		Sewing	175	151	60	37½
Parochial		Cooking	41	40	60	37½
Hob. Academy		Cooking	13	9	120	37½
Total			481	435		37½

RICHARD A. BEYER,  
*Director.*

FINANCIAL STATEMENT

RECEIPTS

Balance of funds on hand, July 1, 1918.....		\$570.19
Appropriations: City of Hoboken.....	\$7,000.00	
State of New Jersey .....	7,000.00	
	<hr/>	\$14,000.00
Interest on daily balances .....	\$60.49	
Refund on Telephone service .....	43.44	
Sales—Product of pupils .....	264.78	
	<hr/>	368.71
Total receipts for year .....		\$14,368.71
Receipts for year and balance on hand commencement of period .....		\$14,938.90



## SCHOOL REPORT.

## DISBURSEMENT.

(1) GENERAL ADMINISTRATION	
Secretary, salary .....	\$400.00
Clerk to Supervisor, salary .....	1,000.00
Office supplies .....	122.20
Telephone service .....	71.62
Insurance .....	117.44
	<hr/>
	\$1,711.26
(2) SCHOOL ADMINISTRATION AND INSTRUCTION	
Supervisor, salary .....	\$1,000.00
Teachers, salary .....	5,449.38
Supplies, sewing .....	287.36
Supplies, cooking .....	92.35
Equipment, machines .....	243.20
	<hr/>
	\$7,072.29
(3) OPERATION AND MAINTENANCE	
Janitor, salary .....	\$1,000.00
Janitor, supplies .....	84.04
Repairs, general .....	226.19
Supplies, general .....	56.44
Annual care of clocks .....	22.00
Light and Power .....	367.42
Incidentals .....	135.28
	<hr/>
	\$1,891.37
Total cost of operating Day School	<hr/>
	\$10,674.92

## EVENING SCHOOL

Teachers' salaries .....	\$2,154.00
Janitors' salaries .....	112.00
Advertising .....	47.00
Supplies—Dressmaking ...	\$37.13
Millinery .....	21.84
Sewing .....	135.02
Total cost of Evening School	<hr/>
	\$2,506.99
Total cost of operating Day and Evening School .....	<hr/>
	\$13,181.91
Balance of funds on hand at close of year June 30, 1919.....	1,756.99
Total of expenditures and balance on hand at close of year.....	<hr/>
	\$14,938.90

## RECONCILIATION OF BALANCE

Cash in Second National Bank of Hoboken.....	\$1,971.46
Cash in Hoboken Bank for Savings .....	22.82
	<hr/>
	\$1,994.28
Warrants outstanding:	
Previous year .....	\$3.50
No. 6239 Pub. Service Corp. ....	7.47
No. 6240 Robt. Rath .....	2.73
No. 6241 A. Y. Letts .....	48.50
No. 6242 O. K. Electric Equip. Co.....	3.75
No. 6251 E. Hunter .....	33.33
No. 6253 Pub. Service Corp. ....	7.58
No. 6254 M. Hendberg .....	12.00
No. 6255 W. Simon .....	7.05
No. 6256 Chas. Braun .....	15.00
No. 6257 Pub. Service Corp. ....	23.59

COMMISSIONER OF EDUCATION.

357

No. 6258	R. A. Beyer .....	17.40	
No. 6259	Home Economics .....	6.00	
No. 6260	N. Y. Telephone Co. ....	16.00	
No. 6261	G. & C. Spangenberg .....	3.50	
No. 6271	Pub. Service Corp. ....	29.89	
		<hr/>	237.29
Balance as per statement above .....			<hr/> \$1,756.99

Respectfully submitted,

BERNARD VEZZETTI,  
*Treasurer.*

## SCHOOL REPORT.

### NEWARK COLLEGE OF TECHNOLOGY

D. R. HODGDON, *Director*

I beg to submit the following report from our institution. The Newark Technical School on December 6, 1918, changed its name to the Newark College of Technology, following the granting of the privilege to confer degrees.

The institution has increased considerably during the past year. The day school has increased from 43 pupils to 242. The evening school has increased from about 500 to over 800. The day school has established courses in electrical, mechanical and chemical engineering. The evening school has established six-year courses in industrial chemical, electrical and mechanical engineering. All these courses are laid out to fit the needs of this community. The school has also increased its equipment by its own efforts and by the efforts of the Federal Board, in the machine shop, electrical, mechanical and chemical departments.

The Federal Board for Vocational Education has 204 men in training in this institution up to the present date. Many of these men have lost a limb, have been gassed or shell shocked. I feel that this institution is doing splendid work in training the maimed and the wounded who have returned from the battle field. These men are taking courses in machine shop, electrical and mechanical engineering, steel structural design, surveying, automobile and short chauffeur courses, mechanical drafting and sign painting. There is also a class of young men known as the Americanization group. There are 74 in this group. To date 21 different nations are represented. These men are learning to speak English, to read and write, and to become citizens of America. We can hardly call them aliens because they have fought and have been wounded for the United States of America. In this class we have a few who cannot read or write; others who are better educated but are unable to speak English easily, and a few American boys who are quite illiterate. I consider this to be one of the big things which this institution is doing, and I hope the Americanization group will continue to grow larger and better as time goes on.

I have added to the force in the daytime 11 new teachers who are specializing in different fields of industrial education.

## REPORT OF THE BOARD OF TRUSTEES OF THE TEACHERS' RETIREMENT FUND

For the Year Ending June 30th, 1919

---

### LEGISLATIVE RECORD

From the beginning, the Teachers' Retirement Fund has been a part of the School Law of the State of New Jersey. The Legislative enactments are as follows:

Chapter 32, page 58, Laws of 1896—approved March 11th.

Chapter 178, page 475, Laws of 1899—approved March 24th.

Chapter 96, page 270, Laws of 1900; Article XXIII., School Law—approved March 23rd.

Chapter 36, page 150, Laws of 1902; Article XXVII., School Law—approved March 26th.

Chapter 1, page 80, Laws of Second Special Session, 1903; Article XXV., School Law—approved October 19th.

Chapter 95, page 194, Laws of 1905—approved April 3rd.

Chapter 314, page 689, Laws of 1906—approved June 13th.

Chapter 139, page 365, Laws of 1907; Article XXV., School Law—approved May 7th.

Chapter 106, page 166, Laws of 1915—approved March 30th.

Chapter 180, page 514, Laws of 1918—approved March 4th.

Chapter 81, page 186, Laws of 1919—approved April 10th.

### APPROPRIATION TO PAY ADMINISTRATIVE EXPENSES

The first Act by which the State appropriated money toward the expense of administering the Fund was Chapter 95, page 194, Laws of 1905, approved April 3rd, which allowed \$1,500.00, and became effective November 1, 1906. Prior to said date, administrative expenses were taken from the Fund.

---

### REPORT

Report of the Board of Trustees of the Teachers' Retirement Fund of the State of New Jersey for the fiscal year 1918-1919; presented to the Annual Convention of the Teachers' Retirement Fund, held in the Assembly Cham-

## SCHOOL REPORT.

ber, State House, Trenton, New Jersey, at twelve o'clock, noon, on Saturday, September 27, 1919.

September 27th, 1919.

*To the Members of the Teachers' Retirement Fund of the State of New Jersey:*

In compliance with the law, I have the honor to submit the report of the Board of Trustees for the fiscal year which ended June 30, 1919.

Respectfully,

ARTHUR W. MILBURY,  
*Assistant Secretary.*

## STATE TREASURER'S DEPARTMENT

Trenton, N. J., July 25, 1919.

*To the Board of Trustees, Teachers' Retirement Fund.*

GENTLEMEN: The following is the annual statement of receipts and disbursements of the Teachers' Retirement Fund for the year ending June 30, 1919.

## RECEIPTS

Balance in bank July 1, 1918.....		\$93,705.87
*Members' dues .....	\$273,650.86	
Interest on Investments .....	22,481.82	
Interest on Deposits in Bank .....	3,368.29	
Premium and Accrued Interest .....	1.39	
Annuity .....	192.14	
Temporary Investments paid off .....	15,000.00	
		<hr/>
		\$314,694.50
		\$408,400.37

## DISBURSEMENTS

Annuities .....	\$293,379.93	
Dues refunded .....	57.50	
Premium and Accrued Interest .....	1,430.17	
Rebate .....	312.08	
Temporary Investments .....	56,814.72	
Transfer to Investment Account Cash .....	1,000.00	
		<hr/>
		\$352,994.40
Balance in Bank June 30, 1919.....		\$55,405.97

\*The actual income from members' dues, paid and payable, was far in excess of these figures; possibly, \$30,000, or more, excess. At the time the State Treasurer's books closed for the year, June 30, 1919, many districts had not remitted for the April-June quarter, (the subsequent receipts have been abnormally large,) but it will be impossible to discover what the 1918-1919 income might have been under ordinary circumstances, because the new legislation, effective April 10, 1919, permitted members to withdraw from the Fund, and a large number withdrew in time to prevent their May and June dues from being deducted, which, of course, reduced the normal 1918-1919 income.

COMMISSIONER OF EDUCATION.

361

TEMPORARY INVESTMENTS

The following are the security of the Temporary Investment Account:

BONDS

	Par	Cost
City of Paterson Sewer Funding 5%.....	\$27,000	\$27,208.80
City of Orange Sewer Refunding 5% .....	20,000	20,249.70
City of Orange Central Fire House 5%.....	14,000	14,172.00
Town of Montclair Impt. 5%.....	10,000	10,152.49
Town of Montclair School 4½%.....	13,000	12,945.30
City of Orange Sewer and Fire House 5%.....	5,000	5,164.24
City of Perth Amboy Water 4½% .....	2,000	1,980.00
Jersey City Funding Debt Water bonds 5%.....	1,000	1,008.10
Boro. of Edgewater School 5% .....	1,000	1,008.40
Jersey City, Assmt. Gold 5%.....	1,000	1,015.00
Milwaukee Lake Shore & Western Ry. Co. 6%.....	10,000	10,200.00
Twp. of Lyndhurst Sewer 5% .....	10,000	10,052.67
Jersey City, Assessment & Water 5% .....	2,000	2,015.00
Twp. of Ridgewood School 4% .....	2,000	1,887.20
Twp. of Bernards School 5% .....	10,000	10,000.00
Town of Union Street Impt. 5% .....	6,000	6,000.00
Town of Union Fire & Police Signal System 5%.....	5,000	5,000.00
Village of Ridgewood St. Impt. 5½% .....	8,500	8,628.35
		<hr/>
		\$148,687.25

PERMANENT PRINCIPAL

RECEIPTS

Balance in bank July 1, 1918 .....		\$13,381.07
Duplicate certificates .....	\$8.00	
Investments (Securities paid off) .....	36,750.00	
Transfer from General Account .....	1,000.00	
	<hr/>	37,758.00
		\$51,139.07

DISBURSEMENTS

Investments made during the year .....	\$46,893.00
Balance in bank June 30, 1919.....	<hr/>
	\$4,246.07

The following are the securities of the PERMANENT PRINCIPAL:

Trustees of the Olivet Presbyterian Church Atlantic City	5%	\$6,500.00
Lewis T. and Mary L. Bryant .....	5	20,000.00
Atlantic City Loan and Bldg. Co.....	6	10,000.00
Samuel Ginsburg (Simon Senville) .....	6	7,500.00
Morris and Sarah Abrams and Abraham and Annie Kunsman .....	6	10,000.00

SCHOOL REPORT.

Joseph Perry, et ux .....	6	3,000.00
Wolf and Fannie Levin .....	6	5,000.00
Hyman and Annie Kramer .....	6	6,000.00
Max and Rose Slaff .....	6	4,000.00
Abraham and Sarah Kanter .....	6	4,000.00
William C. Godstre, et ux .....	5½	14,000.00
Ralph Bernhardt .....	6	25,000.00
		<u>\$115,000.00</u>

BONDS

Board of Education of Boro of Lodi, Bergen Co. ....	5%	\$3,000.00
Boro of Haddon Hgts., Camden Co., School .....	4½	10,000.00
Margate City, Atlantic Co., Water .....	5	15,000.00
Margate City, Atlantic Co., Sewerage .....	5	5,000.00
Margate City, Atlantic Co., School .....	5	20,000.00
Boro Holly Beach, Cape May Co., Funding .....	5	5,000.00
Bd. of Education Twp. of Overpeck, Bergen Co. ....	5	20,000.00
Bd. of Education Twp. of Overpeck, Bergen Co. ....	5	5,000.00
Margate City, Atlantic Co., Beach Impt. ....	5	6,500.00
Margate City, Atlantic Co., Fire Station .....	5	5,000.00
Margate City, Atlantic Co., Improvement .....	5	7,000.00
County of Hudson Park .....	4	12,880.00
City of Bayonne, Gold Funding .....	5	3,000.00
City of Perth Amboy, Park Funding .....	4½	1,912.17
Southern Pacific R. R. Co., 1st Refunding .....	4	4,710.00
Chicago, Burlington & Quincy R. R. Co. ....	3½	5,075.00
New York Central & Hudson River R. R. Co. ....	3½	3,525.00
Middlesex County Road .....	4¾	6,000.00
Town of Nutley, Funding and Refunding .....	5	18,000.00
City of Bayonne, School .....	4½	2,940.00
United States 4th Liberty Loan Bonds .....	4¼	6,643.00
		<u>\$166,185.17</u>
Bonds and Mortgages .....		\$115,000.00
Bonds .....		<u>166,185.17</u>
		<u>\$281,185.17</u>

The following is the condition of the Fund at the close of business June 30, 1918.

Investments .....	\$281,185.17	
Balance in bank, Investment Acct. ....	<u>4,246.07</u>	\$285,431.24
Temporary Investments .....	148,687.25	
Balance in bank, General Acct. ....	<u>55,405.97</u>	\$204,093.22
		<u>\$489,524.46</u>

Respectfully subn. Atted,

(Signed) W. T. READ,  
Treasurer.

COMMISSIONER OF EDUCATION.

363

COMPARATIVE ABSTRACT OF STATE TREASURER'S REPORTS  
FOR 1914-'15, 1915-'16, 1916-'17, 1917-'18 AND 1918-'19

(NOTE.—*No liabilities on the year's business; annuities and expenses paid in full to end of June.*)

	1914-1915	1915-1916	1916-1917	1917-1918	1918-1919
*Receipts .....	\$246,390.22	\$278,628.86	\$313,953.41	\$300,043.74	\$351,452.50
**Disbursements ..	221,163.82	249,502.48	293,015.82	412,454.32	308,887.40
†Assets at close of fiscal year .....	432,183.55	465,309.93	484,247.52	485,001.64	489,524.46

LIST OF BENEFICIARIES TO JUNE 30th, 1919

The following is a schedule of all members who have been retired on annuity from the beginning to June 30, 1919, and shows; (1) The annuity and membership numbers; (2) Name, with district and county retired from; (3) Net annual value of annuity,—see "Note;" (4) Date annuity began to accrue,—see "Note;" (5) Total received to June 30, 1919. The 1918-1919 annuities begin with Number 779.

NOTE.—The first annuity was granted December 3, 1897; numbers 1, 2 and 3 began to accrue December 1, 1897. Annuities granted under Acts prior to that of 1907 are subject to one per cent deduction for the Fund and are indicated by a dagger—†. All annuities granted under Acts prior to that of 1907 began to accrue on the first day of the quarter succeeding the date of granting, except Nos. 1, 2 and 3, which began to accrue December 1, 1897. Under the latest Act, that of 1907, annuity begins to accrue from the date it is granted, and no deduction is made for the Fund. The Act of 1906 raised dues from a flat one per cent to two, two and one-half and three per cent, (based on total years of public school teaching service prior to date of originally becoming a member,) for all old members who in writing should accept the Act of 1906 prior to Jan. 1, 1907, and for all teachers who should join voluntarily prior to Jan. 1, 1908, and made membership part of the contract of all teachers who should be appointed to New Jersey's public school system on or after Jan. 1, 1908. Annuities granted under the Act of 1906

\*Receipts include "securities paid off":—1914-'15, \$10,500.00; 1915-'16, \$14,500.00; 1916-'17, \$37,000.00; 1917-'18, \$22,500.00; 1918-'19, \$51,750.00.

\*\*Disbursements include "investments":—1914-'15, \$14,000.00; 1915-'16, \$18,870.49; 1916-'17, \$35,000.00; 1917-'18, \$129,372.53; 1918-'19, \$103,707.72; not including premiums and accrued interest.

†It is believed that the actual assets in hand and due on June 30th, were not less than \$500,000.00; see note, first page of State Treasurer's report.



are indicated by a double dagger—††. The Act of 1907 retained the aforesaid 1906 provisions, except that it extended to January 1, 1909, inclusive, the period during which old members and teachers appointed prior to Jan. 1, 1908, might accept the new provisions. All annuities below-scheduled were granted under the Act of 1907, except those indicated by a single dagger—†—(Act prior to 1906,) or a double dagger—††—(Act of 1906). All annuities to No. 134, inclusive, were granted under Acts prior to that of 1906. The date given for each annuity is the date on which the annuity began to accrue, irrespective of the Act under which it was granted. The amount of annuity stated is the net amount; i. e., the amount actually received by the annuitant. Net is less than gross for all annuities granted under Acts prior to 1907, because one per cent is deducted for the Fund. Net is less than gross for some of the 1907-Act annuities, because the quarters total a few cents less than the gross.

Annuities granted under all acts prior to 1907 are half the average of the last five years' salary; minimum \$250.00, maximum \$600.00, with one per cent deducted for the Fund, and begin to accrue on the first day of the quarter next following the granting. Annuities granted under the Act of 1907 are six-tenths the average of the last five years' salary; minimum \$250.00, maximum, \$650.00; nothing deducted for the Fund, and begin to accrue from the date of granting.

Under all acts prior to 1906, an annuitant was required to pay into the Fund a total (including monthly dues paid) of at least twenty per cent. of his or her last year's salary before any annuity could be paid to the beneficiary. The act of 1906 requires the annuitant to pay into the Fund an amount (including monthly dues paid) equal to at least the annuity for one year,—maximum payment, \$1,000. The Act of 1907 requires a beneficiary to pay into the Fund an amount equal to at least one year's annuity, (maximum payment, \$1,000,) but provides that the deficit, over and above monthly dues paid, may be liquidated by accruing annuity.

Deceases are indicated by an asterisk—\*. Annuities which deceased before the deficit to the Fund was paid are indicated by a double asterisk—\*\*; these are charged with the amount of accrued annuity, (amount Recd. from Fund,) and same is credited under amount paid to Fund, (amount paid on account of deficit). The amount of annuity charged to decedents includes balance due estate on June 30, 1919; where such a balance exists, it is indicated by †\*.

## COMMISSIONER OF EDUCATION.

365

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
*† 1—131:	Joseph P. Leighton, Washington Township, Morris Co.....	\$247 48	Dec. 1, 1897	\$1,292 78*
*† 2—2132:	Almira Walker, Orange, Essex Co. ....	247 48	" " "	2,355 38*
*† 3—2131:	Abby M. Munn, Montclair, Essex Co. ....	371 24	" " "	5,700 01*
*† 4— 3:	Jacob Moench, Carlstadt, Bergen Co. ....	247 48	Jan. 1, 1898	95 13*
*† 5—2130:	Helen F. Hall, Maurice River Township, Cumberland Co.....	247 48	Apr. 1, 1898	948 88*
*† 6—510:	Phebe Hancock, Newark, Essex Co. ....	495 00	" " "	10,250 53*
*† 7—1596:	Phoebe A. Brigham, Jersey City, Hudson Co. ....	504 88	" " "	2,603 06*
*† 8—1553:	Imogene L. Colvin, Jersey City, Hudson Co. ....	308 88	July 1, 1898	866 58*
*† 9—1238:	Sarah J. Reynolds, Paterson, Passaic Co. ....	265 80	Jan. 1, 1899	4,335 99*
*† 10—2211:	Clara Bonham, Kingwood Township, Hunterdon Co. ....	247 48	" " "	1,325 79*
† 11—1060:	Mrs. Helen S. Donkersley, Paterson, Passaic Co. ....	321 76	" " "	6,596 08
*† 12—2118:	Thamer Snover, Stillwater Township, Sussex Co. ....	247 48	Apr. " "	1,237 40*
*† 13—2264:	Anna Marshall, Millville, Cumberland Co. ....	247 48	" " "	223 91*
*† 14—478:	Louise Chedister, Newark, Essex Co. ....	396 00	" " "	2,542 32*
*† 15—840:	Sallie T. Brown, Camden City, Camden Co. ....	371 24	" " "	2,227 45*
*† 16—838:	M. Jennie Wood, Camden City, Camden Co. ....	371 24	" " "	5,870 43*
*† 17—2210:	James Corkery, Lacey Township, Ocean Co. ....	297 00	" " "	470 25*
† 18—1383:	Jennie Hutchinson, Trenton, Mercer Co. ....	247 48	" " "	5,011 47
† 19—1155:	Annie M. Atkinson, Paterson, Passaic Co. ....	247 48	Jan. 1, 1900	4,825 86
*† 20—347:	Mrs. E. Jennie Wortman, Ruthersford Borough, Bergen Co.....	311 84	" " "	1,046 48*
*† 21—2127:	Mrs. Harriet J. Strang, Monroe Township, Gloucester Co.....	247 48	" " "	3,319 22*
† 22—2038:	Anna R. Burr, Northampton Township, Burlington Co.....	247 48	" " "	4,825 86
*† 23—2021:	Hattie F. Hoffman, Penn's Grove Borough, Salem Co.....	247 48	" " "	247 48*
† 24—2187:	Samantha Wheeler, Bloomfield, Essex Co. ....	272 24	" " "	5,308 69
*† 25—2230:	Mrs. Hannah A. Collins, Commercial Township, Cumberland Co. ....	247 48	" " "	164 86*
*† 26—223:	Ella Hazard, Rahway, Union Co. ....	247 48	Apr. " "	2,041 71*
*† 27—1417:	Janet F. Wright, Trenton, Mercer Co. ....	247 48	" " "	3,123 76*
*† 28— 64:	Emily S. Sayre, Woodstown Borough, Salem Co.....	350 68	" " "	185 09*
† 29—935:	Hannah Oven, Orange, Essex Co. ....	247 48	July 1, 1900	4,702 12
*† 30—2243:	Mrs. Mary S. Bond, Delaware Township, Hunterdon Co.....	247 48	" " "	2,041 71*
*† 31—199:	Carrie B. Runyon, Plainfield, Union Co. ....	371 24	Oct. 1, 1900	1,922 18*
† 32—416:	Mrs. Esther J. Crosby Parker, Newark, Essex Co. ....	495 00	Jan. 1, 1901	9,157 50
*† 33— 14:	Sarah R. Bowne, Princeton Borough, Mercer Co. ....	292 04	" " "	5,026 28*
*† 34—122:	Mary G. Lindsley, Morristown, Morris Co. ....	284 60	Jan. 1, 1901	388 13*
*† 35—655:	Laura C. Delano, Newark, Essex Co. ....	321 76	Apr. " "	884 84*
† 36—268:	Kate G. Focer, Glassboro Township, Gloucester Co. ....	247 48	" " "	4,516 51
*† 37— 32:	Nathaniel Kiser, Mendham Township, Morris Co. ....	247 48	" " "	3,543 54*
*† 38—841:	Helen Bamber, Camden City, Camden Co. ....	247 48	" " "	3,804 58*
*† 39—2353:	Ellen Smith, New Brunswick, Middlesex Co. ....	247 48	" " "	3,384 98*
*† 40—2354:	Harriet E. Smith, New Brunswick, Middlesex Co. ....	247 48	July " "	1,845 97*
*† 41—1906:	Helen E. Tift, Hoboken, Hudson Co. ....	415 80	" " "	2,113 65*

†Granted under Act prior to 1906.

\*Deceased.

\*†Balance due estate of deceased annuitant.

# SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
† 42—673:	Alice E. Johnson, Newark, Essex Co. ....	\$396 00	July 1, 1901	\$7,128 00
*† 43—397:	Jane E. Johnson, Newark, Essex Co. ....	594 00	Oct. 1, 1901	3,201 00*
*† 44—1314:	Mrs. Orrell F. Elwell, Trenton, Mercer Co. ....	247 48	" " "	1,535 99*
† 45—12:	Mrs. Hattie A. Lindaberry, Lebanon Township, Hunterdon Co. ....	247 48	Jan. 1, 1902	4,330 90
*† 46—28:	Noah E. Jeffery, Howell Township, Monmouth Co. ....	247 48	" " "	3,774 07*
*† 47—377:	Ellen Couenhoven, Passaic City, Passaic Co. ....	316 80	" " "	1,900 80*
**† 48—2345:	Sarah Rankinback, New Brunswick, Middlesex Co. ....	356 40	Apr. " "	63 46**
† 49—2191:	Kate F. Hubbard, Bloomfield, Essex Co. ....	272 24	" " "	4,696 14
*† 50—217:	Minnie Whitehead, Rahway, Union Co. ....	247 48	" " "	2,696 84*
*† 51—61:	Mrs. Jennie L. Morris, Long Branch, Monmouth Co. ....	297 00	July " "	123 75*
*† 52—2256:	Emma L. Hodgkins, Boonton Town, Morris Co. ....	247 48	" " "	3,603 38*
† 53—1728:	Emma Johnson, Jersey City, Hudson Co. ....	401 92	Jan. 1, 1903	6,631 68
† 54—1534:	Florence M. Coppinger, Jersey City, Hudson Co. ....	323 12	" " "	5,331 48
† 55—761:	Margaret A. Rasch, Newark, Essex Co. ....	321 76	" " "	5,309 04
† 56—139:	Emily A. Davis, Lambertville, Hunterdon Co. ....	247 48	" " "	4,083 42
*† 57—321:	Priscilla H. Redfield, Gloucester City, Camden Co. ....	346 48	Apr. " "	464 15*
*† 58—2034:	Jeremiah Kelly, Hoboken, Hudson Co. ....	594 00	Jan. " "	8,722 01*
*† 59—1475:	Mrs. Eliza J. Eveland, Jersey City, Hudson Co. ....	534 60	" " "	164 83*
*† 60—319:	William Dougherty, Gloucester City, Camden Co. ....	495 00	" " "	1,894 75*
† 61—134:	Ida F. Stout, Lambertville, Hunterdon Co. ....	247 48	" " "	4,083 42
*† 62—42:	Rachel H. Strong, Waterford Township, Camden Co. ....	297 00	" " "	2,823 11*
† 63—601:	Eunice A. McLeod, Newark, Essex Co. ....	441 52	Apr. 1, 1903	7,174 70
*† 64—2049:	Ephraim M. Shadinger, Howell Township, Monmouth Co. ....	247 48	" " "	3,528 63*
*† 65—97:	Mrs. P. K. Hendrickson, Freehold Township, Monmouth Co. ....	247 48	" " "	2,326 85*
*† 66—2194:	Jane Eliza Baird, Bloomfield, Essex Co. ....	254 92	" " "	3,956 84*
† 67—2102:	Sanford S. White, Byram Township, Sussex Co. ....	247 48	" " "	4,021 55
*† 68—1982:	Rev. Samuel D. Quigg, Beverly Township, Burlington Co. ....	247 48	" " "	2,088 11*
† 69—858:	Anita A. Wright, Camden City, Camden Co. ....	349 96	" " "	5,686 85
† 70—2383:	Nehemiah Reece Whitaker, Lambert Township, Burlington Co. ....	247 48	Oct. 1, 1903	3,897 81
*† 71—2188:	Edith E. Hulin, Bloomfield, Essex Co. ....	272 24	" " "	2,419 82*
† 72—634:	M. Adelaide Healy, Newark, Essex Co. ....	321 76	" " "	5,067 72
*† 73—2346:	Annie E. Stelle, New Brunswick, Middlesex Co. ....	336 60	" " "	1,053 48*
*† 74—1393:	Lydia V. Marden, Trenton, Mercer Co. ....	257 40	" " "	1,179 60*
*† 75—1422:	Marcia M. Wright, Trenton, Mercer Co. ....	356 40	" " "	3,251 18*
*† 76—301:	Jacob B. Maxwell, South Orange, Essex Co. ....	594 00	" " "	362 20*
*† 77—1354:	George H. Voorhis, Trenton, Mercer Co. ....	594 00	Jan. 1, 1904	4,378 22*
*† 78—2099:	John M. Sullivan, Washington Township, Burlington Co. ....	247 48	" " "	1,326 47*
† 79—5:	Mrs. Deborah J. Bateman, Commercial Township, Cumberland Co. ....	247 48	" " "	3,835 94
† 80—2094:	Elias L. Dalrymple, Franklin Township, Hunterdon Co. ....	247 48	" " "	3,835 94

†Granted under Act prior to 1906.

\*Deceased.

\*\*Deceased before deficit to Fund was paid.

COMMISSIONER OF EDUCATION.

367

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
†† 81—2041:	Anna R. Johnson, Lumberton Township, Burlington Co.....	\$247 48	Jan. 1, 1904	\$1,017 12*
*† 82—2493:	Mrs. Jennie Lunger, Clinton Town, Hunterdon Co.....	247 48	July 1, 1904	852 73*
*† 83—2251:	Mary E. Bergen, Cranbury Township, Middlesex Co.....	247 48	" " "	779 84*
† 84—1403:	Rachel D. Rowland, Trenton, Mercer Co. ....	257 40	" " "	3,861 00
*† 85—1375:	Sarah Gaston, Trenton, Mercer Co. ....	267 32	" " "	1,023 91*
† 86—1255:	Frances O. Crane, Elizabeth Union Co. ....	284 64	" " "	4,269 60
† 87—1647:	Mary J. Vail, Jersey City, Hudson Co. ....	351 64	" " "	5,274 60
† 88—2057:	Mrs. Harriet M. Hall Ayres, Deerfield Township, Cumberland Co. ....	247 48	Oct. 1, 1904	3,650 33
† 89— 95:	Lue J. Mershon, Franklin Township, Gloucester Co. ....	247 48	" " "	3,650 33
† 90—2071:	C. Josephine Sliker, Phillipsburg, Warren Co. ....	247 48	" " "	3,650 33
† 91—2304:	Harriet P. Boyle, Bernards Township, Somerset Co.....	247 48	" " "	3,650 33
*† 92— 474:	Emma A. Issler, Newark, Essex Co. ....	351 44	Jan. 1, 1905	4,260 57*
† 93— 675:	Mary E. Ward, Newark, Essex Co. ....	495 00	" " "	7,177 50
† 94— 784:	Irene A. Brockway, West Hoboken, Hudson Co.....	353 40	" " "	5,124 30
† 95— 582:	Lizzie M. Bingham, Newark, Essex Co. ....	410 84	Apr. 1, 1905	5,854 47
† 96—1144:	Metta Schuyler, Paterson, Passaic Co. ....	272 24	" " "	3,879 42
**† 97—2050:	Peter M. Mechling, Union Township, Hunterdon Co.....	247 48	" " "	21 69**
*† 98—1433:	Mrs. Kate S. Durrie, Jersey City, Hudson Co. ....	594 00	July 1, 1905	1,413 11*
*† 99—3333:	Mrs. Mary M. P. Fritz, Lebanon Township, Hunterdon Co.	247 48	" " "	2,510 05*
*†100—2969:	Abraham Leach, Pequannock Township, Morris Co.....	247 48	" " "	179 43*
†101—2719:	Sarah Cullum, Jersey City, Hudson Co. ....	485 08	Oct. 1, 1905	6,669 85
†102— 56:	Olive M. Ewing, Long Branch, Monmouth Co. ....	396 00	July 1, 1905	5,544 00
†103—2310:	Sarah M. Cooke, Rockaway Township, Morris Co.....	247 48	" " "	3,464 72
*†104—2189:	R. Anna Baird, Bloomfield, Essex Co. ....	272 24	" " "	1,225 08*
***†105— 865:	Mrs. Emma P. Stavers, Camden City, Camden Co.....	263 32	" " "	.....***
*†106—1204:	William J. Rogers, Paterson, Passaic Co. ....	594 00	" " "	7,940 46*
*†107—2349:	Elizabeth L. Heward, New Brunswick, Middlesex Co.....	351 44	Oct. 1, 1905	4,286 85*
*†108—1946:	Emma L. Lefman, Hoboken, Hudson Co. ....	398 00	" " "	1,431 15*
*†109—1049:	Agnes E. Pelsor, Paterson, Passaic Co. ....	495 00	" " "	6,515 00*
†110—3024:	Cunningham Harris, New Hanover Township, Burlington Co.	247 48	Jan. 1, 1906	3,340 98
†111— 103:	Sarah E. Ayars, Alloway Township, Salem Co. ....	247 48	" " "	3,340 98
*†112—1968:	Emily B. Fithian, Bridgeton, Cumberland Co. ....	247 48	" " "	2,616 17*
†113— 111:	Mrs. Anna A. Robbins, Upper Freehold Township, Monmouth Co. ....	247 48	Apr. 1, 1906	3,279 11
†114— 272:	Lizzie McCaughan, Glassboro Township, Gloucester Co.....	247 48	" " "	3,279 11
*†115—1953:	Charles H. Platts, Bridgeton, Cumberland Co. ....	495 00	" " "	968 24*
†116— 746:	Flora E. Smalley, Newark, Essex Co. ....	341 52	" " "	4,525 14
*†117—2703:	Mrs. Mary Louise Keating, Jersey City, Hudson Co.....	380 16	" " "	497 86*
*†118—2581:	Jeremiah Fruttchey, North Bergen Township, Hudson Co.....	371 24	" " "	1,057 63*

\*Deceased.

\*\*Deceased before deficit to Fund was paid.

†Granted under Act prior to 1906.

\*\*\*Deceased before annuity began to accrue.

†Balance due estate of deceased annuitant.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
†119-2163:	Rae A. Hinchman, East Greenwich Township, Gloucester Co.	\$247 48	July 1, 1906	\$3,217 24
†120- 67:	Annie Bradley, Pilesgrove Township, Salem Co.	247 48	" " "	3,217 24
†121-1050:	Frances A. Gilbert, Paterson, Passaic Co.	445 48	" " "	5,791 24
†122- 425:	Eliza A. Brookfield, Newark, Essex Co.	383 60	" " "	4,986 80
†123- 902:	Jennie H. James, Camden City, Camden Co.	273 24	" " "	3,552 12
*†124- 740:	Anna A. Baldwin, Newark, Essex Co.	321 76	" " "	3,410 20*
†125- 115:	Augustus M. T. Flandreau, Farmingdale Borough, Monmouth Co.	318 76	" " "	4,143 88
*†126- 166:	Lucinda I. Ellis, Salem City, Salem Co.	247 48	July 1, 1906	2,049 16*
†127-2026:	Mary V. L. Hageman, South Brunswick Township, Middlesex Co.	247 48	" " "	3,217 24
*†128-3315:	Susan M. Stiles, Elizabeth, Union Co.	346 48	" " "	3,132 75*
†129- 911:	Martha L. Gould Williams, (Mrs.) Orange, Essex Co.	321 76	Oct. 1, 1906	4,102 44
†130- 27:	Lizzie S. Van Kirk, Montgomery Township, Somerset Co.	247 48	" " "	3,155 37
†131-1103:	Margaret E. Atkinson, Paterson, Passaic Co.	321 76	Jan. 1, 1907	4,022 00
†132-1061:	Mary Graham, Paterson, Passaic Co.	321 76	" " "	4,022 00
*†133-3325:	Austin H. Lester, Montville Township, Morris Co.	247 48	" " "	167 96*
†134- 58:	Clara F. Hancock, Long Branch, Monmouth Co.	247 48	" " "	3,093 50
††135-1302:	Emma M. Bodine, Trenton, Mercer Co.	366 28	" " "	4,578 50
††136- 427:	Virginia R. Reeve, Newark, Essex Co.	351 44	" " "	4,393 00
†137-2576:	Mrs. Sophie M. Decker, Wantage Township, Sussex Co.	247 48	" " "	3,093 50
*††138-1932:	Catherine C. Attwell, Hoboken, Hudson Co.	433 60	" " "	4,763 28*
*††139- 467:	Lydia W. Hand, Newark, Essex Co.	366 28	" " "	1,281 98*
*††140-1502:	Edward Kelly, Jersey City, Hudson Co.	594 00	" " "	3,144 61*
*††141-1465:	Alice M. Bellows, Jersey City, Hudson Co.	403 92	" " "	1,370 44*
††142- 770:	Annie E. Curtis, Newark, Essex Co.	363 84	" " "	4,548 00
†143- 554:	Frances V. Gould, Newark, Essex Co.	363 84	" " "	4,548 00
*††144- 509:	Eliza H. Pierson, Newark, Essex Co.	363 84	" " "	1,353 52*
††145-2200:	Mrs. Mary E. Ellinwood, Bloomfield, Essex Co.	311 84	" " "	3,898 00
*††146-2179:	Georgia K. Wright, Pennsauken Township, Camden Co.	247 48	" " "	759 63*
*††147-1965:	Sara B. Wilson, Bridgeton, Cumberland Co.	247 48	" " "	777 50*
*††148- 639:	Fannie Steele, Newark, Essex Co.	420 76	" " "	2,803 54*
*††149-2005:	Ella L. Powell, Beverly City, Burlington Co.	247 48	" " "	2,738 55*
*††150- 638:	Susie Steele, Newark, Essex Co.	574 20	" " "	1,374 11*
††151- 140:	Rachel F. Scarborough, Lambertville, Hunterdon Co.	253 92	" " "	3,174 00
††152-1543:	Nellie M. Walsh, Jersey City, Hudson Co.	356 40	" " "	4,455 00
††153- 827:	Clara A. Bamber, Camden City, Camden Co.	270 28	" " "	3,378 50
154-2093:	Mrs. Ella Hiner, Franklin Township, Hunterdon Co.	250 00	June 14, 1907	3,010 96
155-1355:	Sarah R. Wallington, Trenton, Mercer Co.	352 80	" " "	4,249 12
*†156- 219:	Martha M. Putnam, Rahway, Union Co.	253 00	" " "	1,394 80*
*157-1588:	Lizzie S. Ranken, Jersey City, Hudson Co.	633 60	" " "	124 90*

\*Deceased.

†Granted under Act prior to 1906.

††Granted under Act of 1906.

†\*Balance due estate of deceased annuitant.

## COMMISSIONER OF EDUCATION.

369

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
*158—132:	Alex P. Kerr, Lambertville, Hunterdon Co. ....	\$650 00	June 14, 1907	\$4,452 42*
159—955:	M. Elizabeth Habberton, Orange, Essex Co. ....	606 00	" " "	7,311 16
*†160—2528:	Amanda R. Dobbins, Northampton Township, Burlington Co. ....	247 48	July 1, 1907	1,707 78*
*161—2316:	Mary J. M. Murray, Atlantic City, Atlantic Co. ....	319 20	June 14, 1907	1,459 08*
162—2035:	Jesse G. Grier, Pleasantville Borough, Atlantic Co. ....	302 40	" " "	3,642 08
*163—598:	Eliza Murphy, Newark, Essex Co. ....	650 00	" " "	2,303 48*
164—1810:	Louise Bailey, Hoboken, Hudson Co. ....	650 00	" " "	7,828 48
165—2090:	Isabella J. Stanger, Monroe Township, Gloucester Co. ....	250 00	" " "	3,014 38
*166—2795:	Mary Louise Vreeland, Newark, Essex Co. ....	564 00	" " "	4,846 61*
167—2023:	Maggie B. Ditmars, Raritan Township, Hunterdon Co. ....	250 00	" " "	3,010 96
*168—306:	Mrs. Emma J. Ely, Camden City, Camden Co. ....	354 60	" " "	949 30*
169—1467:	Kate Gregory, Jersey City, Hudson Co. ....	493 92	Sept. 20, 1907	5,817 06
*170—1908:	Kate Bovington, Hoboken, Hudson Co. ....	538 56	Oct. 1, 1907	5,568 91*
171—2166:	Georgiana Stevenson, East Orange, Essex Co. ....	558 00	Sept. 20, 1907	6,571 80
*172—1980:	Mary E. Foster, Bridgeton, Cumberland Co. ....	360 08	" " "	2,860 66*
173—1971:	Hannah More Riley, Bridgeton, Cumberland Co. ....	250 00	" " "	2,944 40
174—4045:	Elizabeth M. Schuyler, Camden City, Camden Co. ....	540 00	" " "	6,359 80
175—435:	Mrs. Catherine B. Cory, Newark, Essex Co. ....	606 00	" " "	7,137 10
176—432:	Mrs. M. Louisa Johnson, Newark, Essex Co. ....	458 40	" " "	5,398 80
177—410:	Mrs. Isadore M. Sherwood, Newark, Essex Co. ....	650 00	" " "	7,655 30
178—697:	Harriet W. Mullison, Newark, Essex Co. ....	424 80	" " "	5,003 00
*179—780:	Robert Waters, West Hoboken, Hudson Co. ....	650 00	Oct. 12, 1907	2,034 11*
180—1290:	Lucretia H. Sayre, Elizabeth, Union Co. ....	600 00	" " "	7,031 20
*181—1382:	Kate Houghtaling, Trenton, Mercer Co. ....	480 00	" " "	2,281 25*
182—3678:	Mrs. Lydia M. Hendrickson, Middletown Township, Monmouth Co. ....	342 00	" " "	4,008 20
183—1928:	Mrs. Sarah M. Van Den Berg, Hoboken, Hudson Co. ....	538 56	Nov. 1, 1907	6,285 20
*184—200:	Ellen E. Niles, Plainfield, Union Co. ....	522 00	Dec. 13, 1907	5,606 84*
185—270:	Mrs. Mary M. S. Latham, Glassboro Township, Gloucester Co. ....	250 00	" " "	2,887 90
186—236:	Sarah E. Beam, Newark, Essex Co. ....	650 00	" " "	7,507 04
187—2109:	Mary A. Dougall, Newark, Essex Co. ....	650 00	" " "	7,507 04
188—2424:	Jennie B. Canfield, Newark, Essex Co. ....	537 00	" " "	6,201 96
189—767:	Margaret A. Bogan, Newark, Essex Co. ....	402 00	" " "	4,642 80
*190—1154:	Eunice E. Mann, Paterson, Passaic Co. ....	576 00	" " "	4,458 90*
†††191—755:	Harriet E. Ball, Newark, Essex Co. ....	321 76	Jan. 1, 1903	5,578 97
*††192—1291:	Susan C. Martin, Elizabeth, Union Co. ....	391 04	Apr. 1, 1908	2,202 78*
193—55:	Phebe A. Smalley, Long Branch, Monmouth Co. ....	396 00	Mar. 20, 1908	4,466 88
*194—1805:	Eva L. Potts, Jersey City, Hudson Co. ....	455 52	" " "	800 59*
195—906:	Henry Boyer, Camden City, Camden Co. ....	462 00	" " "	5,211 36
*196—1318:	Olive Green, Trenton, Mercer Co. ....	396 00	" " "	4,326 81*

\*Deceased.

†Granted under Act prior to 1906.

††Granted under Act of 1906.

†††Miss Ball's annuity, No. 191, was in litigation several years; was granted March 20, 1908; by order of Court began to accrue January 1, 1902, with interest at 6 per cent.

## SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
197—2032:	Heman Allen Leach, Sparta Township, Sussex Co.....	\$259 48	Mar. 20, 1908	\$2,927 36
*198— 521:	Sarah N. Branum, Newark, Essex Co. ....	608 40	" " "	529 39*
*199—1066:	Mrs. Lucinda Fleming, Paterson, Passaic Co. ....	354 00	Apr. 16, 1908	1,157 84*
**†200—1811:	Mrs. Elmira V. Christie, Hoboken, Hudson Co. ....	455 00	July 1, 1908	119 66**
†201—2885:	Edward J. Bell, Vernon Township, Sussex Co. ....	247 48	" " "	2,722 28
202— 415:	Katherine Cottrell, Newark, Essex Co. ....	451 20	June 12, 1908	4,985 52
203— 87:	Peter Tilton, Ocean County, Superintendent .....	650 00	" " "	7,181 50
*204—2006:	Anna Margaret Morton, Beverly City, Burlington Co. ....	270 00	Oct. 16, 1908	1,203 74*
205— 847:	George E. Fry, Audubon Borough, Camden Co. ....	480 00	" " "	5,139 94
*206—2284:	Silas C. Smith, Millville, Cumberland Co. ....	552 00	" " "	390 76*
207—2174:	Mary D. Baldwin, East Orange, Essex Co. ....	471 00	" " "	5,043 54
208— 932:	Eva A. Joyce, Orange, Essex Co. ....	372 00	" " "	3,983 52
209— 573:	Sarah A. Avery, Newark, Essex Co. ....	453 60	" " "	4,857 04
210— 724:	Elizabeth H. Belcher, Newark, Essex Co. ....	650 00	" " "	6,960 28
211— 635:	Emma Finter, Newark, Essex Co. ....	607 80	" " "	6,508 44
212— 556:	Gertrude E. Ryer, Newark, Essex Co. ....	435 00	" " "	4,657 94
213— 640:	Edwin Shepard, Newark, Essex Co. ....	650 00	" " "	6,960 28
214— 928:	Laura M. Reed, Orange, Essex Co. ....	650 00	" " "	6,960 28
*215—1464:	Mrs. Anna A. Brown, Jersey City, Hudson Co. ....	650 00	" " "	4,413 68*
**216—2347:	Sarah Hoagland, New Brunswick, Middlesex Co. ....	441 00	" " "	27 73**
*217—2253:	Alice L. Norris, Boonton Town, Morris Co. ....	393 00	" " "	3,414 28*
218—1073:	Louisa E. Vanderbeek, Paterson, Passaic Co. ....	548 40	" " "	5,872 39
219— 186:	Mrs. Sarah S. Higgins, North Plainfield Township, Somerset Co. ....	267 00	" " "	2,858 98
220—2336:	Mrs. Rilla J. Brink Beach, Sandyston Township, Sussex Co. ....	250 00	" " "	2,677 06
221— 193:	Lydia Haviland White, Roselle Park Borough, Union Co. ....	375 00	" " "	4,015 78
222—1447:	Mary A. Anness, Jersey City, Hudson Co. ....	650 00	Dec. 11, 1908	6,860 60
223—2608:	Nancy Jane Cone, Springfield Township, Burlington Co. ....	252 00	" " "	2,659 80
*224— 156:	William N. Bortie, Cedar Grove Borough, Essex Co. ....	498 00	" " "	1,590 72*
225—1119:	Anna E. Vreeland, Paterson, Passaic Co. ....	496 48	" " "	5,239 84
*226—1419:	Thomas M. White, Trenton, Mercer Co. ....	650 00	" " "	6,633 50*
227—1883:	Letitia E. Robinson, Hoboken, Hudson Co. ....	650 00	Apr. 2, 1909	6,660 72
*228—2783:	Louisa Howell, Ewing Township, Mercer Co. ....	305 16	" " "	954 05*
*229— 351:	Charles P. DuBois, Fort Lee Borough, Bergen Co. ....	600 00	" " "	3,982 15*
230—1887:	Mary L. Lawler, Hoboken, Hudson Co. ....	580 32	" " "	5,946 69
*231—2061:	Mary Louise Mack, Phillipsburg, Warren Co. ....	492 00	" " "	1,664 17*
232—1997:	Rose A. Stewart, Bordentown, Burlington Co. ....	330 00	" " "	3,381 60
233— 921:	Mary Alice Matthews, Orange, Essex Co. ....	381 00	" " "	3,902 56
234—3339:	Ina G. Aiken, Landis Township, Cumberland Co. ....	265 20	" " "	2,717 57
†235—1910:	Maria T. Hedges, Hoboken, Hudson Co. ....	493 00	July 1, 1909	4,930 00
236—2418:	Ida J. Bush, Newark, Essex Co. ....	491 04	June 11, 1909	4,936 06
237— 123:	Emma L. Babbitt, Morristown, Morris Co. ....	540 00	Sept. 17, 1909	5,284 11

\*Deceased.

\*\*Deceased before deficit to Fund was paid.

†Granted under Act prior to 1906.



COMMISSIONER OF EDUCATION.

371

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
238—171:	Anna F. Fogg, Salem City, Salem Co. ....	\$303 00	Sept. 17, 1909	\$2,965 04
239—314:	Mary M. Tomlin, Merchantville Borough, Camden Co. ....	402 00	" " "	3,933 80
240—417:	M. Lizzie Kerns, Newark, Essex Co. ....	553 20	" " "	5,413 72
241—670:	Flora I. Glover, Newark, Essex Co. ....	465 60	" " "	4,555 55
242—716:	Laura B. Sayre, Newark, Essex Co. ....	639 60	" " "	6,258 85
243—744:	Emma L. Hutchings, Newark, Essex Co. ....	650 00	" " "	6,360 64
244—1051:	Isabella Scott, Paterson, Passaic Co. ....	650 00	" " "	6,360 64
*245—1052:	Anna F. M. Thorp, Paterson, Passaic Co. ....	650 00	" " "	2,716 75*
246—1064:	Jennie H. Berdan, Paterson, Passaic Co. ....	480 00	" " "	4,697 03
247—1058:	Mary Chiswell, Paterson, Passaic Co. ....	486 00	" " "	4,755 79
248—1132:	Elizabeth S. Eakins, Paterson, Passaic Co. ....	649 20	" " "	6,352 84
249—1141:	Hattie Franklin, Paterson, Passaic Co. ....	402 00	" " "	3,933 80
*250—1164:	Martha Hollingsworth, Paterson, Passaic Co. ....	410 40	" " "	2,032 65*
251—1468:	Daisy L. Kennedy, Jersey City, Hudson Co. ....	650 00	" " "	6,360 64
252—1469:	Emeline Hyatt, Jersey City, Hudson Co. ....	573 12	" " "	5,608 33
253—1492:	Georgia F. Mount, Jersey City, Hudson Co. ....	650 00	" " "	6,360 64
*254—1905:	Marle C. Gourlie, Hoboken, Hudson Co. ....	650 00	" " "	3,476 58*
255—1926:	Marie Howard Vose, Hoboken, Hudson Co. ....	580 32	" " "	5,678 79
256—1970:	Mary A. Walker, Bridgeton, Cumberland Co. ....	372 00	" " "	3,640 00
*257—2068:	Emmel Lommasson, Phillipsburg, Warren Co. ....	384 00	" " "	796 25*
258—2069:	Helen Gallagher, Phillipsburg, Warren Co. ....	384 00	Sept. 17, 1909	3,757 65
259—2085:	Mary Caffrey, Phillipsburg, Warren Co. ....	384 00	" " "	3,757 65
260—2117:	Mrs. Alice P. Nichols, Woodbridge, Bergen Co. ....	366 00	" " "	3,581 50
261—2229:	Annie E. Pritchard, Commercial Township, Cumberland Co. ....	250 00	" " "	2,446 34
*262—2348:	Mrs. Sara Johnson Price, New Brunswick, Middlesex Co. ....	462 00	" " "	3,473 41*
263—3042:	Melina A. Bosworth, State Normal and Model Schools. ....	650 00	" " "	6,360 64
264—3668:	Emma Reed, Galloway Township, Atlantic Co. ....	313 20	" " "	3,064 75
265—3669:	Mary Berdilla Lindsay, Atlantic City, Atlantic Co. ....	349 80	" " "	3,422 90
*266—910:	Mary Ella Swan, Orange, Essex Co. ....	582 00	Dec. 10, 1909	1,668 68*
*267—144:	Fanny V. Sargent, West New York, Hudson Co. ....	429 76	" " "	3,447 22*
268—2593:	Mrs. Lovie Blackman, Plumsted Township, Ocean Co. ....	250 00	" " "	2,389 38
††269—138:	Mary N. Purcell, Lambertville, Hunterdon Co. ....	297 60	" " "	2,277 75
270—3237:	Annette Hanna, Trenton, Mercer Co. ....	400 32	" " "	3,826 14
**271—1322:	Ida Herbert, Trenton, Mercer Co. ....	360 00	" " "	43 39**
*272—857:	Elizabeth Anderson, Camden City, Camden Co. ....	648 00	" " "	4,832 80*
273—1578:	Emily L. Miegel, Jersey City, Hudson Co. ....	650 00	" " "	6,212 38
274—3323:	Emma Conover, Franklin Township, Somerset Co. ....	250 00	" " "	2,389 38
275—2465:	Annie M. L. Eagles, Newark, Essex Co. ....	457 20	" " "	4,369 65
276—737:	Mrs. Fannie W. Smith, Newark, Essex Co. ....	650 00	" " "	6,212 38
277—730:	M. Augusta Sweasy, Newark, Essex Co. ....	650 00	" " "	6,212 38

\*Deceased.

\*\*Deceased before deficit to Fund was paid.

††No. 269 resumed teaching Nov. 5, 1917, and payment of her annuity was suspended.



## SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
*278—548:	Sarah G. Taylor, Newark, Essex Co. ....	\$650 00	Dec 10, 1909	\$1,390 48*
279—734:	Margaret G. Baird, Newark, Essex Co. ....	571 20	" " "	5,459 16
280—914:	Margaret Hamilton McCullough, Orange, Essex Co. ....	406 80	" " "	3,887 91
281—2110:	Esther M. Lull, Waterford Township, Camden Co. ....	250 00	" " "	2,389 38
282—5872:	Samuel Wilson, Hope Township, Warren Co. ....	250 00	" " "	2,389 38
*283—172:	Ida H. Kirby, Salem City, Salem Co. ....	270 00	" " "	2,319 93*
284—2453:	Laura B. Conrow, Long Branch, Monmouth Co. ....	393 00	" " "	3,756 18
*285—1888:	Jean Livingston, Hoboken, Hudson Co. ....	580 32	" " "	1,540 26*
*286—232:	A. H. Skinner, Randolph Township, Morris Co. ....	287 40	" " "	1,398 26*
287—350:	James A. Coe, Wood Ridge, Bergen Co. ....	600 00	" " "	5,735 50
*288—4766:	Anna L. Holcomb, North Plainfield Borough, Somerset Co. ....	426 00	" " "	2,442 25*
289—2446:	Mrs. Annie R. Noltemeyer, Passaic City, Passaic Co. ....	480 00	Mar. 18, 1910	4,457 33
290—1089:	Maria Sipp, Paterson, Passaic Co. ....	553 80	" " "	5,142 64
*291—1075:	Mary L. Warren, Paterson, Passaic Co. ....	508 20	" " "	3,448 70*
292—2923:	Mary Louisa Brokaw, Rahway, Union Co. ....	250 00	" " "	2,321 53
293—2023:	Eleanor Compton, Millstone Borough, Somerset Co. ....	258 60	" " "	2,401 39
294—2014:	Augusta E. Wood, Mountainside Borough, Union Co. ....	324 00	" " "	3,008 70
295—5968:	Martha L. Webb, Newark, Essex Co. ....	451 08	" " "	4,188 78
*296—647:	Mary Miranda Parker, Newark, Essex Co. ....	459 36	" " "	1,916 93*
297—2532:	Celia H. Bluste, Northampton Township, Burlington Co. ....	250 00	" " "	2,321 53
298—4201:	Thomas Romans, Manchester Township, Ocean Co. ....	250 00	" " "	2,321 53
299—3492:	George A. Atwater, Bayonne, Hudson Co. ....	650 00	" " "	6,035 97
300—1034:	Ebenezer C. Earl, Bayonne, Hudson Co. ....	650 00	" " "	6,035 97
*301—6754:	Peter Garabrant, Mendham Borough, Morris Co. ....	402 00	" " "	2,988 47*
302—2012:	Franklin A. Stryker, Bridgewater Township, Somerset Co. ....	336 00	" " "	3,120 13
*303—1000:	Philip G. Vroom, Bayonne, Hudson Co. ....	650 00	" " "	1,019 66*
*304—1338:	Mrs. Melvina Mitchell, Trenton, Mercer Co. ....	556 80	" " "	2,933 73*
305—2113:	Harriet Katherine Ayres, Rockaway Township, Morris Co. ....	255 00	June 10, 1910	2,309 01
306—3304:	Anna D. Clark, Long Branch, Monmouth Co. ....	418 20	" " "	3,778 74
307—329:	Frances Julia Warner, Summit, Union Co. ....	588 00	" " "	5,324 00
308—1386:	Mary V. Keller, Trenton, Mercer Co. ....	393 16	" " "	3,560 04
309—3977:	Hanna F. Dilks, Lawrence Township, Cumberland Co. ....	250 00	" " "	2,263 74
310—2873:	Kate McLaughlin, New Brunswick, Middlesex Co. ....	562 20	July 1, 1910	5,059 80
311—2582:	Frances M. Cosine, Wallington Borough, Bergen Co. ....	288 00	Sept. 23, 1910	2,525 58
312—3283:	Mrs. Mary J. Mitchell, Beverly Township, Burlington Co. ....	264 00	" " "	2,315 02
313—3528:	Anna Farrell, Camden City, Camden Co. ....	650 00	" " "	5,699 86
314—886:	Edith G. Heaney, Camden City, Camden Co. ....	540 00	" " "	4,735 27
315—848:	Florence Hughes, Camden City, Camden Co. ....	650 00	" " "	5,699 86
316—859:	Isabella Mayberry, Camden City, Camden Co. ....	396 00	" " "	3,472 53
317—4212:	Lillie H. Spence, Bridgeton, Cumberland Co. ....	279 00	" " "	2,446 56
318—1964:	Rie M. Whitaker, Bridgeton, Cumberland Co. ....	408 00	" " "	3,577 76

\*Deceased.

COMMISSIONER OF EDUCATION.

373

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
319- 35:	Mary H. Davis, Hopewell Township, Cumberland Co. ....	\$250 00	Sept. 23, 1910	\$2,192 26
320-2929:	Margaret Anna Lutz, Newark, Essex Co. ....	536 40	" " "	4,703 70
*321-- 681:	Mary A. O'Rourke, Newark, Essex Co. ....	468 96	" " "	1,603 77*
322- 641:	Kate Roche, Newark, Essex Co. ....	537 84	" " "	4,730 81
323- 292:	Nellie A. Wilkes, Montclair, Essex Co. ....	468 00	" " "	4,103 90
324-1448:	Judith Hollis Holden, Jersey City, Hudson Co. ....	614 16	" " "	5,385 58
325-1719:	Margaret Rowlands, Jersey City, Hudson Co. ....	650 00	" " "	5,699 86
326-1547:	Isabella A. Scott, Jersey City, Hudson Co. ....	581 76	" " "	5,101 47
327-2306:	Andrew Lincoln Lyon, Manalapan Township, Monmouth Co. ....	250 00	" " "	2,192 26
*328- 2223:	Samuel D. Wiseman, Ocean Township, Monmouth Co. ....	402 00	" " "	2,530 06*
*329-5686:	Roxie B. Southard, Upper Freehold Township, Monmouth Co. ....	252 00	" " "	908 87*
330- 154:	Irene Thompson, Wall Township, Monmouth Co. ....	385 20	" " "	3,377 83
331-4304:	Mrs. Eliza Caroline Saunders, Mt. Olive Township, Morris Co. ....	250 00	" " "	2,192 26
*332- 2217:	Mrs. Anna C. King, Dover Town, Morris Co. ....	309 00	" " "	573 49*
*333-2161:	Anson B. Cope, Stanhope Borough, Sussex Co. ....	650 00	" " "	2,333 64*
334-5219:	Everitt L. Layton, Vernon Township, Sussex Co. ....	310 20	" " "	2,720 15
*335-2441:	Annie E. Covell, Elizabeth, Union Co. ....	424 20	" " "	2,137 20*
336- 378:	Sarah Deeths, Acquackanonk Township, Passaic Co. ....	399 96	Dec. 20, 1910	3,411 62
337-1074:	Mary Worden, Paterson, Passaic Co. ....	555 00	" " "	4,734 09
338-4324:	Charlotte S. Loag, Manasquan Borough, Monmouth Co. ....	326 40	" " "	2,784 16
*339-1530:	Sarah K. Peck, Jersey City, Hudson Co. ....	588 24	" " "	925 51*
*340-1795:	Elizabeth A. Vernon, Jersey City, Hudson Co. ....	650 00	" " "	1,252 31*
*341-1529:	Emma V. Talson, Jersey City, Hudson Co. ....	650 00	" " "	449 68*
342- 459:	Mrs. Georgia Beers Crater, Newark, Essex Co. ....	650 00	" " "	5,544 43
343-4700:	Theodorus B. Hascall, Newark, Essex Co. ....	650 00	" " "	5,544 43
344-2765:	Marian G. Brown, Princeton Borough, Mercer Co. ....	306 00	" " "	2,610 15
*345- 93:	B. F. Mathews, Lacey Township, Ocean Co. ....	270 00	" " "	1,653 20*
346- 176:	Charles J. Majory, Rutherford Borough, Bergen Co. ....	650 00	Apr. 1, 1911	5,362 50
*347-1989:	Maude S. Eckhardt, Pitman Borough, Gloucester Co. ....	300 00	" " "	2,266 42*
*348-1813:	Adelaide Diana Sherwood, Hoboken, Hudson Co. ....	650 00	" " "	4,640 78*
349- 413:	Elizabeth W. Dougall, Newark, Essex Co. ....	650 00	" " "	5,362 50
*350- 733:	Rebecca McClure, Newark, Essex Co. ....	650 00	" " "	2,969 50*
*351- 764:	Hattie Thompson, Newark, Essex Co. ....	556 20	" " "	56 53*
352-1079:	Mrs. Margaret Marinus, Paterson, Passaic Co. ....	477 60	" " "	3,940 20
353- 192:	Esther Maria Shilton, Roselle Park Borough, Union Co. ....	387 00	" " "	3,192 75
354-2196:	Mary M. Draper, Bloomfield, Essex Co. ....	608 40	June 9, 1911	4,902 30
355-2274:	Hannah D. Brandriff, Millville, Cumberland Co. ....	325 20	" " "	2,620 36
356- 949:	Fannie E. Coeyman, Orange, Essex Co. ....	446 40	" " "	3,596 95
357-1889:	Georgina Kellett, Hoboken, Hudson Co. ....	635 04	" " "	5,116 96
*358-3494:	Cherrie B. Thomas, Kearny, Hudson Co. ....	489 00	" " "	591 62*
359-2302:	William W. Case, Franklin Township, Hunterdon Co. ....	250 00	" " "	2,014 42

\*Deceased.

## SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
360—6861:	Nathan W. Pease, Elizabeth, Union Co. ....	\$650 00	June 9, 1911	\$5,237 50
361— 189:	Julia Merrick, Roselle Borough, Union Co. ....	360 00	" " "	2,900 70
362—2129:	Maggie Vreeland, Ridge Wood Township, Bergen Co. ....	513 00	Sept. 15, 1911	3,996 66
363—1992:	Eliza Bloomsburg, Bordentown City, Burlington Co. ....	315 72	" " "	2,459 98
364— 8:	Luther Corson, Medford Township, Burlington Co. ....	650 00	" " "	5,063 99
365— 850:	Hannah C. Dungan, Camden City, Camden Co. ....	398 40	" " "	3,103 84
366— 855:	Carrie C. Messler, Camden City, Camden Co. ....	394 80	" " "	3,075 79
367— 871:	Maria Habliston, Camden City, Camden Co. ....	389 76	" " "	3,036 64
368— 899:	Mary Emma Young, Camden City, Camden Co. ....	564 00	" " "	4,393 98
369—2265:	Harriet A. Evans, Millville, Cumberland Co. ....	250 00	" " "	1,947 69
370—4678:	Mary Josephine Goffe, Montclair, Essex Co. ....	624 00	" " "	4,861 47
371— 513:	Cornelia L. Alyea, Newark, Essex Co. ....	546 24	" " "	4,255 62
372—2234:	Mary Louisa Karner, Newark, Essex Co. ....	518 16	" " "	4,036 86
373—2426:	Mrs. M. Augusta Gillott, Newark, Essex Co. ....	650 00	" " "	5,063 99
*374—1430:	Mrs. Caroline Cave Shepard, Jersey City, Hudson Co. ....	650 00	" " "	3,631 75*
375—1551:	Mrs. Luise H. Stanley, Jersey City, Hudson Co. ....	650 00	" " "	5,063 99
*376—1612:	Marguerita De Vanny, Jersey City, Hudson Co. ....	641 52	" " "	4,590 57*
*377—1748:	Anna M. Dalton, Jersey City, Hudson Co. ....	650 00	" " "	3,803 15*
378—2355:	Mary Elizabeth Wakeman, New Brunswick, Middlesex Co. ....	336 00	" " "	2,618 00
379— 128:	Emma Gray, Morristown, Morris Co. ....	459 00	" " "	3,576 37
*380—9641:	Amelia H. Hanthorn, Weymouth Township, Atlantic Co. ....	253 80	Dec. 8, 1911	1,227 67*
381—1186:	Annie M. Broome, Paterson, Passaic Co. ....	516 76	" " "	3,907 99
382—3457:	L. May Williams, Camden City, Camden Co. ....	334 72	" " "	2,909 44
383—5332:	George Eldredge, Dennis Township, Cape May Co. ....	286 20	" " "	2,164 38
384— 421:	Marian D. Camden, Newark, Essex Co. ....	650 00	" " "	4,915 62
385—2926:	Eva Myer, Newark, Essex Co. ....	646 80	" " "	4,891 42
386—1450:	Jennie M. Levy, Jersey City, Hudson Co. ....	648 00	" " "	4,900 50
387— 783:	Emma Neafie, West Hoboken, Hudson Co. ....	610 08	" " "	4,613 73
*388—1344:	Sarah E. Poland, Trenton, Mercer Co. ....	546 00	" " "	3,633 95*
389—2143:	Laura M. Pyott, Wall Township, Monmouth Co. ....	253 80	" " "	1,919 36
390—6671:	Mrs. Minerva Decker Harvey, Irvington, Essex Co. ....	534 00	" " "	4,038 37
391—2534:	Nettie D. Bayles, Hardyston Township, Sussex Co. ....	301 20	" " "	2,277 82
392—3563:	C. Alberta Underwood, Atlantic City, Atlantic Co. ....	558 00	" " "	4,070 02
393—1967:	Sara M. Westcott, Bridgeton, Cumberland Co. ....	351 00	" " "	2,560 13
394— 431:	Harriet K. Jenkinson, Newark, Essex Co. ....	494 04	" " "	3,603 50
*395— 506:	Margaret D. Conover, Newark, Essex Co. ....	546 24	" " "	1,140 43*
396— 537:	Lydia A. Mills, Newark, Essex Co. ....	546 24	" " "	3,984 25
*397— 558:	Anna M. Howard, Newark, Essex Co. ....	572 64	" " "	1,215 92*
398— 668:	Sarah B. Scarlett, Newark, Essex Co. ....	650 00	" " "	4,741 07
399—1493:	Lillie M. Hyatt, Jersey City, Hudson Co. ....	650 00	" " "	4,741 07
400—1794:	Jane M. Lewis, Jersey City, Hudson Co. ....	650 00	" " "	4,741 07

\*Deceased.

## COMMISSIONER OF EDUCATION.

375

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
401—135:	Belle Gallagher, Lambertville, Hunterdon Co. ....	\$354 00	Dec. 8, 1911	\$2,582 06
402—1158:	Mary Elizabeth Bentley, Paterson, Passaic Co. ....	540 00	" " "	3,938 73
403—4269:	Mrs. Olive H. Donnell, Paterson, Passaic Co. ....	361 80	" " "	2,638 95
404—2611:	Robert Carter Godfrey, Salem City, Salem Co. ....	352 20	" " "	2,510 87
405—3028:	Sarah De M. Runyon, Bernards Township, Somerset Co. ....	250 00	" " "	1,823 48
†406—3502:	John Broderick, West Milford Township, Passaic Co. ....	247 48	Apr. 1, 1912	1,048 90*
407—2027:	Mary J. McCurdy, Holland Township, Hunterdon Co. ....	250 00	Mar. 15, 1912	1,823 48
*408—5339:	Minnie Scott Blakie, Mansfield Township, Burlington Co. ....	270 00	June 14, 1912	1,021 89*
*409—2266:	Mrs. Dora Tuller, Millville, Cumberland Co. ....	250 00	" " "	1,578 26*
410—515:	Cornelia S. Coe, Newark, Essex Co. ....	599 04	" " "	4,219 53
411—6029:	Hannah Moore, Newark, Essex Co. ....	650 00	" " "	4,578 57
412—3543:	Elizabeth Ricalton, South Orange Township, Essex Co. ....	491 16	" " "	3,459 70
413—11472:	Anna M. Hennessy, Town of Union, Hudson Co. ....	396 00	" " "	2,789 40
414—57:	Esther C. Todd, Long Branch, Monmouth Co. ....	615 00	" " "	4,332 03
415—2443:	Sara E. Nivison, Shrewsbury Township, Monmouth Co. ....	390 00	" " "	2,747 14
416—907:	Agnes Riley, Camden City, Camden Co. ....	522 00	Sept. 20, 1912	3,537 68
417—3468:	Charles K. Middleton, Camden City, Camden Co. ....	650 00	" " "	4,405 16
418—2315:	Mrs. Ella S. B. Dodge, Commercial Township, Cumberland Co. ....	250 00	" " "	1,694 39
419—6951:	Mrs. Lura Del Mayhew, Commercial Township, Cumberland Co. ....	250 00	" " "	1,694 39
420—1962:	Ida Virginia Fitz Randolph, Bridgeton, Cumberland Co. ....	265 20	" " "	1,797 30
†421—36:	Julia M. Davis, Stow Creek Township, Cumberland Co. ....	247 48	Oct. 1, 1912	1,670 49
422—3503:	M. Helen DuBois, East Orange, Essex Co. ....	510 00	Sept. 20, 1912	3,456 35
*423—6985:	Randall Spaulding, Montclair, Essex Co. ....	650 00	" " "	2,660 38*
424—448:	Mrs. Addie Beers Whittemore, Newark, Essex Co. ....	617 04	" " "	4,181 92
425—511:	Henry S. Anderson, Newark, Essex Co. ....	650 00	" " "	4,405 16
426—753:	Elizabeth Moore, Newark, Essex Co. ....	528 00	" " "	3,578 34
*427—722:	Jessie B. Mikels, Newark, Essex Co. ....	650 00	" " "	1,994 36*
428—2932:	Mary A. McNeill, Newark, Essex Co. ....	579 84	" " "	3,929 80
*429—1885:	Mary Edith Lawler, Hoboken, Hudson Co. ....	650 00	" " "	4,092 62*
430—1918:	Mrs. Alice S. Mills, Hoboken, Hudson Co. ....	650 00	" " "	4,405 16
431—1425:	Cornelia M. Wigent, Jersey City, Hudson Co. ....	650 00	" " "	4,405 16
432—141:	Mrs. Clara Miller, Lambertville, Hunterdon Co. ....	357 60	" " "	2,423 40
433—7478:	Mrs. Edna A. Davis Van Pelt, Hopewell Township, Mercer Co. ....	294 00	" " "	1,992 49
†434—3389:	Martha E. Lewis, Trenton, Mercer Co. ....	401 52	Oct. 1, 1912	2,710 26
435—3305:	Lulu E. Clark, Long Branch, Monmouth Co. ....	441 60	Sept. 20, 1912	2,992 80
436—2214:	Thomas H. Mahany, Netcong Borough, Morris Co. ....	564 00	" " "	3,822 32
437—1054:	Mary E. Berger, Paterson, Passaic Co. ....	636 00	" " "	4,310 28
438—1065:	Sarah Johnston Van Wyck, Paterson, Passaic Co. ....	510 00	" " "	3,456 35
*439—359:	Joel Horton, North Bergen Township, Bergen Co. ....	650 00	Oct. 18, 1912	2,102 06*
*440—2268:	Priscilla Heckner, Rutherford Borough, Bergen Co. ....	442 20	Nov. 8, 1912	82 10*

\*Deceased.

†Granted under Act prior to 1906.

## SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
441— 6:	Sarah E. Wilson, Voorhees Township, Camden Co. ....	\$351 00	Dec. 20, 1912	\$2,291 99
442— 450:	Jane E. Allen, Newark, Essex Co. ....	650 00	" " "	4,244 42
443— 577:	Ann Eliza Sayre, Newark, Essex Co. ....	650 00	" " "	4,244 42
444— 762:	S. Eveline Durand, Newark, Essex Co. ....	617 04	" " "	4,029 20
445— 930:	Ida M. Quinby, Orange, Essex Co. ....	445 20	" " "	2,907 10
446— 1546:	Mary E. Benton, Jersey City, Hudson Co. ....	650 00	" " "	4,244 42
447— 786:	Mame E. Yates, West Hoboken, Hudson Co. ....	650 00	" " "	4,244 42
448— 3836:	Chrissie Bunn, Union Township, Hunterdon Co. ....	259 20	" " "	1,692 54
449— 1347:	Ella Schermerhorn, Trenton, Mercer Co. ....	650 00	" " "	4,244 42
450— 9751:	Elizabeth Merrick, Trenton, Mercer Co. ....	415 20	" " "	2,711 21
451— 3666:	Clara E. Ball, Hanover Township, Morris Co. ....	307 20	" " "	2,005 98
452— 5191:	Joseph R. Steelman, Stafford Township, Ocean Co. ....	432 00	" " "	2,820 91
†††453— 2042:	Richard Martin Creed, Woodland Township, Burlington Co. ....	247 48	Oct. 1, 1903	3,650 33
454— 5509:	Kathryn Jay, Atlantic City, Atlantic Co. ....	441 60	Apr. 4, 1913	2,755 10
*455— 2148:	S. Fanny Haines, Medford Township, Burlington Co. ....	263 64	" " "	1,553 77*
*456— 2899:	George E. Megargee, Chester Township, Burlington Co. ....	650 00	" " "	2,644 47*
457— 845:	Frances J. Messler, Camden City, Camden Co. ....	421 92	" " "	2,632 36
458— 526:	David Maclure, Newark, Essex Co. ....	650 00	" " "	4,055 35
†459— 532:	Emma J. Smith, Newark, Essex Co. ....	594 00	July 1, 1912	3,564 00
460— 771:	Juliet Dettmer, Newark, Essex Co. ....	624 96	Apr. 4, 1913	3,899 13
461— 1758:	Agnes Warwick, Jersey City, Hudson Co. ....	650 00	" " "	4,055 35
462— 2307:	Anna H. Park, Tewksbury Township, Hunterdon Co. ....	250 00	" " "	1,559 75
*463— 1047:	Mrs. Caroline E. Thomas, Paterson, Passaic Co. ....	601 96	" " "	2,533 14*
464— 1118:	Anna B. Poole, Paterson, Passaic Co. ....	574 20	" " "	3,582 44
465— 1172:	William H. Barry, Paterson, Passaic Co. ....	650 00	" " "	4,055 35
466— 195:	Louise B. Runyon, Plainfield, Union Co. ....	459 00	" " "	2,863 70
467— 3544:	Jeremiah D. Gray, Lopatcong Township, Warren Co. ....	378 00	" " "	2,358 34
*468— 3651:	Hon. Charles J. Baxter, former State Superintendent of Public Instruction ....	650 00	June 13, 1913	1,655 35*
469— 399:	Sara E. Merry, Newark, Essex Co. ....	629 64	" " "	3,807 24
470— 1812:	Laura Herbert, Hoboken, Hudson Co. ....	650 00	" " "	3,930 35
*471— 1945:	Clara V. Havens, Hoboken, Hudson Co. ....	650 00	" " "	1,014 25*
472— 1599:	Hannah E. Eltringham, Jersey City, Hudson Co. ....	650 00	" " "	3,930 35
*473— 2674:	William B. Du Rie, Jersey City, Hudson Co. ....	650 00	" " "	1,683 83*
474— 1364:	Sallie Callis, Trenton, Mercer Co. ....	504 00	" " "	3,047 53
475— 1369:	Harriet S. Dickinson, Trenton, Mercer Co. ....	578 40	" " "	3,497 41
476— 1387:	Joanna M. Krumholz, Trenton, Mercer Co. ....	486 72	" " "	2,943 05
*477— 1421:	Lewis C. Wooley, Trenton, Mercer Co. ....	650 00	" " "	1,251 51*
†478— 3324:	Anne Shewell, Linden Township, Union Co. ....	321 72	July 1, 1913	1,930 32

\*Deceased.

†Granted under Act prior to 1906.

†††Mr. Creed's annuity, No. 453, was granted February 21, 1913, but dates from October 1, 1903, without interest. Mr. Creed had made application prior to October 1, 1903; his application was laid on the table; in 1913 the Board, after careful investigation, decided that Mr. Creed was permanently incapacitated when he applied prior to October 1, 1903, and, therefore, granted annuity to accrue from that date.

## COMMISSIONER OF EDUCATION.

377

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
479-2152:	Mrs. Mary A. Heisler, Burlington City, Burlington Co.....	\$288 00	Sept. 26, 1913	\$1,659 13
480-2153:	Annie Lockhart Phillips, Florence Township, Burlington Co.	300 00	" " "	1,490 58
481- 852:	Bessie Laverty, Camden City, Camden Co. ....	450 00	" " "	2,592 39
482- 880:	Clara E. McCully, Camden City, Camden Co. ....	650 00	" " "	3,744 56
483- 894:	Alice C. Wentz, Camden City, Camden Co. ....	462 00	" " "	2,661 52
484-2449:	Mary Updyke Davis, Camden, City, Camden Co.....	456 00	" " "	2,626 95
485-2769:	Harriet A. LaPierre, Camden City, Camden Co.....	650 00	" " "	3,744 56
486-2825:	Susanna Woolman, Camden City, Camden Co.....	454 80	" " "	2,620 04
487-3118:	Elizabeth Van Kirk, Camden City, Camden Co.....	504 00	" " "	2,903 47
*488-3249:	Lizzie H. Kaighn, Camden City, Camden Co. ....	462 00	" " "	564 42*
489-5614:	Mary Weir Davis, Hopewell Township, Cumberland Co.....	275 40	" " "	1,586 53
490-4351:	Fannie D. Brineshults, Lawrence Township, Cumberland Co.....	276 60	" " "	1,593 45
**491-7827:	Mrs. Ann Eliza Cattell Maskell, Maurice River Township, Cumberland Co. ....	250 00	" " "	9 59**
492-2282:	Sallie Mulford, Millville, Cumberland Co. ....	354 00	" " "	2,039 34
493- 453:	Annie C. Day, Newark, Essex Co.	650 00	" " "	3,744 56
494-6004:	Mrs. Chese L. Day Smith, Newark, Essex Co.....	650 00	" " "	3,744 56
495-1488:	Mrs. Annie L. Bubier, Jersey City, Hudson Co.....	650 00	" " "	3,744 56
496-1734:	Miss A. Frank C. Smith, Jersey City, Hudson Co.....	650 00	" " "	3,744 56
497-1766:	Mrs. Kate E. Foster, Jersey City, Hudson Co.....	650 00	" " "	3,744 56
498-3646:	Emma M. Bolling, Jersey City, Hudson Co. ....	650 00	" " "	3,744 56
499- 15:	Cornelia V. Stonaker, Princeton Borough, Mercer Co.....	512 40	" " "	2,951 86
†500-1326:	Spencer P. Irvin, Trenton, Mercer Co. ....	594 00	Oct. 1, 1913	3,415 50
501-1399:	Mrs. Rebecca C. R. O'Hara, Trenton, Mercer Co.....	504 00	Sept. 26, 1913	2,903 47
*502-3475:	Mary E. Coffin, Asbury Park, Monmouth Co. ....	650 00	" " "	1,233 56*
503- 107:	Sarah R. Everett, Eatontown Township, Monmouth Co.....	333 00	" " "	1,918 36
504-2029:	Martha Kase, Mt. Olive Township, Morris Co.....	300 00	" " "	1,728 26
*505-1121:	Margaret A. Wright, Paterson, Passaic Co. ....	540 00	" " "	2,064 88*
506-2095:	Daniel A. Gormley, Lafayette Township, Sussex Co.....	250 00	" " "	1,440 21
507-4307:	Bethuel Farrand Holly, Frankford Township, Sussex Co.....	277 80	" " "	1,600 37
508-1294:	Bertha C. Mackey, Elizabeth, Union Co. ....	600 00	" " "	3,456 52
*509-2543:	Margaret A. Clark, Elizabeth, Union Co. ....	492 00	" " "	844 36*
510-3041:	Sarah Y. Ely, State Model School, Trenton .....	650 00	" " "	3,744 56
511-3045:	Louise Struble, State Model School, Trenton .....	528 00	" " "	3,041 73
*512-5886:	Vernon L. Davey, East Orange, Essex Co. ....	650 00	Oct. 17, 1913	782 47*
*513-1490:	Elva A. Betts, Jersey City, Hudson Co. ....	650 00	" " "	226 35*
514-5318:	Frederic S. Moore, Deerfield Township, Cumberland Co.....	318 60	Dec. 12, 1913	1,768 88
*515-4318:	George C. Munyan, Fairfield Township, Cumberland Co.....	250 00	" " "	1,226 60*
516- 92:	Phebe Smith Miller, Clayton Borough, Gloucester Co.....	288 00	" " "	1,598 99
517- 585:	Charles H. Gleason, Sr., Newark, Essex Co. ....	650 00	" " "	3,608 82
518-1028:	Elizabeth F. Allan, Bayonne, Hudson Co. ....	650 00	" " "	3,608 82

\*Deceased.

\*\*Deceased before deficit to Fund was paid.

†Granted under Act prior to 1906.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
519-1816:	Helen Herbert, Hoboken, Hudson Co.	\$650 00	Oct. 17, 1913	\$3,608 82
520-1579:	Katherine T. McDonnell, Jersey City, Hudson Co.	650 00	" " "	3,608 82
521-6798:	Emma A. Holloway, Raritan Township, Monmouth Co.	309 00	" " "	1,715 58
522- 389:	Lillian A. Rusling, Passaic City, Passaic Co.	492 00	" " "	2,731 61
††523-2987:	Margaret C. J. Titus, Frankford Township, Sussex Co.	313 80	" " "	99 07
524-9644:	Eliza Elzira Snook, Montague Township, Sussex Co.	250 00	" " "	1,388 01
*525-1257:	William D. Heyer, Elizabeth, Union Co.	650 00	" " "	1,397 91*
526-2341:	Laura V. Fortiner, Collingswood Borough, Camden Co.	354 00	Mar. 20, 1914	1,869 16
527- 454:	Margaret A. Day, Newark, Essex Co.	650 00	" " "	3,432 08
*528-1531:	Sara B. Biddick, Jersey City, Hudson Co.	650 00	" " "	851 66*
529-1629:	Mary B. Anderson, Jersey City, Hudson Co.	650 00	" " "	3,432 08
530-1712:	Kate Cringle, Jersey City, Hudson Co.	650 00	" " "	3,432 08
531-1797:	Jennie M. Fields, Jersey City, Hudson Co.	650 00	" " "	3,432 08
532-1199:	Mary J. Maloney, Paterson, Passaic Co.	547 20	" " "	2,889 28
533-2320:	Susie P. Struthers, Landis Township, Cumberland Co.	472 20	June 12, 1914	2,384 02
534- 449:	Nellie B. Thompson, Newark, Essex Co.	650 00	" " "	3,282 04
535- 726:	Caroline D. Schieck, Newark, Essex Co.	648 00	" " "	3,271 86
536-1440:	Lydia K. Ennis, Jersey City, Hudson Co.	650 00	" " "	3,282 04
537-1609:	Abner D. Joslin, Jersey City, Hudson Co.	650 00	" " "	3,282 04
538-1713:	Jane V. Horsley, Jersey City, Hudson Co.	650 00	" " "	3,282 04
539-1718:	Emma L. Ballou, Jersey City, Hudson Co.	650 00	" " "	3,282 04
540-6413:	Ella T. E. Schomp, Clinton Town, Hunterdon Co.	376 20	" " "	1,899 54
541-1348:	Maria M. Sherrad, Trenton, Mercer Co.	505 08	" " "	2,550 24
542-3331:	Lottie C. Slocum, Spring Lake Borough, Monmouth Co.	396 00	" " "	1,999 44
*543-1184:	Albert F. Chadwick, Paterson, Passaic Co.	650 00	" " "	778 16*
544-1226:	Carrie D. Bristol, Paterson, Passaic Co.	510 00	" " "	2,575 20
545-2303:	Mary L. H. Smick, Quinton Township, Salem Co.	250 00	" " "	1,262 24
546-1240:	Jennie S. Johnson, Elizabeth, Union Co.	650 00	" " "	3,282 04
547- 203:	Alice W. Lansing, Plainfield, Union Co.	567 00	" " "	2,862 90
548-4330:	Grace F. Harned, Westfield Town, Union Co.	480 00	" " "	2,423 58
549-3036:	Mary C. Field, Trenton State Normal and Model Schools.	650 00	" " "	3,282 04
550- 308:	Mrs. Abbie DuBois, Camden City, Camden Co.	468 00	Sept. 18, 1914	2,238 38
551- 828:	Laura M. Pithian, Camden City, Camden Co.	438 00	" " "	2,094 90
*552- 863:	Hattie A. Lewis, Camden City, Camden Co.	438 00	" " "	123 90*
553- 895:	Mary N. Chambers, Camden City, Camden Co.	477 00	" " "	2,281 42
554- 909:	Elizabeth F. Morris, Camden City, Camden Co.	468 00	" " "	2,238 38
555-3271:	Arabella Strang, Camden City, Camden Co.	650 00	" " "	3,108 86
556- 403:	Elizabeth Leyden, Newark, Essex Co.	650 00	" " "	3,108 86
557- 773:	Anna L. Garabrant, Newark, Essex Co.	650 00	" " "	3,108 86
558-2944:	Amy Simpson, Newark, Essex Co.	650 00	" " "	3,108 86

\*Deceased.

††No. 523 resumed teaching April 6, 1914, and payment of her annuity was suspended. She again ceased teaching at end of 1918-19, and was granted an annuity of \$335.40, beginning to accrue July 11, 1919. She is continued as No. 523.



COMMISSIONER OF EDUCATION.

379

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
559-1592:	Grace Van Gelder, Jersey City, Hudson Co. ....	\$650 00	Sept. 18, 1914	\$3,108 86
560- 969:	Marie Lutkemann, Town of Union, Hudson Co. ....	650 00	" " "	3,108 86
561-1377:	Sara E. Hagaman, Trenton, Mercer Co. ....	565 20	" " "	2,703 27
*562-4350:	Everett C. Brainard, Denville, Morris Co. ....	370 20	" " "	1,159 26*
563- 129:	Hattie C. Youngblood, Morristown, Morris Co. ....	480 00	" " "	2,295 78
564-6751:	Ella C. Bloom, Passaic Township, Morris Co. ....	414 00	" " "	1,980 10
565-2097:	Mary M. Vreeland, Cranford Township, Union Co. ....	582 00	" " "	2,783 62
566-1250:	Frances T. Mackey, Elizabeth, Union Co. ....	498 00	" " "	2,381 86
*567-1767:	Mary H. von Gottschalck, Jersey City, Hudson Co. ....	650 00	Oct. 10, 1914	759 84*
568-4038:	Mrs. Rose A. Grady, Jersey City, Hudson Co. ....	596 16	" " "	2,816 52
569-5522:	Florence Agnes Nelson, Atlantic City, Atlantic Co. ....	650 00	Dec. 17, 1914	2,949 92
570- 742:	Lurena Day, Newark, Essex Co. ....	650 00	" " "	2,949 92
*571-4681:	Ida Louise Wilcox, Montclair Town, Essex Co. ....	267 28	" " "	54 97*
*572- 967:	James W. Phelan, Town of Union, Hudson Co. ....	650 00	" " "	837 42*
*573-4023:	Elizabeth A. Brown, Trenton, Mercer Co. ....	547 20	" " "	2,413 16*
574-2350:	Laura N. Wilson, New Brunswick, Middlesex Co. ....	447 00	" " "	2,028 63
575-1173:	Margaret C. Houston, Paterson, Passaic Co. ....	600 00	" " "	2,723 00
576-7065:	Mrs. Harriet Evans, State Home for Girls, Trenton. ....	250 00	" " "	1,134 57
577-2947:	Helen Marie Elcakly, Camden City, Camden Co. ....	600 00	Mar. 19, 1915	2,569 71
578-2052:	Sara H. Thompson, Oaklyn Borough, Camden Co. ....	430 20	" " "	1,842 48
579- 650:	Abbie J. Hoppaugh, Newark, Essex Co. ....	650 00	" " "	2,783 86
580- 738:	Joseph L. Terwilliger, Newark, Essex Co. ....	650 00	" " "	2,783 86
†581-1933:	Nellie P. McCain, Hoboken, Hudson Co. ....	583 28	Apr. 1, 1915	2,478 94
582-1756:	Clara A. Pendleton, Jersey City, Hudson Co. ....	650 00	Mar. 19, 1915	2,783 86
583- 24:	Stephen Higginson, Raritan Township, Monmouth Co. ....	351 00	" " "	1,503 28
†584- 118:	Edgar W. Polhemus, Dover Township, Ocean Co. ....	247 48	Apr. 1, 1915	1,051 79
585-2314:	Elizabeth English, Atlantic City, Atlantic Co. ....	290 40	June 11, 1915	1,176 70
*586-6931:	Thomas W. Hartman, Pleasantville City, Atlantic Co. ....	650 00	" " "	353 82*
587-2900:	Mrs. Ellen M. M. Aitken, Chester Township, Burlington Co. ...	525 60	" " "	2,129 76
588-2016:	Mrs. Laura A. McKaig, Sea Isle City, Cape May Co. ....	387 00	" " "	1,568 14
589-5321:	George W. Bowman, Downe Township, Cumberland Co. ....	570 00	" " "	2,309 65
590- 551:	Anna C. Dunnell, Newark, Essex Co. ....	650 00	" " "	2,633 82
591- 927:	Emma J. Baker, Orange, Essex Co. ....	474 52	" " "	1,922 78
†592-1886:	Clara M. Ward, Hoboken, Hudson Co. ....	585 68	July 1, 1915	2,342 72
593-1911:	Sophie G. Schrader, Hoboken, Hudson Co. ....	650 00	June 11, 1915	2,633 82
594- 259:	Edward Kernan, Weehawken, Hudson Co. ....	650 00	" " "	2,633 82
*595-6787:	Mrs. Nellie Heisley, Red Bank, Monmouth Co. ....	445 20	" " "	212 47*
596- 323:	David Davis, Shrewsbury Township, Monmouth Co. ....	550 92	" " "	2,232 35
597-5190:	Henry W. Sterner, Union Township, Ocean Co. ....	540 00	" " "	2,188 10
598-1273:	Louise E. Braun, Elizabeth, Union Co. ....	650 00	" " "	2,633 82
599-2051:	Anna Hudson, Galloway Township, Atlantic Co. ....	327 40	Sept. 17, 1915	1,239 39

\*Deceased.

†Granted under Act prior to 1906.



## SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
600—312:	Mary Hawkins Locke, Camden City, Camden Co.....	\$474 00	Sept. 17, 1915	\$1,794 37
601—825:	Clara R. Titus, Camden City, Camden Co. ....	650 00	" " "	2,460 64
602—851:	Laura A. Pike, Camden City, Camden Co. ....	474 00	" " "	1,794 37
603—869:	Alfarata B. Sharp, Camden City, Camden Co. ....	441 00	" " "	1,669 45
*604—3472:	Clara Louise Muillner, Camden City, Camden Co. ....	600 00	" " "	1,422 28*
605—5590:	Lillian M. Thompson, Camden City, Camden Co. ....	474 00	" " "	1,794 37
606—320:	Mary T. Whittington, Gloucester City, Camden Co. ....	567 00	" " "	2,146 43
607—2379:	Charles Tomlin, Middle Township, Cape May Co. ....	378 00	" " "	1,430 95
608—512:	Fanny Lee Buchanan, Newark, Essex Co. ....	650 00	" " "	2,460 64
†609—627:	Helen Herbst, Newark, Essex Co. ....	594 00	Oct. 1, 1915	2,227 50
610—2164:	John H. Tharp, Mantua Township, Gloucester Co. ....	448 96	Sept. 17, 1915	1,699 59
611—276:	Lydia Gibson Pierson, Woodbury, Gloucester Co. ....	321 00	" " "	1,215 17
612—992:	Henry E. Harris, Bayonne, Hudson Co. ....	650 00	" " "	2,460 64
613—1521:	Edith L. Childs, Jersey City, Hudson Co. ....	650 00	" " "	2,460 64
614—1564:	Alida Outwater, Jersey City, Hudson Co. ....	650 00	" " "	2,460 64
615—1570:	Mrs. Susan Clarke Marvin, Jersey City, Hudson Co. ....	650 00	" " "	2,460 64
616—1697:	Nellie C. Dutch, Jersey City, Hudson Co. ....	650 00	" " "	2,460 64
617—1698:	Ida M. Falkenbury, Jersey City, Hudson Co. ....	650 00	" " "	2,460 64
618—1701:	Harriet A. Ward, Jersey City, Hudson Co. ....	650 00	" " "	2,460 64
619—1714:	Eva Hilton Lott, Jersey City, Hudson Co. ....	650 00	" " "	2,460 64
620—3128:	Fannie Powell, Hamilton Township, Mercer Co. ....	373 80	" " "	1,415 06
621—3627:	Frederic W. Eveleth, Jersey City, Hudson Co. ....	650 00	" " "	2,460 64
622—3673:	Langdon S. Thompson, Jersey City, Hudson Co. ....	650 00	" " "	2,460 64
623—5774:	Dena Clayton, Marlboro Township, Monmouth Co. ....	318 00	" " "	1,203 82
624—130:	Mary L. Lindabery, Wharton Borough, Morris Co. ....	360 00	" " "	1,362 81
625—2242:	Addie Mary Reilly, Wharton Borough, Morris Co. ....	390 00	" " "	1,476 38
626—86:	Winfield Irons, Dover Township, Ocean Co. ....	315 00	" " "	1,192 46
627—3509:	Emma C. Spencer, Passaic City, Passaic Co. ....	498 00	" " "	1,885 23
628—2895:	Myra E. Drake, Hardyston Township, Sussex Co. ....	312 00	" " "	1,181 10
629—208:	Louise Wood (Mrs. Harmon Louise Wood Spear), Plainfield, Union Co. ....	558 00	" " "	2,112 36
630—211:	Millicent E. Humpston, Plainfield, Union Co. ....	650 00	" " "	2,460 64
631—337:	James E. Demarest, New Barbadoes Township, Bergen Co. ....	650 00	Dec. 10, 1915	2,312 38
632—3116:	Lizzie H. Lummis, Camden City, Camden Co. ....	444 00	" " "	1,579 53
633—4671:	Maria Dupont Whitaker, Winslow Township, Camden Co. ....	250 00	" " "	889 36
*634—544:	Mary R. Bird, Newark, Essex Co. ....	650 00	" " "	1,523 02*
*635—644:	Evelyn S. Symons, Newark, Essex Co. ....	650 00	" " "	418 76*
636—6633:	Cornelius S. Thacher, Newark, Essex Co. ....	650 00	" " "	2,312 38
637—25:	Theodore Fleetwood, Westville Borough, Gloucester Co. ....	650 00	" " "	2,312 38
638—1001:	Hannah E. Wilson, Bayonne, Hudson Co. ....	650 00	" " "	2,312 38
639—1941:	Sarah H. Michell, Hoboken, Hudson Co. ....	650 00	" " "	2,312 38

\*Deceased.

†Granted under Act prior to 1906.

## COMMISSIONER OF EDUCATION.

381

Annuity and Membership Numbers.	Name, District and County Re- tired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
640—1429:	Teresa Coppinger, Jersey City, Hudson Co. ....	\$650 00	Dec. 10, 1915	\$2,312 38
641—1491:	Alice P. M. Ashhurst, Jersey City, Hudson Co. ....	650 00	" " "	2,312 38
642—1510:	Katharine A. Young, Jersey City, Hudson Co. ....	650 00	" " "	2,312 38
643—1528:	Julia A. Minihan, Jersey City, Hudson Co. ....	650 00	" " "	2,312 38
644—1678:	Mrs. Martha F. Coleman, Jersey City, Hudson Co. ....	650 00	" " "	2,312 38
*645—1300:	Elizabeth R. Blair, Trenton, Mer- cer Co. ....	650 00	" " "	1,263 88*
646—2918:	Mrs. Anna Williams, North Brunswick Township, Middlesex Co. ....	324 00	" " "	1,152 62
647— 108:	Albert Robinson, Upper Freehold Township, Monmouth Co. ....	600 00	" " "	2,134 50
*648— 109:	Ella M. Newell, Upper Freehold Township, Monmouth Co. ....	300 00	Dec. 10, 1915	812 39*
649— 110:	Mrs. Elizabeth P. Ford, Upper Freehold Township, Monmouth Co. ....	300 00	" " "	1,067 24
650—4558:	Stacy B. Emmons, Roxbury Township, Morris Co. ....	477 00	" " "	1,696 92
651—1102:	Katharine C. Meegan, Paterson, Passaic Co. ....	650 00	" " "	2,312 38
652—5859:	William J. Ayres, Franklin Township, Somerset Co. ....	273 60	" " "	973 32
*653—2245:	Chauncey D. Greene, Harrington Township, Bergen Co. ....	522 00	Mar. 17, 1916	960 69*
654— 743:	Isabel Hampton, Newark, Essex Co. ....	650 00	" " "	2,137 42
655— 754:	E. Jane Peer, Newark, Essex Co.	650 00	" " "	2,137 42
656—3424:	Lucasta C. Baldwin, Newark, Es- sex Co. ....	650 00	" " "	2,137 42
†657—1914:	Mary C. Applegate, Hoboken, Hudson Co. ....	591 00	Apr. 1, 1916	1,920 75
†658—1931:	Angelina Burnett, Hoboken, Hud- son Co. ....	586 88	" " "	1,907 36
†659—1939:	Isabel E. Jackson, Hoboken, Hudson Co. ....	586 88	" " "	1,907 36
*660—1672:	Isabella Westcott, Jersey City, Hudson Co. ....	650 00	Mar. 17, 1916	154 86*
*661—1800:	Barbara McGowan, Jersey City, Hudson Co. ....	650 00	" " "	282 76*
†662—1057:	Martha T. Johnston, Paterson, Passaic Co. ....	594 00	Apr. 1, 1916	1,930 50
663— 704:	Alice M. Fletcher, Newark, Essex Co. ....	650 00	June 9, 1916	1,987 38
664—3100:	Annie Shreve Burgyes, Newark, Essex Co. ....	650 00	" " "	1,987 38
*665— 961:	Jennie S. Currey, Town of Union, Hudson Co. ....	650 00	" " "	62 30*
666—7305:	Mary Phillips (Mrs. Louis La- baw), Hopewell Township, Mer- cer Co. ....	430 80	" " "	1,317 13
*667—3983:	Mary Elizabeth Vaughan, Perth Amboy, Middlesex Co. ....	650 00	" " "	199 88*
668—7497:	Carrie O. Jacques, Roosevelt Bor- ough, Middlesex Co. ....	393 00	" " "	1,201 59
669—1120:	Adeline E. Smith, Paterson, Pas- saic Co. ....	612 00	" " "	1,871 19
670— 159:	Mrs. M. Virginia Bronson, Salem City, Salem Co. ....	300 00	" " "	917 24
671—2328:	Minnie L. Taylor, Summit City, Union Co. ....	650 00	" " "	1,987 38
672—2013:	Elizabeth Stryker, Westfield Town, Union Co. ....	580 20	" " "	1,773 96
673— 889:	Annie L. Morton, Camden City, Camden Co. ....	450 00	Sept. 15, 1916	1,255 98
674— 327:	Emma W. Middleton, Haddonfield Borough, Camden Co. ....	432 00	" " "	1,205 74
675— 300:	Eliza Howe Gilbert, Montclair Town, Essex Co. ....	650 00	" " "	1,814 20
676— 469:	Emma F. Woodward, Newark City, Essex Co. ....	650 00	" " "	1,814 20
677— 476:	Linda M. Geraghty, Newark City, Essex Co. ....	650 00	" " "	1,814 20
678— 680:	Emma F. Baldwin, Newark City, Essex Co. ....	650 00	" " "	1,814 20

\*Deceased.

†Granted under Act prior to 1906.

## SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
679—684:	Agnes B. Clarke, Newark City, Essex Co. ....	\$650 00	Sept. 15, 1916	\$1,814 20
680—948:	Amelia Douglas, Orange City, Essex Co. ....	480 00	" " "	1,339 72
681—2003:	Emma J. Bainbridge, Newark City, Essex Co. ....	650 00	" " "	1,814 20
*682—2178:	Almeda M. Olds, Newark City, Essex Co. ....	650 00	" " "	619 22*
†683—1915:	Lavina Reid, Hoboken City, Hudson Co. ....	594 00	" " "	1,633 50
684—1645:	Jane Eleanor Pearson, Jersey City, Hudson Co. ....	650 00	" " "	1,814 20
685—1715:	Clara Post, Jersey City, Hudson Co. ....	650 00	" " "	1,814 20
686—1799:	Louisa M. Goetze, Jersey City, Hudson Co. ....	650 00	" " "	1,814 20
687—2549:	Mrs. Bessie D. Sked, Hopewell Township, Mercer Co. ....	330 00	" " "	921 06
688—1400:	Frances K. Peters, Trenton City, Mercer Co. ....	650 00	" " "	1,814 20
689—7072:	Jennie M. Strong, Atlantic Township, Monmouth Co. ....	384 00	" " "	1,071 78
690—5180:	Elizabeth Benard, Neptune Township, Monmouth Co. ....	480 00	" " "	1,339 72
691—5181:	Mrs. Hannah A. B. Stout, Neptune Township, Monmouth Co. ....	480 00	" " "	1,339 72
692—376:	Elizabeth Thorpe, Passaic City, Passaic Co. ....	594 00	" " "	1,657 90
693—1086:	Jessie F. Day, Paterson City, Passaic Co. ....	510 00	" " "	1,423 45
694—1159:	Jane Neer, Paterson City, Passaic Co. ....	510 00	" " "	1,423 45
695—4757:	J. Harry Smith, Oldmans Township, Salem Co. ....	459 00	" " "	1,281 10
696—5214:	Alfarata Dilks, Eliesgrove Township, Salem Co. ....	345 00	" " "	962 92
697—173:	Anna Coombs, Salem City, Salem Co. ....	435 00	" " "	1,214 11
698—1243:	Matilda B. Fallon, Elizabeth City, Union Co. ....	535 20	" " "	1,493 79
699—1259:	Emily A. Cheney, Elizabeth City, Union Co. ....	510 00	" " "	1,423 45
700—3356:	George P. Albright, Rahway City, Union Co. ....	650 00	" " "	1,814 20
701—3500:	Georgia Morris, Atlantic City, Atlantic Co. ....	582 00	Dec. 8, 1916	1,491 66
702—1954:	Ida T. Ware, Bridgeton City, Cumberland Co. ....	408 00	" " "	1,045 69
703—779:	Ada E. Sargeant, Newark, Essex Co. ....	650 00	" " "	1,665 94
704—7198:	Elizabeth Wyckoff, Newark City, Essex Co. ....	650 00	" " "	1,665 94
705—1518:	Stella Stanley, Jersey City, Hudson Co. ....	650 00	" " "	1,665 94
706—1533:	Elizabeth S. McGown, Jersey City, Hudson Co. ....	650 00	" " "	1,665 94
707—3053:	James E. White, Town of Union, Hudson Co. ....	650 00	" " "	1,665 94
708—2790:	May Schall, Trenton City, Mercer Co. ....	493 68	" " "	1,265 30
709—1136:	Josephine Conwell, Paterson, Passaic Co. ....	650 00	" " "	1,665 94
710—5785:	George Oliver Nelson, Pompton Township, Passaic Co. ....	650 00	" " "	1,665 94
711—6245:	Mrs. Harriet A. L. Clapp, New Barbadoes Township, Bergen Co. ....	474 00	Mar. 16, 1917	1,085 97
712—549:	Kate L. Bristol, Newark City, Essex Co. ....	650 00	" " "	1,489 20
713—720:	Arnold Voget, Newark City, Essex Co. ....	650 00	" " "	1,489 20
714—1664:	Bessie L. De Motte, Jersey City, Hudson Co. ....	650 00	" " "	1,489 20
715—13521:	Mrs. Alice Mary Eckoff, Newark City, Essex Co. ....	627 60	" " "	1,437 89
716—649:	S. Fannie Carter, Newark City, Essex Co. ....	650 00	Apr. 20, 1917	1,426 38
717—3169:	Mrs. Mary L. Metz, Jersey City, Hudson Co. ....	650 00	" " "	1,426 38
718—2764:	Thomas L. Walters, South Bound Brook Borough, Somerset Co. ....	558 00	" " "	1,224 49

\*Deceased.

†Granted under Act prior to 1906.

COMMISSIONER OF EDUCATION.

383

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
719-3477:	Mrs. Isabel B. Huff, Perth Amboy City, Middlesex Co.....	\$555 60	Apr. 20, 1917	\$1,219 26
720- 831:	Mary A. Burrough, Camden City, Camden Co. ....	650 00	June 15, 1917	1,326 70
*721- 891:	Elizabeth A. Cassady, Camden City, Camden Co.....	650 00	" " "	1,059 42*
722- 872:	Kate F. Dinan, Camden City, Camden Co. ....	650 00	" " "	1,326 70
723- 833:	Anna Holland, Camden City, Camden Co. ....	468 00	" " "	955 23
724-1909:	Ellinor G. Howard, Hoboken City, Hudson Co. ....	650 00	" " "	1,326 70
725-3464:	Anna Johntra, Camden City, Camden Co. ....	650 00	" " "	1,326 70
726- 866:	Margaret T. Magee, Camden City, Camden Co. ....	650 00	" " "	1,326 70
727-1453:	Anna J. Mahlstedt, Jersey City, Hudson Co. ....	650 00	" " "	1,326 70
728- 71:	Fannie DeWitt Person, Belvidere Town, Warren Co.....	360 00	" " "	734 79
729-2030:	Lester L. Rosenkrans, Leonia Borough, Bergen Co.....	650 00	" " "	1,326 70
730-2219:	Elizabeth M. Stanger, Ridge-wood Township, Bergen Co.....	484 20	" " "	988 29
731-1993:	Harriet C. Clinton, Bordentown City, Burlington Co.....	393 00	Sept. 28, 1917	690 98
732-1494:	Elizabeth Frazee, Jersey City, Hudson Co. ....	650 00	" " "	1,142 84
733- 355:	Carrie C. Herbert, Southampton Township, Burlington Co.....	250 00	" " "	439 55
734- 79:	Louise J. McConnell, Perth Amboy, Middlesex Co.....	570 00	" " "	1,002 18
735-2169:	Josephine Mahon, East Orange, Essex Co. ....	650 00	" " "	1,142 84
736-5349:	Charles W. Oley, Midland Park Borough, Bergen Co.....	650 00	" " "	1,142 84
737-1123:	Elizabeth M. O'Neill, Paterson City, Passaic Co.....	450 00	" " "	791 20
738-3542:	Mahlon B. Reed, Palisades Town-ship, Bergen Co.....	650 00	" " "	1,142 84
739-1618:	Grace H. Sayers, Jersey City, Hudson Co. ....	650 00	" " "	1,142 84
740- 426:	Emma M. Sturgis, Newark City, Essex Co. ....	650 00	" " "	1,142 84
741-1605:	Esther Van Winkle, Jersey City, Hudson Co. ....	650 00	" " "	1,142 84
742-2342:	Amanda Wilson, Hammononton Town, Atlantic Co.....	462 00	" " "	812 20
743-2763:	Mrs. Emilie F. Woodruff, Lawrence Township, Cumberland Co. J. R. Fitzer, Jersey City, Hudson Co. ....	267 84	" " "	470 92
744- 168:	Hon. Herman A. Stees, Burlington County Superintendent.....	594 00	Jan. 1, 1918	891 00
745-2004:	Georgia T. Underhill, Rahway City, Union Co.....	650 00	Oct. 20, 1917	1,104 95
746- 222:	Kate R. Carlin, Jersey City, Hud-son Co. ....	450 00	" " "	764 93
747-1733:	Katie Francis, Camden City, Camden Co. ....	650 00	Jan. 5, 1918	967 88
748-3112:	Virginia Harry, Hoboken City, Hudson Co. ....	650 00	" " "	967 88
749-1907:	Ella McDonalds, Cranford Town-ship, Union Co. ....	589 20	" " "	877 35
751-7505:	Agnes R. Moore, Red Bank Bor-ough, Monmouth Co.....	600 00	" " "	893 43
752-1078:	Margaret M. E. Phelan, Paterson City, Passaic Co.....	450 00	" " "	670 08
753-1140:	E. Louise Pulver, Paterson City, Passaic Co. ....	540 00	" " "	804 09
754-1479:	Agnes R. Reilly, Jersey City, Hudson Co. ....	650 00	" " "	967 88
755- 1:	Elijah D. Riley, Absecon City, Atlantic Co. ....	551 40	" " "	821 06
756- 69:	Tillie G. Rittenhouse, Belvidere Town, Warren Co.....	360 00	" " "	536 06
757-1556:	Sara Sickels, Jersey City, Hud-son Co. ....	650 00	" " "	967 88
758-2267:	Mrs. Lelia B. Valentine, Millville City, Cumberland Co.....	360 00	" " "	536 06
759-2151:	Wilbur Watts, Burlington City, Burlington Co. ....	650 00	" " "	967 88

\*Deceased.

†Granted under Act prior to 1906.

## SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
760—763:	Margaret Baird, Newark City, Essex Co. ....	\$650 00	Jan. 5, 1918	\$967 88
761—169:	Eliza E. Jaquett, Salem City, Salem Co. ....	423 00	" " "	629 87
762—579:	Sarah E. McDonald, Newark City, Essex Co. ....	643 00	" " "	957 46
763—1798:	Mary S. Meehan, Jersey City, Hudson Co. ....	650 00	" " "	967 88
764—752:	Matilda Johnson Speer, Newark City, Essex Co. ....	650 00	" " "	967 88
765—4735:	Mrs. Adeline K. Stillwell, Red Bank, Monmouth Co. ....	540 00	Feb. 1, 1918	762 26
766—2233:	Anna M. Branson, Beverly Township, Burlington Co. ....	430 80	Jan. 5, 1918	641 48
767—5518:	Elizabeth C. Allen, Atlantic City, Atlantic Co. ....	650 00	Mar. 29, 1918	817 84
768—16:	Amelia J. Peters, Lakewood Township, Ocean Co. ....	462 00	" " "	581 29
769—7487:	Grace A. Wood, State Normal School, Trenton .....	650 00	" " "	817 84
770—207:	Anna W. Booraem, Plainfield, Union Co. ....	650 00	June 30, 1918	651 78
*771—3422:	Kersey S. Blake, Newark, Essex Co. ....	650 00	July 1, 1918	244 38*
772—5536:	W. Irving Bray, Cliffside Park Borough, Bergen Co. ....	650 00	" " "	650 00
773—6782:	Ala Media Everitt, South Amboy City, Middlesex Co. ....	387 00	June 30, 1918	388 06
774—1285:	Katharine A. Hughes, Elizabeth, Union Co. ....	650 00	July 1, 1918	650 00
775—1388:	Anna Rebecca Lanning, Trenton, Mercer Co. ....	510 00	" " "	510 00
776—868:	Celia E. Roth, Camden City, Camden Co. ....	450 00	June 30, 1918	451 23
777—993:	Hannah J. Shafer, Bayonne City, Hudson Co. ....	650 00	June 1, 1918	650 00
778—1349:	Mary E. Steen, Trenton City, Mercer Co. ....	650 00	June 30, 1918	651 78
779—2020:	Mrs. Anna F. Barber, Pennsgrove Borough, Salem Co. ....	279 30	Sept. 27, 1918	212 52
780—2074:	Clara P. Correll, Phillipsburg Town, Warren Co. ....	450 00	" " "	342 42
781—3124:	Mrs. Isabella D. Coxson, Chester Township, Burlington Co. ....	408 00	" " "	310 46
782—2287:	Hiram Lanning, Fisher, Milford Borough, Hunterdon Co. ....	441 00	" " "	335 58
783—2240:	Mary M. Gee, West Orange Town, Essex Co. ....	618 00	" " "	470 27
784—393:	Mrs. Elizabeth R. Jarvis, Passaic City, Passaic Co. ....	528 00	" " "	401 78
785—1262:	Minnie E. Loach, Elizabeth City, Union Co. ....	547 20	" " "	416 39
786—3189:	Katherine L. McNulty, Jersey City, Hudson Co. ....	594 00	Oct. 1, 1918	445 50
787—2570:	Adelaide Davis Miller, Newark City, Essex Co. ....	650 00	Sept. 27, 1918	494 62
788—652:	Mattie M. Miller, Newark City, Essex Co. ....	650 00	" " "	494 62
789—1844:	Mrs. Kate J. Myddleton, Hoboken City, Hudson Co. ....	650 00	Oct. 1, 1918	487 50
790—1428:	Mary H. Nicholson, Jersey City, Hudson Co. ....	650 00	Sept. 27, 1918	494 62
791—2343:	Mary P. Rogers, Newark City, Essex Co. ....	650 00	" " "	494 62
792—574:	Fannie Taylor, Newark City, Essex Co. ....	650 00	" " "	494 62
793—6529:	Mrs. Lizzie L. Townsend, Burlington, Burlington Co. ....	429 00	" " "	326 45
794—80:	Amanda E. Van Nuls, Perth Amboy City, Middlesex Co. ....	600 00	" " "	456 57
795—1292:	Katherine M. Warner, Elizabeth City, Union Co. ....	650 00	" " "	494 62
796—3951:	Sarah R. Budd, State Normal School, Trenton .....	650 00	Oct. 25, 1918	446 04
797—811:	Marie C. Contessa, West Hoboken Town, Hudson Co. ....	650 00	" " "	446 04
798—4331:	Elizabeth Hall, Trenton City, Mercer Co. ....	480 00	" " "	329 42
799—357:	Jennie T. Wright, Mullica Township, Atlantic Co. ....	319 68	" " "	219 34
800—2619:	Cornelius V. Boughton, Highlands Borough, Monmouth Co. ..	650 00	Jan. 4, 1919	319 66

\*Deceased.

COMMISSIONER OF EDUCATION.

385

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1919.
801—897:	Eva Halliwell, Camden City, Camden Co. ....	\$536 96	Jan. 4, 1919	\$261 91
802—5920:	Georgia Hegeman, Newark City, Essex Co. ....	650 00	" " "	319 66
803—1390:	Emma A. Lockerson, Trenton City, Mercer Co. ....	650 00	" " "	319 66
804—1522:	Martha A. Meller, Jersey City, Hudson Co. ....	650 00	" " "	319 66
805—621:	M. Alice Moore, Newark City, Essex Co. ....	650 00	" " "	319 66
806—6410:	Katharine Regina Rice, Harrison Town, Hudson Co. ....	600 00	" " "	295 08
807—4737:	John Calvin Tilton, Wall Township, Monmouth Co. ....	421 92	" " "	207 50
808—4709:	Allton H. Sherman, West Orange Town, Essex Co. ....	650 00	Jan. 11, 1919	307 20
809—343:	Jennie C. Carmody, New Barbadoes Township, Bergen Co. ....	598 20	Jan. 4, 1919	294 19
810—1454:	Kate Z. Banks, Jersey City, Hudson Co. ....	650 00	Mar. 28, 1919	169 62
*811—2199:	Lillian May Galloway, Bloomfield Town, Essex Co. ....	592 48	" " "	96 43*
812—1532:	Mary A. Tew, Jersey City, Hudson Co. ....	650 00	" " "	169 62
813—1703:	Eva Catherine Thompson, Jersey City, Hudson Co. ....	650 00	" " "	169 62
814—7477:	Annie Van Dyke Wright, Lawrence Township, Mercer Co. ....	385 80	" " "	100 66
815—599:	Lucy Anna Richards, Newark City, Essex Co. ....	650 00	Jan. 4, 1919	319 66
816—184:	Emma C. Faussett, State Normal School, Trenton .....	606 00	June 14, 1919	28 22
817—1786:	Nellie F. Hills, Jersey City, Hudson Co. ....	650 00	" " "	30 26
818—2180:	Henrietta S. Leslie, Gloucester Township, Camden Co. ....	417 00	" " "	19 41
819—398:	Grace Merry, Newark City, Essex Co. ....	650 00	" " "	30 26
820—839:	Cora B. Locke, Camden City, Camden Co. ....	490 80	" " "	22 84
821—888:	Georgie A. Scott, Camden City, Camden Co. ....	466 80	" " "	21 72
Totals to June 30, 1919—821.....		\$392,013 86		\$2,194,463 59
Averages .....		477 48		2,672 94

\*Deceased.

\*\*Deceased before deficit to Fund was paid.

\*\*\*Deceased before annuity began to accrue.

†Granted under Act prior to 1906.

††Granted under Act of 1906.

All other annuities granted under Act of 1907.

†††Resumed teaching; payment of annuity suspended.

††††Numbers 191 and 453 were granted under exceptional circumstances; see foot notes.

‡Balance due estate of deceased annuitant.

STATISTICS IN RE ANNUITIES GRANTED FROM BEGINNING TO JUNE 30, 1919.

	Men.	Women.	Total.
Number of annuities granted .....	126	695	821
Annual value of annuities .....	\$61,685 40	\$330,328 46	\$392,013 86
Average annual value .....	489 56	475 29	477 48

DECEASED.

	Men.	Women.	Total.
Number of deceased .....	48	161	209
Annual value of annuities .....	\$22,801 60	\$68,441 56	\$91,243 16
Average annual value .....	475 03	425 10	436 57

ANNUITIES IN FORCE JUNE 30, 1919.

	Men.	Women.	Total.
Annuities in force June 30, 1919.....	78	594	612
Total annual value .....	\$38,883 80	\$261,886 90	\$300,770 70
Average annual value .....	498 51	490 42	491 45

## SYNOPSIS OF BUSINESS OF FISCAL YEAR 1918-1919.

The operations of the year which ended June 30, 1919, may be summarized as follows: Receipts, \$299,702.50. (Note—The aforesaid receipts do not include \$51,750.00 received on account of investments paid off. The actual income, received and receivable, was at least \$30,000.00 in excess of these figures. At the time the State Treasurer's books closed, June 30, 1919, many districts had not remitted for the April-June quarter; the subsequent receipts have been abnormally large, but it will be impossible to discover what the 1918-1919 income might have been under ordinary circumstances, because the new legislation, effective April 10, 1919, permitted members to withdraw from the Fund, and a large number withdrew in April and May to prevent their May and June dues from being deducted, which, of course, reduced the normal 1918-1919 income.) Disbursements were \$295,179.68, of which \$293,379.93 was for annuities. (Note—The aforesaid disbursements do not include investments amounting to \$103,707.72.) The actual surplus on the year's business, including dues receivable, is estimated at about \$35,000.00. (Full details of receipts, disbursements and investments are given in the State Treasurer's report at beginning of this chapter.) Forty-three annuities were granted; total annual value, \$24,460.14; average, \$568.84. All but one were granted under the Act of 1907. Sixteen of the 1918-'19 annuitants paid their deficit in cash; the remaining 27 took advantage of that provision of the law which permits the deficit to be liquidated by the accruing annuity. Four annuities were granted to men; total annual value, \$2,162.92; average, \$540.73. Thirty-nine annuities were granted to women; total annual value, \$22,297.22; average, \$571.72. Thirty-one of the 43 annuities granted in 1918-'19, totalling \$18,370.18, and averaging \$592.58, were entitled, also, to a State pension totalling \$19,385.81, and averaging \$625.35; making \$1,217.93 the total entire average retiring allowance (Retirement Fund annuity and State pension) of the 31 who received both grants. The average retiring allowance of the 12 who received only the Retirement Fund annuity was \$507.49. Twenty annuities deceased in 1918-'19; total annual value, \$9,317.76; average, \$465.88. Two annuities have resumed teaching: No. 523, \$313.80, in April, 1914; No. 269, \$296.60, in November, 1917; payment of these annuities has been suspended, and they are deducted from total annuities living and in force. The next 1918-'19 increase in annuity obligations was 23; annual value, \$14,845.78. A number of applications were rejected because the applicants had not, in the judgment of the Board of Trustees, proved that they were permanently incapacitated, as required by law. At the close of business June 30, 1919, 612 annuities were in force; total annual value \$300,770.70; average, \$491.45. Assets, (estimated,) \$530,000.00; annuities and expenses paid to midnight June 30, 1919.

## RECAPITULATION FROM BEGINNING TO JUNE 30, 1919.

The Teachers' Retirement Fund became a part of New Jersey's Public School System by virtue of Chapter 32, page 58, Laws of 1896, (enacted March 11th,) nine times amended and re-enacted, and has always been a part of the State School Law. The first appropriation made by the State to



pay the administrative expenses of the Fund was Chapter 95, page 194, Laws of 1905, providing \$1,500.00, which became available for the year that began November 1, 1906. The latest general revision is Chapter 139, page 365, Laws of 1907, Article XXV., School Law, (approved May 7th). The latest enactment is Chapter 81, page 186, Laws of 1919, (approved April 10th,) which permits members to withdraw from the Fund, and practically terminates its career.

The Constitutionality of the "by virtue of appointment" provision, (Section 221, Division IV., Chapter 139, page 165, Laws of 1907; Article XXV., School Law), was sustained by the case of Myrtle Allen vs. the Passaic City Board of Education, in the District Court, the Supreme Court, and the Court of Errors and Appeals. The case is reported in the Advance Programs of the New Jersey State Teachers' Association for 1910 and 1911, and in the annual reports of the same organization for 1910 and 1912.

To June 30, 1919, eight hundred and twenty-one teachers had been granted annuities, aggregating a total annual value of \$392,013.86; averaging \$477.48, and had received benefits totaling \$2,194,463.59; averaging \$2,672.94. Of the 821 annuities granted, 126 were to men, total annual value, \$61,685.40; average, \$489.56, while 695 annuities had been granted to women; total annual value, \$330,328.46; average, \$475.29. Two hundred and nine annuities had deceased; total annual value, \$91,243.16; average, \$436.57. Annuities No. 269, (\$297.60), and No. 523, (\$313.80), had resumed teaching, and payment of annuity suspended. Six hundred and twelve annuities were in force June 30, 1919; total annual value, \$300,770.70; average \$491.45. Total rebates paid, \$1,520.40. Assets, June 30, 1919; Investments, \$429,872.40; cash in bank, \$59,652.04; dues receivable, (est.) \$40,475.54; total, (est.) \$530,000.00; annuities and expenses paid in full to date. Total cash raised by Fund to June 30, 1919, (Approx.), \$2,720,345.00. Receipts from bequests, legacies and gifts, \$7,716.92; receipts from bazaars, fairs, excursions, entertainments, etc., \$31,330.49; of this total amount, (\$38,937.41), \$33,445.82 was contributed prior to January 1, 1906. All such moneys, including legacies, bequests and gifts, go into the invested permanent principal, and, therefore, by the process of compound interest, have practically doubled, so it is safe to assume that of the Fund's present assets, \$530,000.00, above \$75,000.00 must be credited to the proceeds of fairs, entertainments, legacies, gifts, etc., with compound interest thereon.

#### BALANCES DUE ESTATES OF DECEASED ANNUITANTS

JUNE 30, 1919.

The following statement, which is corrected annually, shows balances due estates of deceased annuitants on June 30th, last, the end of the fiscal year. Some of the items are in process of settlement. Some have not been claimed, though this Board, immediately on learning of a decease, seeks the nearest of kin and does all in its (the Board's) power to enable them to collect. In most of the above-reported cases, there has been no response to the inquiries. In the "List of Beneficiaries," each of the deceased annuitants is charged, under "Total Recd. from Fund," with the balance due the estate.



## SCHOOL REPORT.

No.	Number and Name.	Date of Decease.	Balance Due Estate.
3—	Abby M. Munn .....	Apr. 8, 1913	\$8 16
27—	Janet F. Wright .....	Nov. 14, 1912	30 26
81—	Anna R. Johnson .....	Feb. 9, 1908	27 20
117—	Mrs. Mary Louise Keating.....	July 22, 1907	22 66
126—	Lucinda I. Ellis .....	Oct. 11, 1914	7 45
156—	Martha M. Putnam .....	Nov. 10, 1912	28 94
166—	Mary Louise Vreeland .....	Jan. 18, 1916	27 81
653—	Chauncey D. Greene .....	Jan. 19, 1918	27 17
226—	Thomas M. White.....	Feb. 24, 1919	97 90
Totals—9 .....			\$277 55

## BEQUESTS, LEGACIES AND GIFTS.

Following is a schedule of legacies and gifts to June 30, 1917:

1899—	Henry E. Harris, Bayonne, Hudson Co.; gift .....	\$50 00
1900—	Emily S. Sayre, annuitant, Woodstown, Salem Co.; legacy half her estate .....	2,285 74
1902—	Mary G. Lindsley, annuitant, Morristown, Morris Co.; gift; balance of annuity due estate; Thro. her sister, Miss H. Anna Lindsley .....	33 00 100 00
1905—	Carrie B. Runyon, annuitant, Plainfield, Union Co.; legacy	
1908—	Lydia V. Marden, annuitant, Trenton, Mercer Co.; legacy; ten shares of stock of New Jersey Interstate Fair As- sociation, par value, \$10.00 .....	100 00 500 00
1912—	Edward Kelly, annuitant, Jersey City, Hudson Co.; legacy..	
1912—	Rachel H. Strong, annuitant, Waterford Tp., Camden Co.; gifts; balance annuity due estate; Thro. Miss Sarah E. Wilson, of Westmount .....	1 61
1913—	Minnie Whitehead, annuitant, Rahway, Union Co.; gift; bal- ance annuity due estate; Thro. Miss Adelia Oppelt, ex- ecutrix .....	36 43
1914—	Alex. P. Kerr, annuitant, Lambertville, Hunterdon Co.; gift; balance annuity due estate; Thro. Miss Annie F. Stout.	32 04 500 00
1914—	Lizzie H. Kaighn, annuitant, Camden, Camden Co.; legacy.	
1915—	Clara V. Havens, annuitant, Hoboken, Hudson Co.; gift; balance annuity due estate; Thro. Miss Louise S. Win- ter, executrix .....	8 90
1917—	Jessie B. Mikels, annuitant, Newark, Essex Co.; legacy; one- third her residuary estate; Lathrop Anderson, executor Mrs. Elizabeth Hughes Tatler, Trenton, Mercer Co.; mem- ber of Fund; legacy .....	3,069 20 1,000 00
Total .....		\$7,716 92

## NEW LEGISLATION

Chapter 81, Laws of 1919, repeals the compulsory membership provision of the Teachers' Retirement Fund and permits members to withdraw therefrom, which practically terminates the career of this Fund, though it may take a year or more to wind up its business. The payment of Retirement Fund annuities and State pensions granted prior to September 1, 1919, is guaranteed by Chapter 80, Laws of 1919, which creates a new Pension and Annuity system for the public school teachers of the State of New Jersey, and became operative September 1, 1919. Presumably, the present Teachers' Retirement Fund and Thirty-five-years-service State pension will be merged in the new system.

## COMMISSIONER OF EDUCATION.

389

## RECEIPTS AND DISBURSEMENTS YEAR BY YEAR FROM BEGINNING TO JUNE 30, 1919, COMPILED FROM STATE TREASURER'S ANNUAL REPORTS.

The following Tables show by fiscal years: (I) The amount of Receipts and from what sources derived; (II) The amount of Disbursements, and for what purposes expended.

TABLE I.—RECEIPTS FROM BEGINNING TO JUNE 30, 1919, COMPILED FROM STATE TREASURER'S ANNUAL REPORTS.

Fiscal Year.	Members' Dues.	Interest.	Annuity Account.	Entertainments, Donations, Legacies, Duplicates, etc.	Investments Paid off.	Total Receipts.	Fiscal Year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1896-'97	\$9,835 95	.....	.....	\$1,375 35	.....	\$11,211 30	1896-'97
1897-'98	14,379 12	.....	.....	297 00	.....	14,676 12	1897-'98
1898-'99	14,522 13	\$608 22	.....	.....	.....	15,130 35	1898-'99
1899-'00	13,181 60	1,109 36	.....	5,799 23	\$8,000 00	29,090 19	1899-'00
1900-'01	15,852 77	1,705 00	.....	3,195 40	.....	20,753 17	1900-'01
1901-'02	16,008 67	1,833 67	.....	2,412 04	.....	20,254 38	1901-'02
1902-'03	22,686 50	2,485 45	.....	3,265 80	.....	28,437 75	1902-'03
1903-'04	20,945 63	2,673 53	.....	2,853 86	.....	26,372 52	1903-'04
1904-'05	22,669 34	3,329 61	.....	2,793 13	.....	28,792 08	1904-'05
1905-'06	21,093 36	3,163 11	.....	10,501 51	.....	34,757 98	1905-'06
1906-'07	*35,095 19	4,258 15	.....	228 10	.....	39,581 44	1906-'07
1907-'08	52,523 48	3,842 85	.....	11 00	2,000 00	58,377 33	1907-'08
1908-'09	93,686 76	4,049 37	.....	6 00	.....	97,742 13	1908-'09
1909-'10	147,901 36	4,167 77	\$12 38	6 00	.....	152,087 51	1909-'10
1910-'11	166,138 27	8,670 31	.....	2 00	2,000 00	176,810 58	1910-'11
1911-'12	182,339 85	10,167 76	57 25	21 00	3,000 00	195,585 86	1911-'12
1912-'13	181,692 76	14,651 63	.....	554 04	1,000 00	197,898 43	1912-'13
1913-'14	216,888 14	15,014 61	.....	21 00	500 00	232,423 75	1913-'14
1914-'15	218,523 05	16,192 55	658 62	516 00	10,500 00	246,390 22	1914-'15
1915-'16	246,164 47	17,811 19	139 20	14 00	14,500 00	278,628 86	1915-'16
1916-'17	254,908 12	17,246 55	719 54	4,800 20	37,000 00	313,953 41	1916-'17
1917-'18	†259,464 67	17,343 32	726 75	9 00	22,500 00	†300,043 74	1917-'18
1918-'19	273,650 86	25,851 50	192 14	8 00	51,750 00	351,452 50	1918-'19
Totals.†*	\$2,500,052 05	\$176,174 51	†\$2,505 68	\$3,896 16	\$152,750 00	†\$2,870,451 60	Totals

\*Col. 2.—The advanced rates of dues under the Acts of 1906 and 1907 first show in the receipts for 1906-'07.

†Col. 4.—Annuities repaid to Fund on account of decease, overpayment, etc.

†It is estimated that at least \$12,099.11 members' dues were receivable on June 30, 1918.

TABLE II.—DISBURSEMENTS FROM BEGINNING TO JUNE 30, 1919, WITH ASSETS AT END OF EACH FISCAL YEAR, COMPILED FROM STATE TREASURER'S ANNUAL REPORTS.

Fiscal Year.	Annuities.	Rebates.	Dues Deducted in Error and Re-funded.	Administrative Expenses.	Investments.	Legal, Investment and Miscellaneous Expenses.	Premium and Accrued Interest Paid on Investments.	Total Disbursements.	Assets End of Year.	Fiscal Year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1896-'97	.....	.....	.....	\$1,024 01	.....	.....	.....	\$1,024 01	\$10,187 29	1896-'97
1897-'98	\$879 01	.....	.....	1,381 22	.....	.....	.....	2,260 23	22,603 18	1897-'98
1898-'99	2,058 85	.....	.....	1,449 44	\$8,000 00	.....	\$99 30	11,607 59	34,125 94	1898-'99
1899-'00	5,867 18	.....	.....	1,681 27	37,000 00	.....	.....	44,548 45	47,667 68	1899-'00
1900-'01	8,190 88	.....	.....	1,772 64	.....	.....	.....	9,963 52	58,457 33	1900-'01
1901-'02	13,975 62	\$100 55	.....	1,782 65	16,500 00	.....	.....	32,358 82	62,852 89	1901-'02
1902-'03	14,865 45	210 73	.....	1,892 15	.....	.....	.....	16,966 33	74,322 31	1902-'03
1903-'04	19,174 50	164 82	.....	1,603 54	10,000 00	.....	.....	30,942 86	79,751 97	1903-'04
1904-'05	22,166 97	130 57	.....	1,523 27	.....	.....	.....	23,820 81	84,723 24	1904-'05
1905-'06	27,340 09	208 09	.....	1,511 93	15,000 00	.....	.....	44,060 11	90,421 11	1905-'06
1906-'07	35,624 65	117 14	.....	1,652 14	.....	.....	.....	36,393 83	93,608 72	1906-'07
1907-'08	53,473 33	68 43	.....	.....	3,000 00	**\$1,160 08	58 61	57,750 45	95,235 60	1907-'08
1908-'09	64,068 17	103 74	\$12 15	32 60	.....	**404 85	.....	64,621 51	128,356 22	1908-'09
1909-'10	86,648 81	.....	153 43	.....	45,250 00	.....	.....	132,052 24	193,641 49	1909-'10
1910-'11	111,733 63	27 72	120 76	.....	50,000 00	.....	412 25	162,294 37	256,157 70	1910-'11
1911-'12	131,560 97	.....	171 00	.....	66,000 00	.....	3,998 09	201,730 06	313,013 50	1911-'12
1912-'13	154,354 75	.....	259 46	.....	.....	1 00	.....	154,615 21	355,296 72	1912-'13
1913-'14	183,494 50	.....	268 82	.....	25,000 00	.....	.....	208,763 32	403,457 15	1913-'14
1914-'15	206,946 92	.....	216 90	.....	14,000 00	.....	.....	221,163 82	432,183 55	1914-'15
1915-'16	230,290 19	86 52	255 28	.....	18,500 00	.....	370 49	249,502 48	465,309 63	1915-'16
1916-'17	256,542 67	.....	83 80	.....	35,000 00	††1,389 35	.....	293,015 82	484,247 52	1916-'17
1917-'18	274,451 72	.....	.....	.....	135,664 70	††964 98	1,872 92	412,454 32	**485,001 64	1917-'18
1918-'19	293,379 93	312 08	57 50	.....	103,707 72	.....	1,430 17	398,887 40	**489,524 46	1918-'19
Totals..	\$2,197,008 69	\$1,520 40	\$1,599 10	\$16,306 86	\$582,622 42	††\$3,920 26	\$7,741 83	\$2,810,799 56	**\$489,524 46	Totals

†Col. 5.—The State appropriation to pay administrative expenses became available November 1, 1906. All administrative expenses charged to the Fund after that date are on account of liabilities previously incurred.

\*\*Col. 7.—Legal expenses.

††Col. 7.—These items (\$1,389.35 and \$964.98) are legal expenses, taxes, etc., on the Arvine H. Phillips loan, foreclosed.

ANNUITY RECORD YEAR BY YEAR FROM THE BEGINNING TO JUNE 30, 1919.

The following table shows for each fiscal year from the beginning to June 30, 1918: (1) Number of annuities granted; (2) Total annual value; (3) Average annual value; (4) Average age on date annuity began to accrue; (5) Average period of service, including private school; (6) Number of deceases; (7) Total annual value of deceased annuities; (8) Average annual value; (9) Average age at date of decease; (10) Period decedents drew annuity; (11) Number of annuities living and in force on June 30 of each year; (12) Total annual value of living annuities; (13) Average annual value. (\*Col. 6 includes one annuitant, \$313.80, who resumed teaching April 6, 1914, and another, \$297.60, who resumed November 5, 1917; annuity payment suspended.

Years.	Number, Total and Average Annual Values of Annuities Granted.			Average Age on Date Annuity Began to Accrue.		Average Period of Service Including Private School.		DECEASES (INCLUDING TWO ANNUITANTS WHO RESUMED TEACHING).							Annuities in Force at End of Each Fiscal Year.			
								Number.	Total Annual Value.	Average Annual Value.	Average Age at Date of Decease.		Average Period Drew Annuity.					
	Years.	Months.	Years.	Months.	Years.	Months.	Days.				Number.	Total Annual Value.	Average Annual Value.	Years.				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)			(11)	(12)	(13)				
1897-'98	8	\$2,669 92	\$333 74	59 4	35 11	1	\$247 48	\$247 48	65 0	0 0	0 4	19	7	\$2,422 44	\$346 06	1897-'98		
1898-'99	10	3,012 96	301 29	58 2	33 10	0	.....	.....	0 0	0 0	0 0	0	17	5,435 40	319 72	1898-'99		
1899-'00	12	3,162 08	263 50	55 2	31 4	1	247 48	247 48	57 0	0 0	10 24	28	8	3,350 00	298 21	1899-'00		
1900-'01	12	3,813 84	317 82	52 4	33 1	5	1,451 52	290 30	55 0	1 3	3 20	35	10	7,112 32	306 06	1900-'01		
1901-'02	10	3,073 84	307 38	53 4	25 5	3	888 48	296 16	51 8	1 8	8 22	42	12	8,997 68	307 08	1901-'02		
1902-'03	17	5,845 16	343 83	59 1	33 3	5	1,895 80	379 16	68 7	2 10	8 8	54	16	8,847 04	311 98	1902-'03		
1903-'04	18	5,625 76	312 54	57 3	31 6	4	1,410 72	352 68	63 9	3 5	3 3	68	21	9,062 08	309 73	1903-'04		
1904-'05	19	6,467 40	340 38	55 10	27 10	4	1,228 52	307 13	67 9	1 10	1 1	83	26	30,306 96	316 87	1904-'05		
1905-'06	22	7,149 00	324 95	59 5	35 10	3	1,014 72	338 24	62 9	4 1	1 10	92	32	43,524 24	352 55	1905-'06		
1906-'07	40	14,830 16	370 75	56 7	35 6	5	2,088 88	417 77	62 9	5 5	5 20	137	45	176 42	329 75	1906-'07		
1907-'08	35	16,525 24	472 14	60 9	37 2	12	4,181 68	348 47	62 9	2 11	2 25	160	57	520 08	359 50	1907-'08		
1908-'09	33	15,650 00	474 24	57 8	36 5	11	4,389 76	399 06	63 2	2 7	9 9	182	68	780 32	377 91	1908-'09		
1909-'10	74	34,105 44	460 88	55 8	33 7	8	2,707 52	338 44	56 3	2 9	1 1	248	100	178 12	403 94	1909-'10		
1910-'11	51	23,945 16	469 51	57 7	34 10	6	3,464 04	577 34	64 4	2 0	0 3	293	120	673 64	411 85	1910-'11		
1911-'12	54	25,866 80	479 01	55 7	33 8	9	4,001 84	444 64	67 0	3 0	0 26	338	142	498 68	421 59	1911-'12		
1912-'13	63	32,570 56	516 99	58 2	34 3	19	7,427 56	390 92	64 10	6 3	3 9	382	167	631 72	438 96	1912-'13		
1913-'14	71	36,291 08	511 14	58 3	35 9	*14	6,522 28	465 88	64 6	6 6	6 29	439	197	450 52	449 77	1913-'14		
1914-'15	49	26,187 32	534 43	57 1	34 9	15	6,845 88	443 06	67 6	5 6	4 4	473	216	991 96	458 76	1914-'15		
1915-'16	74	40,439 52	546 48	59 2	38 3	27	14,504 40	537 20	65 7	4 3	3 17	520	242	912 68	467 14	1915-'16		
1916-'17	58	33,339 28	574 81	59 0	36 5	20	9,102 08	445 10	66 11	6 10	19 5	558	267	178 84	478 76	1916-'17		
1917-'18	48	26,983 24	562 15	60 2	37 8	*19	*9,116 16	479 79	67 11	5 5	4 6	587	284	405 50	484 50	1917-'18		
1918-'19	43	24,460 14	568 84	58 1	35 0	20	9,317 76	465 88	66 11	5 5	7 10	612	300	770 70	491 45	1918-'19		
Totals.....	821	\$392,013 86		47,192 Y	4M-17D	28,807 Y	10M-3D	*209	.....	.....	13,622 Y	11M-6D	1,024 Y	11M-19D	.....	.....	.....	.....
Averages.		477 48		57 Y	5M-27D	35 Y	1M-1D	.....	.....	.....	65 Y	2M-5D	4 Y	10M-25D	.....	.....	.....	.....

## SCHOOL REPORT.

### OFFICERS AND TRUSTEES.

*President*—HON. CALVIN N. KENDALL, State Commissioner of Education.

*Vice-President*—HON. BLOOMFIELD H. MINCH, of Bridgeton; Banker, former State Senator.

*Treasurer*—HON. WILLIAM T. READ, Treasurer of the State of New Jersey, ex-officio. (The State Treasurer collects, has the custody of and disburses all moneys belonging to the Fund, and is custodian of all its securities.)

*Assistant Secretary*—MR. ARTHUR WELLESLEY MILBURY, of Hoboken.

MISS SOPHIE M. BRAUN, retired, of Elizabeth.

MR. JAMES E. BRYAN, Superintendent, Camden Public Schools.

MR. WILLIAM J. FIELD, of Jersey City; Vice-President, Commercial Trust Company of New Jersey; Secretary, New Jersey Bankers' Association.

MR. JAMES FITZPATRICK, of Paterson.

MR. ALBERT MONCRIEF, Principal, School Number Twenty-five, Jersey City.

MISS S. EMILY POTTER, Vice-Principal, Washington Street School, Newark.

MR. ELIJAH D. RILEY, (retired,) of Absecon; appointed to fill vacancy caused by the death of Miss Elizabeth A. Allen.

## INDEX

- Absence**, average, 13, 178; statistics for five years, 18
- Academic credentials**, Bureau, report, 165-69
- Ages of pupils enrolled in day schools**, statistics, 294-97
- Agricultural education**, report (*printed as separate document*)
- Agriculture**, in high schools, 201; report of state club leader, 112-17
- Americanization**, 43-45
- Apparatus funds**, statistics, 243-44
- Apportionment of reserve fund**, 306-7
- Apportionment of school money**, statistics, 308
- Appropriations**, statistics, 170-72
- Army**, credit for service in, 163, 168
- Athletic association**, 109
- Attendance**, daily, 13; need of better, 88-101; statements of county superintendents and helping teachers, 93-101; statistics, 177, 298-300; by counties and districts, 309-21; total for state, 309
- Attendance bureau**, New Jersey should have, 91
- Attendance officers**, cost, 13; type needed, 91
- Attendance**, classes, enrollment, 178
- Bonded debt**, statistics, 257
- Bonds fund**, statistics, 245-46
- Bordentown School**, report, 348-52
- Buildings**, number, 12; statistics, 181; leasing, etc., statistics, 249-52; owned and rented, statistics, 258
- Bureau of Academic Credentials**, report, 165-69
- Certificates**, teachers, report, 162-65; amendments to rules, 163; war emergency, 11, 23
- Circulars issued**, 76-85
- City superintendents**, extracts from reports, 138-60; list, 323
- Classification of children**, circular, 81-85
- Classrooms**, statistics, 181
- Clerical work**, competition with teaching, 25
- Club leader**, report, 112-17
- College of Technology**, Newark, report, 358
- Colorado School of Mines**, scholarship, 204
- Colored day schools**, statistics, 305
- Committees**, State Board of Education, 8
- Community gatherings**, 188
- Compulsory education**, 88-101
- Conference**, high school, 198
- Consolidation of schools**, 85-86; growth, 190
- Cost of education**, per capita, 12; per hour, 12; per day, 177; statistics, 177, 255-56
- Cost of living**, increased, 32
- County superintendents**, appointments, 87; list, 323; extracts from reports, 124-38; statements about attendance, 93-96
- County vocational school funds**, statistics, 241-42
- Credentials**, academic, report, 165-69
- Current expense funds**, statistics, 225-32
- Current expenses**, 12; graph, 16, 17
- Day schools**, enrollment, 13

- Deaf classes, enrollment, 178
- Deaf School, report, 344-47
- Decisions, 208-22
  - Board of school estimate, duty of board of commissioners to raise money authorized by: Bayonne Board of Education vs. Bayonne Board of Commissioners, 209
  - Board of school estimate, power to rescind resolutions: West New York Board of Education vs. West New York Town Council, 212
  - Dismissal of teacher under contract without certificate: H. L. Wilbur vs. Little Ferry Board of Education, 211
  - Transfer of teacher by board of education: J. Shroder vs. Irvington Board of Education, 216
  - Transportation, adequate provision for: M. L. Mundy vs. Franklin Township Board of Education, 220
  - Transportation, county superintendent's approval of necessity for: West Long Branch Board of Education vs. Monmouth County Superintendent, 217
  - Transportation, necessity for: A. N. Drake vs. Ewing Township Board of Education, 208
  - Transportation, responsibility for: W. E. Searles vs. Washington Township Board of Education, 218
  - Use of school building for other purposes: J. Pfaffhausen vs. Town of Union Board of Education, 214
- Department of Public Instruction, expenses, 13; quarters, 182
- Disbursements, statistics, 173-77; for five years, 14
- Districts, statistics, 181
- Domestic art and science, report of state club leader, 112-17
- Drawing, number of pupils studying, 197
- East Orange, salaries, 32
- Education, cost of, per capita, 12, 177; per hour, 12; per day, 177; statistics, 177, 255-56
- Educational institutions, reports, 325-58
- Educational Sunday, 103
- Election day as general school holiday, 87
- Elementary education, report, 185-91
- Employment of teachers, statistics, 259-86
- Engineers, salaries, 13
- English, medium of instruction, 43
- Enright, John, report, 207-22
- Enrollment, 12, 13; need of better, 88-101; ages of pupils, 294-97; statistics, 178, 290-93; for five years, 18
- Equivalent of high school work, circular, 165
- Evening schools, enrollment, 13; statistics, 178, 303-4
- Evening schools for foreign born residents funds, statistics, 236-37
- Examinations, fee, 168
- Examiners, State Board, report, 162-65
- Expenses, comparison of state administration, 16; summary, 254
- Expulsion, number of cases, 178
- Festivals**, school, 86
- Field days, 86; physical training 108
- Financial and other statistics counties, 223-321; for five years 18-19
- Fit to fight, circular, 76
- Foreign born residents funds, statistics, 236-37
- Fuel, cost, 13
- German**, number of pupils studying 198
- Graph of current expenses, 16, 17

# INDEX.

395

- Health**, "Fit to fight," 77
- Helping teachers, 45-73; extracts from reports, 47-73; statements about attendance, 96-101; value of services, 190
- High schools, report, 192-204; enrollment, 12; registration, 13; for five years, 192; agriculture in, 201; conference, 198; equivalency, circular, 165; summer sessions, 204
- Higher education, enlarged opportunities, 110-12
- Hoboken Industrial Schools, report, 355-57
- Holiday, election day, 87
- Hulbert, A. M., report, 112-17
- Illiteracy**, 43
- Improvement of teachers, 35-37
- Income, sources of, 15
- Industrial Arts School, Trenton, report, 353-54
- Industrial education, report (*printed as separate document*)
- Industrial Education Schools, Hoboken, report, 355-57
- Industrial training funds, statistics, 233-35
- Influenza, schools closed by, 11
- Institutes, county, 36, 187; list, 87; physical training, 106
- Intermediate schools, 201
- Interscholastic Athletic Association, 109
- Janitors**, salaries, 13
- Jersey City, salaries, 33
- Junior College, Newark, 110, 200
- Junior schools, 201
- Kindergarten** school in another state, recognition, 164
- Kindergartens, enrollment, 13
- Land**, purchase, statistics, 250
- Libraries, school, 119-20
- Libraries and apparatus funds, statistics, 243-44
- Manual training**, report (*printed as separate document*)
- Manual Training and Industrial School for Colored Youth, report, 348-52
- Manual training funds, statistics, 233-35
- Maroney, F. W., report, 106-10
- Mathematics, number of pupils studying, 196
- Medical inspection, importance, 108; supervision needed, 105
- Meetings, superintendents and principals, 36; teachers, 36, 188
- Members State Board of Education, 7
- Meredith, A. B., report, 192-204
- Minimum wage law, recommendation, 29
- Moneys, apportionment, statistics, 308
- Monographs, 73; charge for, 73; "Special Days and Opening Exercises," 189
- Montclair, salaries, 32
- Montclair State Normal School, report, 338-40
- Museum and the public schools, 117-18
- Music, number of pupils studying, 197
- New Jersey College for Women**, opening, 110
- New Jersey School for the Deaf, report, 344-47
- New teachers and their preparation, 20-23
- Newark, salaries, 33
- Newark College of Technology, report, 358
- Newark Junior College, 110, 200
- Newark State Normal School, purchase, 102; report, 341-43
- Normal, teaching of children mentally below, foreword, 73
- Normal schools, graduates, 181; reports, 327-43; supply of teachers from, 22
- Notes, statistics, 247-48



- Ocean City**, courses in supervision, 187
- Ocean County**, salaries, 33
- O'Leary, W. A.**, report (*printed as separate document*)
- Outhouses**, statistics, 253
- Parent-teacher** associations, 37-43; extracts from reports of county superintendents and helping teachers, 38-43; relation to physical training, 107
- Pension law**, thirty-five year, 207
- Perry, Helen C.**, state museum and public schools, 117-18
- Physical Education Association**, 109
- Physical training**, 104-110; report of F. W. Maroney, 106-10; in institutes, 106; in summer schools, 108
- Population**, 12
- Preparation of new teachers**, 20-23
- President of State Board of Education**, report, 9
- Principles to be used as guides in classifying and promoting children**, 81-85
- Promotion of children**, circular, 81-85
- Properties**, valuation of school, 15; statistics, 181
- Pupil leadership**, 188
- Qualifying** academic certificates, circular, 165
- Quarters**, Department of Public Instruction, 182
- Receipts**, statistics, 170-72; summary, 254
- Reciprocity with certain states**, 168
- Redemption of and interest on bonds fund**, statistics, 245-46
- Reserve fund**, apportionment, 306-7
- Rice, M. A.**, report, 9
- Salaries**, teachers, 23, 31-35; average, 32; minimum, recommendation, 29; tables, 34, 35; statistics, 34, 180, 287-88; for five years, 19
- Salem County**, salaries, 33
- Scarcity of teachers**, 23; remedies, 29
- Scholarship**, Colorado School of Mines, 204
- School festivals and field days**, 86
- School libraries**, 119-20
- School libraries and apparatus funds**, statistics, 243-44
- School properties**, valuation, 15, 181
- Schoolmen's week**, 161
- Scott, Z. E.**, report, 185-91
- Secondary education**, report, 192-204
- Situation as regards the teacher**, 23-31
- Soldiers**, credits to, 163, 168
- Sources of income**, 15
- Special classes**, enrollment, 178
- Special Days and Opening Exercises**, monograph, 189
- State Board of Education**, committees, 8; expenses, 13; members, 7; report of president, 9
- State Board of Examiners**, report, 162-65
- State Normal Schools**, graduates, 181; reports, 327-43
- State railroad tax**, 15; appropriations, statistics, 170-72
- Statistics**, summary, 170-81; by counties, 223-321; for five years, 18-19
- Subnormal**, pamphlet for, 73
- Subnormal classes**, enrollment, 178
- Summary**, receipts and expenditures, 254
- Summary of statistics**, 170-81
- Summer schools**, report, 160-62; courses in supervision, 187; physical training in, 108
- Summer sessions**, high school, 204
- Superintendents**, extracts from annual reports, 124-60; list, 323; statements about attendance, 93-96
- Supervision of teachers**, 35-37;

## INDEX.

397

- courses in, 187; qualitative standards, 185
- Supervisors' conferences, 187
- Surveys, 189
- Suspension, number of cases, 178
- Sussex County, salaries, 33
- Tardy**, number, 13
- Teachers, certificates (*see* Certificates, teachers); employed and salaries paid, statistics, 259-86; expenses, 27; helping (*see* helping teachers); improvement of, 35-37; number of, 12, 13, 179; organization, 30; preparation of new, 20-23; requirements, 25; salaries (*see* Salaries, teachers); situation as regards, 23-31; scarcity, 23, 29; statistics, 18, 179; for five years, 18-19; supervision of, 35-37; training, statistics, 289; untrained, 23
- teachers' institutes, 36, 187; list, 87; physical training, 106
- Teachers' Retirement Fund, report, 359-392
- Teaching, better, 185
- Term, length, 180
- Thirty-five year pension law, 207
- Training of teachers, professional, statistics, 289
- Transportation, number, 12; statistics, 178
- Trenton Industrial Arts School, report, 353-54
- Trenton State Normal School, report, 327-37
- Tuition paid, statistics, 301-2
- United War Work Campaign**, Victory Boys and Girls Division, 120-21
- Valuations**, school properties, 15; statistics, 181
- Ventnor City, salaries, 33
- Victory Boys and Girls Division, 120-21
- Visit-the-schools week, 101-2
- Visitation, school, 202
- Vocational education, number taking, 12; report (*printed as a separate document*)
- Vocational school funds, statistics, 238-42
- War**, effects, 121-24; credit for service in, 163, 168; emergency certificates, 11, 23; resolution of State Board of Education, 163; Victory boys and girls division, 120-21
- Water-closets, statistics, 253
- Women's College, opening, 110
- Wood, Thomas D., "Fit to fight," 76