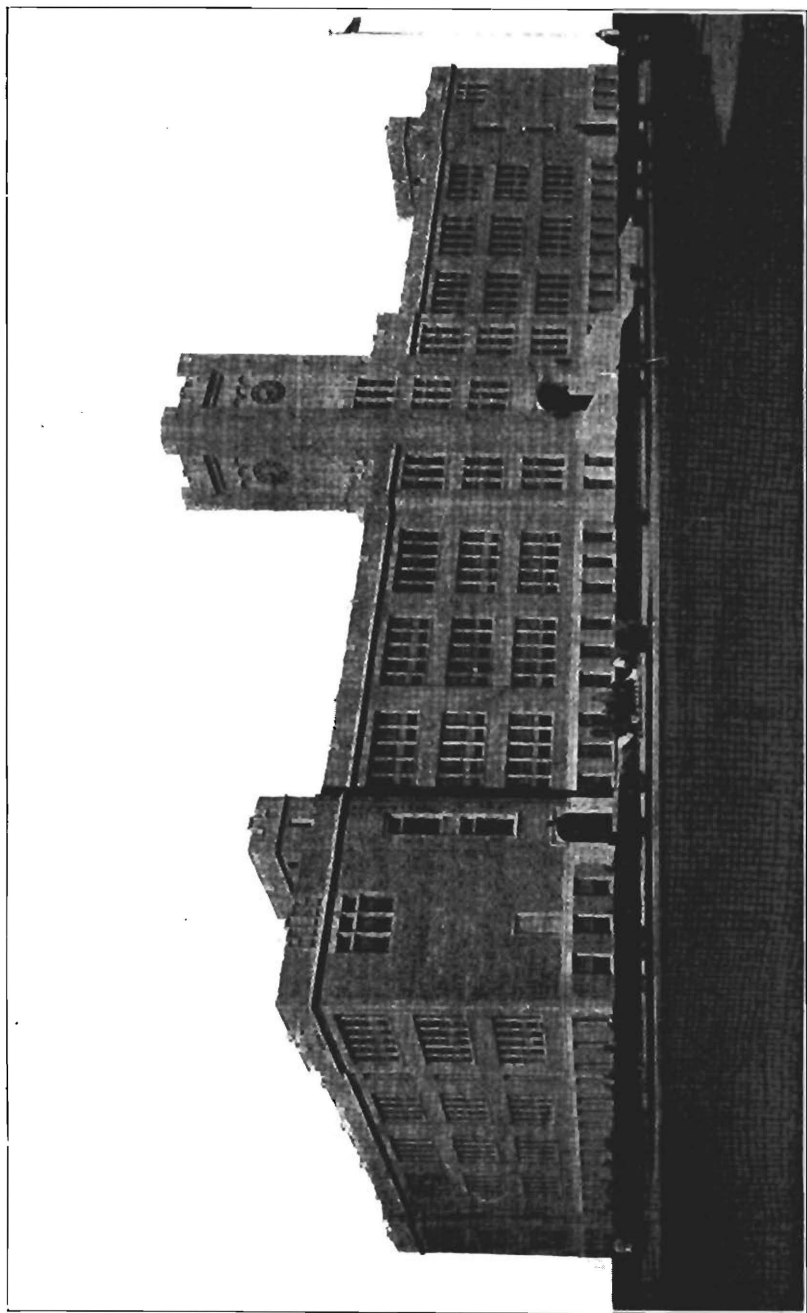


NEW JERSEY STATE LIBRARY



ATLANTIC CITY HIGH SCHOOL.

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,

1924

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TRENTON, N. J.  
PUBLISHED BY THE STATE

1925





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Atlantic City High School .....	Frontispiece
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## Members of the State Board of Education

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### 1923-1924

MELVIN A. RICE, *President*, .....Atlantic Highlands  
JOHN C. VAN DYKE, *Vice-President*, .....New Brunswick  
ROBERT LYNN COX, .....Montclair  
D. STEWART CRAVEN, .....Salem  
MRS. SEYMOUR L. CROMWELL, .....Mendham  
MRS. ROBERT A. IRVING, .....Haddonfield  
OSCAR W. JEFFERY, .....Englewood  
MRS. EDWARD L. KATZENBACH, .....Trenton  
WILLIAM H. MORROW, .....Belvidere  
JOHN P. MURRAY, .....Jersey City  
*Secretary*, JOHN ENRIGHT, *Commissioner of Education*.

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### 1924-1925

MELVIN A. RICE, *President*, .....Atlantic Highlands  
JOHN C. VAN DYKE, *Vice-President*, .....New Brunswick  
ROBERT LYNN COX, .....Montclair  
D. STEWART CRAVEN, .....Salem  
MRS. SEYMOUR L. CROMWELL, .....Mendham  
MRS. ROBERT A. IRVING, .....Haddonfield  
OSCAR W. JEFFERY, .....Englewood  
MRS. EDWARD L. KATZENBACH, .....Trenton  
WILLIAM H. MORROW, .....Belvidere  
JOHN P. MURRAY, .....Jersey City  
*Secretary*, JOHN ENRIGHT, *Commissioner of Education*.

MEETINGS: First Saturday of each month at 10:30 A. M., at State House, Trenton.



## Advisory

MRS. SEYMOUR L. CROMWELL,

## JOHN C. VAN DYKE

## D. STEWART CRAVEN

## ROBERT LYNN COX

MRS. EDWARD L. KATZENBACH

MRS. SEYMOUR L. CROMWELL

MRS. EDWARD L. KATZENBACH

MRS. ROBERT A. IRVING.

## JOHN C. VAN DYKE

MRS. ROBERT A. IRVING.



PART I

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REPORTS OF  
PRESIDENT OF STATE BOARD OF EDUCATION

AND

COMMISSIONER OF EDUCATION

For Year Ending June 30, 1924





PART I

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REPORTS OF  
PRESIDENT OF STATE BOARD OF EDUCATION

AND

COMMISSIONER OF EDUCATION

For Year Ending June 30, 1924

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REPORT OF PRESIDENT

OF

NEW JERSEY STATE BOARD OF EDUCATION

*To the Senate and General Assembly of the State of New Jersey:*

As required by law, I have the honor to submit herewith the Annual Report of the State Board of Education, together with important accompanying documents, for the school year from July 1, 1923, to June 30, 1924.

M. A. RICE,  
*President State Board of Education.*



STATE OF NEW JERSEY  
DEPARTMENT OF PUBLIC INSTRUCTION  
TRENTON

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REPORT OF  
COMMISSIONER OF EDUCATION

TRENTON, December 6, 1924.

*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, 1924.

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There is one thing of outstanding importance that has marked the progress of school events in New Jersey during the year ending June 30, 1924. It is the doing away with formal examinations for teachers' certificates and the substituting therefor courses in the summer normal schools.

Hereafter, no new teacher, entering the profession in New Jersey, can be fully certificated without having attended and successfully completed the work of six sessions in the summer normal schools, thus making entrance to the teaching profession in the State only through the door of specific professional training, either in the approved normal schools or in what might well be called the summer normal schools. Those having degrees from approved colleges may be certificated as formerly.

This requirement, of course, is in addition to that of being a graduate of an approved four-year high school. It is stated, on authority, that more than one-half of the teachers in the public schools of the United States are not even high school graduates.

The standard, therefore, of requirement for teachers' certificates in New Jersey is not only graduation from an approved four-year high school course of study, but also completion of a course in the normal schools, or in the summer normal schools, where courses of study are provided that synchronize with the courses given in the regular State normal schools.

The State Board of Examiners recommended to the State Board of Education that this change be made in the certification of teachers. The State Board of Education, at its meeting held in February, 1924, approved the recommendations of the State Board of Examiners, thus making a change in the practice of certifying teachers that has prevailed in New Jersey for more than fifty years.

Examinations will continue to be held for those who have already been partially certificated until they will have finished the examinations necessary to obtain their final certificates.

In the matter of furnishing school facilities there has been the usual progress made so that, outside of the large cities and some of the larger school districts in the State, accommodations for the children have been reasonably met.

The growth in the enrollment in the day schools, and also in the evening schools, has continued in about the same ratio as heretofore.

Another notable event in school administration that occurred during the present year was a recognition of the State's responsibility to help financially the poorer school districts of the State. For the first time, the State Board of Education in its apportionment of the Reserve Fund made a study of the financial necessities of the school districts, as well as a study of the financial ability of the different sections of the State, with a view to apportioning the Reserve Fund on a more equitable basis.

Disregarding the origin of the fund, the apportionment of the Reserve was made on the basis of attendance. Those counties that were richer in children than they were in taxable valuations received an amount which, taken with apportionments from all other sources, would give to the poorest county in the State a sum that would provide for the lawful apportionment for teachers

employed, transportation, etc., and in addition would secure to such county about three cents a day for attendance.

The total enrollment of pupils in all the various departments of the public schools for the year 1923-1924 was 715,877. This includes evening schools. This was an increase in the day schools of 17,000 boys and girls. To instruct 715,877 pupils were required 22,693 teachers.

The children were housed in 2,210 school buildings, an increase of 19 over the year before. All were furnished, not only with teachers, but with books, supplies and the necessary apparatus free of cost.

There were about 38,709 children transported to schools at public expense because there were no schools suitable in their own neighborhood. Of this number there were transported to high schools outside of their respective school districts 12,832 pupils.

The total expenses of operating the public schools in 1923-1924 were \$63,528,320.09. Of this amount current expenses defined in the statute as principals,' teachers,' janitors' and medical inspectors' salaries, fuel, textbooks, school supplies, flags, transportation of pupils, tuition, school libraries, compensation of the district clerk, of the custodian of school moneys and of truant officers, truant schools, insurance and the incidental expenses of the schools, amounted to \$49,200,487.94.

The costs of repairs and replacements in school buildings, of manual training, vocational education, continuation schools, evening schools for foreign-born, county vocational schools, and payments of interest and principal of indebtedness amounted to \$14,327,832.15, thus making a total of \$63,528,320.09.

The expenses of the Department of Public Instruction and the State Board of Education were \$160,508.22, which is a trifle more than a third of one per cent. of the current expenses.

Of the total number in the schools, namely, 715,877, there were 29,872 enrolled in the evening schools. Enrolled in the day schools there were 348,754 boys and 337,251 girls, making a total in the day schools of 686,005.

There were 42,660 children enrolled in the kindergartens. In the first four grades, or what are commonly known as the primary

schools, there was an enrollment of 313,434. The total number of pupils in grades five to eight inclusive was 212,585.

The total number registered in the high schools was 82,611. This was an increase of 4,395 over the year before. The high school registration for the past five years has been as follows:

1920	1921	1922	1923	1924
55,243	59,144	70,356	78,216	82,611

The total number of pupils enrolled in one-room rural schools was 14,353, a decrease of 1,041. The number in two-room schools was 14,299, a decrease of 1,745. There was a decrease of 50 in the number of teachers in one- and two-room schools.

The average daily attendance in day schools was 555,119, an increase of 20,825. The average absence of pupils was 14 days.

There was an increase of men teachers in all the schools of the State of 175, and an increase of women teachers of 874, making a total increase of 1,049 teachers.

According to the Annual Report for the last five years the current expenses of the schools have been as follows:

1919-20 .....	\$30,854,795.53
1920-21 .....	39,078,609.08
1921-22 .....	42,856,195.63
1922-23 .....	46,196,028.09
1923-24 .....	49,200,487.94

#### SALARIES OF TEACHERS

The total amount of salaries paid day school teachers in this State, including manual training, vocational and special summer school teachers but not considering superintendents, assistant superintendents or evening school teachers of any kind, was \$37,550,407.53.

The average salary per year paid to all day school teachers (21,367), not including superintendents, assistant superintendents or evening school teachers of any kind, was \$1,757.40, an increase over the preceding year of \$57.90.

The following figures show the corresponding average salaries for the past five years:

1920	1921	1922	1923	1924
\$1,177.20	\$1,504.41	\$1,627.72	\$1,699.50	\$1,757.40

The average salaries paid to teachers in different kinds of schools during 1923-1924 were as follows:

	<i>Men</i>	<i>Increase</i>	<i>Women</i>	<i>Increase</i>
Kindergarten .....	.....	.....	\$1,652.74	\$79.48
Grades 1 to 4 .....	\$1,048.80	\$72.55	1,511.39	33.83
Grades 5 to 8 .....	1,691.42	26.80	1,669.26	52.93
Junior High Schools .....	2,108.91	2.03	2,081.83	51.98
High Schools .....	2,578.50	68.51	2,035.81	80.32

#### NORMAL SCHOOL GRADUATES

Trenton State Normal School .....	320, an increase of	36 over 1922-1923
Montclair State Normal School ....	272, an increase of	54 over 1922-1923
Newark State Normal School .....	517, an increase of	56 over 1922-1923
Glassboro State Normal School ....	55, an increase of	55 over 1922-1923
Paterson State Normal School .....	62, an increase of	62 over 1922-1923

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Total ..... 1,226, an increase of 263 over 1922-1923

#### VALUATION OF SCHOOL PROPERTY

The total value of school property in New Jersey is \$170,-547,848.24, an increase of \$18,751,536.04.

#### APPOINTMENTS OF 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:

Hudson County, Austin H. Updyke, October 6, 1923.  
 Hunterdon County, Jason S. Hoffman, January 6, 1923.  
 Morris County, J. Howard Hulsart, June 27, 1923.  
 Salem County, Henry C. Dixon, January 6, 1923.  
 Somerset County, Louis DeWitt Deyo, December 1, 1923.  
 Union County, A. L. Johnson, February 7, 1923.  
 Warren County, Robert G. Sanford, February 1, 1923.

#### SCHEDULE OF TEACHERS' INSTITUTES

Institutes were held in September, October and November, 1923, as follows:

(One Day Session.)

Somerset County, at Somerville, September 24, 1923.  
 Hunterdon County, at Flemington, September 26, 1923.  
 Warren County, at Phillipsburg, September 28, 1923.  
 Conference of County Superintendents and Helping Teachers, at  
 Trenton, October 1 and 2, 1923.  
 Burlington County, at Palmyra, October 3, 1923.  
 Camden County, at Collingswood, October 5, 1923.  
 Morris County, at Dover, October 8, 1923.  
 Sussex County, at Newton, October 10, 1923.  
 Hudson County, at Union Hill, October 11, 1923.  
 Monmouth County, at Long Branch, October 15, 1923.  
 Ocean County, at Lakewood, October 17, 1923.  
 Mercer County, at Trenton, October 19, 1923.  
 Atlantic County, at Atlantic City, October 22, 1923.  
 Cape May County, at Ocean City, October 24, 1923.  
 Gloucester County, at Woodbury, October 29, 1923.  
 Salem County, at Salem, October 31, 1923.  
 Cumberland County, at Bridgeton, November 2, 1923.

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## SUPERINTENDENTS

1923-1924

## COUNTY SUPERINTENDENTS

*Atlantic* .....HENRY M. CRESSMAN.....Egg Harbor City (Residence)  
*Bergen* .....B. C. WOOSTER.....Hackensack (Court House)  
*Burlington* ....LOUIS J. KASER.....Mt. Holly (Kelsie & Killie Bldg.)  
*Camden* .....CHARLES S. ALBERTSON...Camden (Court House)  
*Cape May* ....EDWIN R. BRUNYATE.....Cape May Court House  
*Cumberland* ...J. J. UNGER.....Bridgeton (Court House)  
*Essex* .....OLIVER J. MORELOCK.....Newark (Essex Bldg.)  
*Gloucester* ...DANIEL T. STEELMAN.....Woodbury (Court House)  
*Hudson* .....AUSTIN H. UPDYKE.....Jersey City (Court House)  
*Hunterdon* ...JASON S. HOFFMAN.....Flemington (Bloom Bldg.)  
*Mercer* .....JOSEPH M. ARNOLD.....Trenton (Court House)  
*Middlesex* ....H. BREWSTER WILLIS.....New Brunswick (Co. Office Bldg.)  
*Monmouth* ...WILLIAM M. SMITH.....Freehold (Court House)  
*Morris* .....J. HOWARD HULSART.....Morristown (Court House)  
*Ocean* .....CHARLES A. MORRIS.....Toms River (Court House)  
*Passaic* .....EDWARD W. GARRISON.....Paterson (Court House)  
*Salem* .....H. C. DIXON.....Salem (Court House)  
*Somerset* ....L. D. DEYO.....Somerville (Court House)  
*Sussex* .....RALPH DECKER.....Newton (Court House)  
*Union* .....A. L. JOHNSON.....Elizabeth (Court House)  
*Warren* .....ROBERT G. SANFORD.....Belvidere (Court House)



## CITY SUPERINTENDENTS

<i>Asbury Park</i> . . . . .	LOUIS A. BUDAHN	<i>Montclair</i> . . . . .	FRANK G. PICKELL
<i>Atlantic City</i> . . . . .	CHARLES B. BOYER	<i>New Brunswick</i> . . . . .	FRED. J. SICKLES
<i>Bayonne</i> . . . . .	PRESTON H. SMITH	<i>Newark</i> . . . . .	DAVID B. CORSON
<i>Bloomfield (Town)</i> , . . . . .	GEORGE MORRIS	<i>North Bergen (Twp.)</i> , . . . . .	M. F. HUSTED
<i>Bordentown</i> , . . . . .	ROBT. M. OBERHOLSER	<i>Ocean City</i> . . . . .	JAMES M. STEVENS
<i>Bridgeton</i> . . . . .	C. C. HITCHCOCK	<i>Orange</i> . . . . .	W. B. PATRICK
<i>Camden</i> . . . . .	JAMES E. BRYAN	<i>Passaic</i> . . . . .	FRED S. SHEPHERD
<i>Cape May City</i> . . . . .	LESTER A. RODES	<i>Paterson</i> . . . . .	JOHN R. WILSON
<i>Clifton</i> . . . . .	GEORGE J. SMITH	<i>Perth Amboy</i> . . . . .	SAMUEL E. SHULL
<i>East Orange</i> . . . . .	CLIFFORD J. SCOTT	<i>Phillipsburg (Town)</i> , . . . . .	H. B. HOWELL
<i>Elizabeth</i> . . . . .	IRA T. CHAPMAN	<i>Plainfield</i> . . . . .	HENRY M. MAXSON
<i>Englewood</i> . . . . .	WINTON J. WHITE	<i>Pleasantville</i> . . . . .	WM. C. SULLIVAN
<i>Gloucester City</i> . . . . .	WILMER F. BURNS	<i>Rahway</i> . . . . .	WILLIAM F. LITTLE
<i>Hoboken</i> . . . . .	DANIEL S. KEALEY	<i>Salem</i> . . . . .	A. J. DOHNER
<i>Irvington (Town)</i> . . . . .	R. L. SAUNDERS	<i>South Amboy</i> . . . . .	OSCAR O. BARR
<i>Jersey City</i> . . . . .	EDWARD A. MURPHY	<i>Summit</i> . . . . .	H. A. SPRAGUE
<i>Kearny (Town)</i> , . . . . .	HERMAN DRESSEL	<i>Trenton</i> . . . . .	WILLIAM J. BICKETT
<i>Lambertville</i> . . . . .	JOHN H. HERRING	<i>Union, Town of (Town)</i> , . . . . .	CLIFFORD A. MORTON
<i>Long Branch</i> . . . . .	C. T. STONE	<i>W. Hoboken (Town)</i> . . . . .	A. O. SMITH
<i>Millville</i> . . . . .	M. ERNEST TOWNSEND		

## HELPING TEACHERS FOR 1923-24

*Atlantic County.*

CORA SCHAIBLE, Pleasantville.

*Bergen County.*

AGNES E. BROWN, Ridgewood.

MELVIA WORMUTH, Bogota.

MRS. ETHEL H. CARROLL, JR.,  
Tenafly.

NORA C. LEITER, Hackensack.

*Burlington County.*

CAROLINE B. LeCONEY, Moorestown.

ALICE R. SHREVE, Fieldsboro.

HULDA HEWITT, Mount Holly.

*Camden County.*MRS. HELEN A. AMEISEN, Collings-  
wood.

OLIVIA F. RICHMAN, Collingswood.

*Cape May County.*

ROXANA S. GANDY, Dennisville.

*Cumberland County.*

JEAN F. MACKAY, Vineland.

NELLA H. COLE, Bridgeton.

*Essex County.*

MARGARET MILMINE, Orange.

*Gloucester County.*

KATHERINE L. SMITH, Woodbury.

FLORENCE E. KNOX, Woodbury.

*Hunterdon County.*

JENNIE M. HAVER, Clinton.

MRS. MANETTE MYERS LAWSON,  
Whitehouse Station, R. D.*Mercer County.*

DOROTHY B. SMITH, Trenton.

*Monmouth County.*CHARLOTTE E. WILSON, Port Mon-  
mouth.

MRS. IDA J. VOCKE, Freneau.

KATHRYN M. PARKER, Freehold.

*Morris County.*

ETTA DONAHAY, Morristown

EVELYN G. GARABRANT, Succasunna.

*Ocean County.*

MRS. SARA B. HERNBERG, Barnegat.

HARRIET SIMPSON, Toms River.

*Passaic County.*

CLARE BARTLETT, Paterson.

*Salem County.*

MAE STILLWELL, Salem.

*Somerset County.*

LAURA M. SYDENHAM, Plainfield.

GEORGIENE DISMANT, Somerville.

*Sussex County.*

FLORENCE L. FARBER, Hamburg.

*Union County.*

ETHEL M. ALEXANDER, Elizabeth.

*Warren County.*

VERA M. TELFER, Belvidere.

M. MELISSA COOK, Belvidere.

EXTRACTS FROM ANNUAL REPORTS OF COUNTY  
AND CITY SUPERINTENDENTS

## COUNTIES

*Henry M. Cressman, Atlantic County*—Health activities in the county were emphasized during the year by the employment of two additional physical training supervisors. Districts were grouped and each paid its proportionate share of the salaries. This plan will be continued during the coming year. The health crusade was continued as heretofore. . . .

Health nurses were employed in Hammonton and Egg Harbor City. Hammonton now has two such nurses and Egg Harbor City has one. The Department of Health and Hygiene in each of these cases provided the nurses for the first year free of charge. These nurses cooperated with the school physicians and do very satisfactory work. The mothers of the community are accepting the service with enthusiasm. The boards of education desire the services of the nurses continued. . . .

The agricultural schools in Atlantic County are now nearly ten years old. They have played a large part in the development of agriculture in Atlantic County. Their indirect influence is most substantial, too. In the selection of seed, in the methods of overcoming plant enemies, in the improvement of soil, in the preparation of fertilizer and its application, great strides have been made. Poultry raising is becoming more of a business each year. Fifty "juniors" exhibited at the County Fair. These were the best from a number of projects supervised by the vocational men in agriculture. The juniors must be reckoned with at the Fair! They carried off some prizes in competition with "grown ups." Projects are planned and supervised in poultry, sweet potato growing, white potato growing, tomato growing, etc. . . .

Three contests of county-wide interest were held during the year. The spelling and rapid calculation contests have been held with unabated interest for a number of years. The story telling contest has passed the third milestone with increasing interest. Local elimination contests for prizes were held in nearly every district and then finally the winners took part in the one large county contest. A gold watch, a ten dollar gold piece and books were awarded as prizes. The music memory contest was new with us this year. A committee of music teachers furthered this movement. Prominent among these was Miss Ethel Chalmers, of Ventnor City. Thirteen of the seventeen eligible districts participated. Suitable prizes were awarded in both local and county contests.

The quality of teaching in the schools in most instances was praiseworthy. An experienced devoted teacher of good character staying in a community is a most valuable asset at any price. This is a commonly accepted statement. The surprising thing, however, is to see the unwillingness displayed every now and then by men who say such things, to pay such a well qualified teacher the few hundred additional dollars that she can command elsewhere. . . .

We are trying to maintain high standards, especially in the three "R's" (reading, writing, arithmetic, spelling and language). With this in view, the helping teacher and the county superintendent reviewed practically all the papers submitted by eighth grade pupils coming under their direct supervision. Pupils who were deficient in these subjects, even though their papers were marked with a passing mark, were retained in the eighth grade for better preparation for high school. This has been done for several years with marked effect upon teachers and children.

We are attempting in Atlantic County to keep well in mind the objectives of education—character development, punctuality, regularity, industry, accuracy, etc. We insist upon high standards in our promotion to high school. The physical training, the health crusade, health nurses, dental clinics, etc., emphasize physical efficiency through our teaching and the emphasis placed upon activities intended to inspire patriotism and to develop good citizenship. Trained teachers will not neglect a training for home life through such activities as sewing, manual training, home economics, etc. Our agricultural and home making classes make for vocational efficiency. Our school libraries and our contests in music and story telling, etc., make for a worthy use of leisure.

*B. C. Wooster, Bergen County*—The total increase of children and teachers for the year if enrolled in one school district would make a school system larger than any system in Bergen County except Garfield or Hackensack. This is not a spasmodic or unusual increase for the year, but an increased enrollment of approximately 3,000 children and 100 teachers each year, for several years, has been the rule. Every district in the county enrolling 3,000 children pays its supervisor \$4,000 to \$6,000 per year annually and provides generously for expense funds. On the other hand, the county superintendent has had the same salary and expense allowance for a good many years and entirely without regard to any increase in work or responsibility. . . .

Teachers employed numbered 2,024, or just 100 more than last year. There were 234 men and 1,990 women.

The average salaries paid various classes of teachers are as follows:

		<i>Increase.</i>	<i>Decrease.</i>
Superintendents .....	\$5,000	250	
Approved supervising principals .....	4,337	306	
Unapproved supervising principals .....	3,461	178	
Non-teaching principals—			
Men .....	2,978	100	
Women .....	2,317	85	
Special supervisors .....	1,700	13	
Rural teachers .....	1,330	..	11
Kindergarten .....	1,550	48	
Primary grades .....	1,423	28	
Grammar Grades—			
Men .....	1,942	113	
Women .....	1,532	225	
High school—			
Men .....	2,090	31	
Women .....	1,862	102	

While this table shows "increase" predominating, it is doubtful if salaries of teachers are keeping up to the cost of living in this section.

The laudable attempt to "reduce taxes" seems to affect teachers most of all. Public officials create camouflage by attacking "cost of the schools." We propose to challenge some of their efforts in this direction. We admit the great cost of schools, but stand ready to justify them and compare them with other public institutions as to efficiency and economy. . . .

The cost of tuition and transportation is mounting up and sometimes seems excessive; yet we know that by this means more and more children are getting improved school opportunity. We know, also, because of good roads and better busses these children are more comfortable and happy. District ownership of busses is increasing in popularity and proves to be more satisfactory than the contract plan.

*Louis J. Kaser, Burlington County*—The following schools have been completed during the past year. The cost and equipment is given after each one. Addition to the Moorestown High School—\$158,000.

Eight-room building at Lenola—\$65,000.

Six-room school and auditorium at Cinnaminson—\$55,000.

Twelve-room addition to Roebbling School and twelve-room addition to Florence School with auditorium and gymnasium, cost of both with equipment—\$320,000.

Remodelling and enlarging the Smithville School, installing modern heating and ventilating system—\$6,500.

Remodelling and enlarging Pointville School from one to two rooms—\$4,000.

New High School at Bordentown City—\$145,000.

Remodelling and enlarging the Wm. R. Allen School, Burlington City—\$40,000.

Enlarging Samuel Smith School, Burlington City—\$40,000.

Remodelling and enlarging Chatsworth School, Woodland Township—\$8,000.

New Heating and ventilating system in old grammar school in Mount Holly—\$15,000.

The following bonds have been issued and contracts for some have already been given:

Beverly Township, high school at Delanco—\$125,000.

Ground for location of said building—\$6,000.

Willingboro Township, remodelling and enlarging school and installing new heating plant—\$23,000.

New school at Hainesport—\$28,000.

Installing new heating and ventilating system at Masonville School—\$4,000.

During the past year the following one-room schools have been closed:

Georgetown—Pupils transported to Columbus.

Pointville School enlarged to a two-room building.

Lenola School abandoned—New eight-room building built in place of it.

This leaves three one-room schools in Burlington County, namely, Jacques Bridge, Cross Keys and Arneytown. . . . The attendance is very poor. These schools should be closed and the pupils transported. The facilities for transportation are good and this distance is short.

Transportation in Burlington County continues to improve. The new outfits purchased are considerably better than the previous ones. The Boards of Education own about 60 per cent. or 70 per cent. of all busses.

One horse-drawn vehicle was used in the county last year.

More than three thousand nine hundred pupils are transported in the county each night and morning. I might add, for the general information, that in the past eight years, not a single accident has occurred. We are hoping this will continue. . . .

During the past year there were two townships created—the Township of Edgewater Park and the Township of Hainesport. The county superintendent appointed the respective boards of education. . . .

The following are a few comparisons that might be interesting :

	1916	1923	1924
Average Salary for Elementary Teachers, .....	\$554.00	\$1,159.00	\$1,374.66
Average Salary for High School Teachers, .....	810.00	1,578.00	1,625.70
Total Cost Transportation, .....	29,299.52	105,074.00	108,207.88
Number of Horse-Drawn Vehicles,	37	2	1
Amount Money Raised by District Tax, .....	\$239,648.60	\$1,022,924	\$1,060,340.35
Valuation of Burlington County Property, .....	36,858,038.00	52,495,729.00	57,536,101.00
Amount of Money Received from State, including R. R. Tax and Surplus Revenue, .....	162,945.03	192,397.81	222,668.24
Per Capita Cost on Enrollment, ..	22.77	56.80	62.88
Per Capita Cost on Attendance, ..	32.22	75.80	73.03
Total Expenditures, .....	509,995.99	1,464,462.84	1,710,368.02
Total Valuation of School Property, .....	1,079,834.25	2,611,208.50	3,044,736.97
Tuition Fees, .....	24,403.83	99,706.10	110,964.05
Textbooks, .....	10,148.31	25,733.56	27,047.68
Total Enrollment, .....	14,113	16,957	17,988
Total Average Daily Attendance,	9,860	13,350	14,158

*Charles S. Albertson, Camden County*—Notwithstanding the fact that fair salaries are paid, our boards have found difficulty in filling vacancies with experienced teachers or normal school graduates. The quality of the teaching, I think, is good. I feel that this is due, in a large measure, to the class room training given by our supervisors and helping teachers.

This kind of training, I think, is more effective than the study of the theory. An expert supervisor can do real training with a teacher in action.

We continue our frequent "group meetings" of teachers conducted by our supervising principals and helping teachers. We find these meetings very helpful.

A group of over thirty of our teachers took a Pennsylvania University extension course of lectures given by Dr. Yocum. The members of the group

all felt that the course was an excellent one and that they were much strengthened by it.

There has been an insistent request that the State monographs in all the elementary subjects be provided for each teacher of the subject.

Our county library has become very popular. There are "centers" in every community to which the service is due. Miss Mildred Brown, the very efficient librarian, with her attractive truck and her assistant is "on the road" every day visiting the numerous "centers", changing books and conferring with interested citizens. The library is one of the finest agencies in the county. . . .

The eleventh annual corn growing and home making contest was held at Laurel Springs. This event continues to grow and expand each year in interest, variety and extent.

Every school district in the county was represented at our annual county spelling contest. The New Century Theater at Audubon was all too small to hold the large numbers of enthusiastic "rooters" who came to see their representatives win. . . .

Haddon Heights High School, costing \$500,000 and Collingswood Junior High costing \$450,000 have been completed during the year and will be ready for the fall opening.

Pensauken Township has under way a junior high school building to cost over \$400,000.

Haddon and Delaware Townships have both authorized elementary buildings to cost \$100,000 each.

Gloucester Township has purchased a ten-acre tract for school purposes.

*E. R. Brunyate, Cape May County*—At the beginning of the year a series of teachers' meetings was held throughout the county, when plans and objectives for the year's work were outlined by the county superintendent and the helping teacher.

As one result of these meetings, there was organized an Extension Course for teachers, under the supervision of Dr. Crow of Rutgers College. About thirty of our rural teachers enrolled in this class and attended regularly. As a result there has been a demand for such a course this year. I consider this one of the forward steps in the county. We have attempted at all times to inspire teachers to take up work which would assist them in the performance of their everyday school work. The response to such suggestions has been a matter of satisfaction to this office. . . .

We have held this year several contests with the pupils of the schools as contestants. The contest in household arts was very successful and prizes to the amount of \$75.00 were awarded. This contest is of great value in the rural districts as it incites both teachers and pupils to greater activities along the line of extra curricula activities.

The annual spelling contest was also held and the whole county was represented. The words in this contest were selected by Mr. Shaffer. Cape May City captured the banner for the winning team and the individual prize for the best speller in the county was awarded to an Ocean City girl.

The eleventh annual English contest was also held on the same day. Representatives from all high schools took part. The subjects for this contest were provided by Dr. Jackson.

The annual field and track meet was held at the County Fair Grounds on May 10. The attendance was very good and the interest shown was fully up to that of former years. Wildwood High School for the first time was the winner of the field and track events.

Under the supervision of Miss Gandy, the second annual rural school day was held at South Seaville on May 23. A new feature of the program was a music memory contest. Out of thirty selections of classical music which were studied during the year, twenty were played by the orchestra, while the contestants wrote the titles and authors. Prizes were awarded to the winning team and also to the individual winner.

By resolution, the Cape May Kiwanis Club has established an annual scholarship of \$100 to be awarded to the most worthy graduate of the Cape May High School. This was awarded to Horace Church this year. The Ocean City Kiwanis Club has also established a similar scholarship for \$50. . . .

The new Ocean City High School was completed at a cost of \$500,000, and opened for the fall term of school. This building is second to none in beauty and equipment. Superintendent Stevens deserves great credit for this particular piece of work. The building is a credit not only to Ocean City but to the whole State.

*J. J. Unger, Cumberland County*—To improve teaching throughout the county, there were held the annual county institute, five series of teachers' meetings, four meetings of principals, monthly conferences of helping teachers and county superintendent, and many conferences with individual teachers. The annual county institute, through its demonstration lessons to seven groups of teachers, was the most helpful one over which I have ever presided. . . .

Four of the series of meetings held during the year were given to sectional group meetings. Each of these groups consisted of twenty-five to thirty teachers and each group was divided into a primary and grammar grade section. At some of the meetings the best teachers in the county gave demonstration lessons. A discussion followed each lesson. These meetings were held in the afternoon usually commencing at 2:30 o'clock, thus making it possible for teachers to teach a minimum day of four hours in length. The meetings were generally conducted by one of the helping teachers, the county superintendent being then in charge of the grammar grade section and the helping teacher of the primary section. The third series of meetings took in the whole county including the cities. This was the normal school extension series. Three all-day meetings were held during January on Saturdays, and about sixty per cent. of the teachers attended. The instructors were Miss Nellie E. Turner, of the Glassboro Normal School, and Mrs. Myrtle Bates, of New York City.

*Oliver J. Morelock, Essex County*—Just as the rise of vocational schools is at this time the distinctive feature in the evolution of public education in this county so the reestablishment of the county vocational schools and the movement to transfer the vocational schools of Newark to the jurisdiction of the Board of Education of the County Vocational Schools constitute the most significant educational event in Essex County. The somewhat hazy conception of the county vocational school as a single institution has been replaced with a clearer conception of the county vocational schools as a



system of schools. So much the law of 1923 accomplished, even if there are left a number of verbal inconsistencies in the amended law as it now stands. The change in the law which has placed the majority control of the board of school estimate in the hands of the board of chosen freeholders and the county supervisor has removed ground for complaint that the elected representatives of the people did not have power over the appropriations for the county vocational schools. Both the financial interests of the public as taxpayers and educational interests of the public as patrons and beneficiaries of the county vocational schools seem to be adequately represented under the amended law. In spite of the difficulties still to be overcome the prospect for a rapid development of vocational education for boys and girls of secondary school age under the auspices of the county vocational schools system as now organized is a very promising one.

The transfer of the vocational schools of Newark to the county in removing the double tax laid upon Newark for the support of her own vocational schools and those of the county does away with the main obstruction to the development and expansion of the vocational schools for the county as a whole. Hereafter the distribution of the tax for vocational school purposes will be even over the county as a whole and the Board of Education of the County Vocational Schools will be in a position to distribute the vocational school opportunities over the county as a whole according to the manifest needs of the various sections regardless of district lines. There seems to be a very general acquiescence in this solution of the problem as being both a wise and equitable one. . . .

I am strongly of the opinion that all elementary instruction in the traditional subjects should be covered by supervision of the helping teacher type and given by persons devoting their entire time to that work. . . .

I turn attention once again to the biggest problem in the field of public education, namely, the high school problem. More and more parents are keeping their children in the public schools, not merely through the elementary school, but are endeavoring to have them continue through the high school. The parents' zeal for the continued education of their children is a commendable one and should be encouraged. But the failure of large numbers of boys and girls to make a passing standing in the subjects they are taking is a serious matter and one that vitally concerns the public as well as the pupils and their parents. Schooling is a good thing for those who have the right attitude toward it and who succeed with it. Attending school may become a worse than useless performance for those who do not study or for those who through lack of aptitude or capacity to do the work prescribed for them fail of achieving a passing standing. Numerous and repeated failures of pupils tend to demoralize a school. No high school can maintain high ideals and high standards of performance unless the prevailing public opinion of the student body maintains them, however hard-working and conscientious the principal and teachers may be. In other words, loafers and pupils incapable of doing the work in a public high school must be eliminated as promptly as they have proven themselves to be such if the spirit of earnest endeavor and of successful achievement is to be retained in the school. Moreover, the expenditure of public money for secondary education is justifiable only if the beneficiaries of it live up to their oppor-

tunity; that is, if they are becoming day by day more industrious and more capable citizens of the community. A public high school education is not, and never should be, regarded as an inalienable right of every boy and girl. It is rather an unusual opportunity offered to our boys and girls by a generous democracy that wishes to see them get a better start in the race of life than the generations that preceded them have had. To allow boys and girls to remain in the high school without any serious effort on their part to do the work required of them is unjustifiable from any point of view. It is unjustifiable from the standpoint of the welfare of the boys and girls themselves because it injures their characters; it is unjustifiable from the standpoint of sound educational policy because it injures the character of the school and robs the worthy students of opportunities which they would and could utilize more fully if the classes and the school were relieved of the slackers; it is unjustifiable from the standpoint of sound public policy because it is an outright waste of public funds. High schools are well worth all the money that is now being expended upon them provided they are so administered that those who want to utilize them, to the fullest extent to secure a sound education and who are fitted by native ability so to utilize them, and those alone, are given the opportunity. All this, to be sure, has reference to the existing academic public high school, an institution originally intended for the education of the children of the professional class and of the people of wealth and leisure.

This does not mean that the education of all boys and girls for whom the present public academic high school is not fitted and to whom it does not make an appeal are to be deprived of further education. Their education should be continued up to the age of sixteen at least. But the schooling given them should be adapted to their aptitudes and interests. Theirs should be an education that centers about work—the work of the world outside. It should be an education that continually emphasizes the importance and dignity of work; an education that not only affords opportunities of doing work such as is being done in the outside world, but that shows how such work can be done best and why it is best to do it that way; an education that shows the importance of learning all one can learn about one's job, so as to make that job interesting to one's self and to others; an education that may just as truly lead to breadth of view and to general culture as the so-called cultural education of the traditional academic school. The day vocational schools are the one outstanding solution of this particular phase of the high school problem now in sight.

*Daniel T. Steelman, Gloucester County*—The following building operations for the year indicate the attitude of our people toward better and more adequate school facilities and their willingness to provide them.

The Woodbury building, which is to cost about \$450,000, will be ready for occupancy at the reopening of schools in September.

A fine, large site has been secured by the Woodbury Heights Board of Education, upon which will be erected a building, the cost of which, including the site, will be about \$80,000. The people of this small district are to be commended for their action in providing so generously for an up-to-date school building.

Paulsboro's new grade building, which cost \$140,000, will be ready for use the coming school year. This building is placed on a fine, large site, for which \$7,000 was paid.

The new additions at Franklinville and the Lake in Franklin Township, also the new building at Janvier, are completed at a cost of \$22,000.

The new four-room building at Verga, West Deptford Township, has been completed and occupied a part of the year. This building cost \$40,000 and is already overcrowded. The board will rent an additional building for use the coming year.

The building to be used as a consolidated school in Deptford Township will be completed in time for the reopening in September. This building cost \$62,000. The upper grammar grade pupils will be transported to this building from all parts of the township.

The new building at Gibbstown, which cost \$100,000, was occupied during the year and provides amply for the school needs of this district.

The building program as outlined above represents an expenditure of \$861,000, of which I believe our people feel justly proud.

New buildings are still badly needed in Malaga and East Greenwich Township. The building proposition is being considerably agitated in Malaga and the outlook for a new building is a very hopeful one. . . .

The fact that the County Board of Freeholders voted an appropriation of \$5,000 to aid in supplying State nurses to districts where none are employed has given added interest and enthusiasm to this part of our educational work.

The Gloucester County Health Association holds regular monthly meetings in the office of the county superintendent of schools and this association is cooperating in a manner that is bringing excellent results. Only three of the twenty-three districts are without a school nurse.

The Gloucester County Health Association has conducted an essay and poster contest in the schools and the county health banner is awarded monthly to the school scoring highest in the health and civics club.

The hot lunches have become popular in the rural schools with the result that the thought of the parent has been directed to this very important factor in the pupils' welfare. Several of our schools have been equipped with the hot lunch outfit through the efforts of the local parent-teacher associations.

At the beginning of the school year we announced a drive for new organizations, taking as our slogan "A Parent-Teacher Association for Every School," with the result that twenty new associations were added to the list of thirty-four previously organized. About all of these associations have become affiliated with the County Council. The County Council has established the Mary Brown Scholarship Fund and will aid worthy students in continuing their education. The proceeds of sales from community road-side markets conducted on certain days of the week are being donated to this fund. . . .

In addition to the annual county May Day festival, field days were held at Clayton, Paulsboro, Woodbury and the townships of Franklin and Harrison.

The usual large crowd was in attendance at all of these events. The exhibits of manual training and sewing were creditable, adding much to the interest and affording an opportunity for the parents to make comparisons of their children's work with that of the neighbor's child. . . .

The schools of this county are 100 per cent. in membership in the Junior Red Cross and receive the Junior Red Cross News monthly. About ninety dollars have been contributed to the Japanese Relief Fund by the pupils.

*Austin H. Updyke, Hudson County*—I wish to call attention to the increased enrollment in classes for foreign-born residents. For the year 1922-23 the enrollment was 2,251 and for 1923-24 the enrollment was 4,336. The work in Bayonne, Jersey City and West Hoboken is outstanding.

The demand for transportation of pupils is increasing rapidly in Hudson County. The opening of a school for crippled children in Jersey City and a class for crippled children in Bayonne has brought about some of this demand.

*Jason S. Hoffman, Hunterdon County*—The schools were better provided with text-books and supplies than ever before. A very complete inventory had been made in June of the previous year, and this, together with a careful estimate of the probable needs, was placed before each board of education early in July so that each board had definite knowledge of its school's needed equipment, its cost and where obtained, and at the opening of school in September each schoolroom was provided with necessary material equipment for the teaching process. . . .

Our efforts have been largely expended in magnifying the country school, by modernizing its activities, inspiring its teachers, and bringing its supporting community in closer and more sympathetic touch with its life. Such special activities have been fully detailed to you during the year and in the final reports of the helping teachers. The music and art contests held in the Palace Theatre in Flemington and participated in only by rural school children were an outstanding contribution of the year, showing definite and positive results in concentration, keen and quick observation, penmanship, spelling, neatness and accuracy as well as music and art appreciation.

*J. M. Arnold, Mercer County*—Fifty-six transportation routes were maintained, of which forty-five were by automobile bus. In six of these routes pupils were transported to schools out of the district.

Below is given the number of routes in the different districts, number of pupils transported and the cost:

	No. routes	No. pupils	Cost	Cost per pupil
East Windsor .....	7	141	\$5,740	\$40.71
Ewing .....	4	147	4,680	31.84
Hamilton .....	9	201	9,535	47.44
Hopewell .....	12	224	9,060	40.45
Lawrence .....	4	94	4,600	48.94
Princeton Township .....	4	129	5,310	41.16
Washington .....	7	165	6,425	38.94
West Windsor .....	9	205	9,618	46.92
	<hr/> 56	<hr/> 1,306	<hr/> \$54,968	<hr/> \$42.08

In Hamilton Township, a bus was used to transport pupils from the southern end of the district to the Trenton High School. This was found to be much

more convenient for the pupil, especially in view of the half-day sessions at the high school. The cost was the same as the transportation by trolley.

An effort was made during the year to improve the transportation service, looking to the safety and comfort of the pupils. In some cases the service has been unsatisfactory, due chiefly to the kind of facilities provided and the number of children to be transported. Boards hereafter, in making contracts, will demand that the conveyances provided shall be sufficiently large to accommodate the pupils. . . .

Looking to better school facilities probably the most gratifying action was that in Washington Township, where \$48,000 was voted for the purchase of two acres of land and the erection thereon of a four-room brick building to replace the one-room structure that has long since failed to meet the school needs at Robbinsville. With the opening of this building in September, the last of the one-room schools in this district will be closed. The two four-room consolidated schools at Windsor and Robbinsville will provide better educational opportunities for the boys and girls of the township than did the six one-room buildings of a few years ago. . . .

Through the Trenton Trust Company, school banking has been carried on in Ewing, Hamilton and Lawrence Townships. The following, taken from the report sent us at the end of the year by the Treasurer of the Trenton Trust Company, will convey some idea of the very commendable work done in these three districts along the line of thrift and which, we believe, will prove a valuable asset in many respects to those who have taken advantage of this means to save:

	<i>Deposited During Year</i>	<i>Checked Out</i>	<i>Total Balance June, 1924</i>	<i>No. of Depositors</i>
Ewing .....	\$2,221.48	\$837.95	\$3,002.19	373
Hamilton .....	16,770.22	12,652.16	27,548.47	2,633
Lawrence .....	4,411.24	5,367.37	9,104.73	570
	<hr/> \$23,402.94	<hr/> \$18,857.48	<hr/> \$39,655.39	<hr/> 3,576

School savings are also carried on in Princeton and Hightstown. In Princeton \$2,364.37 were placed to the credit of the 517 young depositors, while at Hightstown, \$314.89 were saved by the pupils of the primary grades. We believe that instruction in thrift has an important place in the training of the future citizen, and that every child should have the advantage of such instruction. Very often parents, through the activity of their children, have begun saving. Especially is this true of many foreign-born parents.

*H. Brewster Willis, Middlesex County*—The following appropriations for new school buildings have been made:

Cities—

New Brunswick .....	\$288,000.00
Perth Amboy .....	425,000.00
Total .....	<hr/> \$713,000.00

## SCHOOL REPORT.

## Boroughs—

Carteret .....	\$286,000.00
Highland Park .....	37,000.00
South River .....	126,000.00
Spotswood .....	16,000.00

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Total ..... \$465,000.00

## Townships—

East Brunswick .....	\$45,000.00
North Brunswick .....	40,000.00
Woodbridge .....	452,000.00

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Total ..... \$537,000.00

Total Appropriations for the Year ..... \$1,715,000.00

The meetings of the teachers for the improvement in service, consisting of an approved program or summary of the most recent professional school library works, prepared papers, class exercises and addresses, have been held as follows:

<i>Name of District</i>	<i>Number of Meetings Held</i>
Cities—	
New Brunswick .....	12
Perth Amboy .....	12
South Amboy .....	6
Total .....	30
Boroughs—	
Carteret .....	6
Dunellen .....	6
Helmetta .....	10
Highland Park .....	12
Jamesburg .....	7
Metuchen .....	10
Middlesex .....	6
Milltown .....	10
Sayreville .....	7
South River .....	12
Spotswood .....	3
Total .....	89
Townships—	
Cranbury .....	5
East Brunswick .....	3
Madison .....	4
Monroe .....	4
North Brunswick .....	10

Piscataway .....	4
Plainsboro .....	5
Raritan .....	7
South Brunswick .....	5
Woodbridge .....	7
Total .....	54

This makes a total number of 173 meetings held for the improvement of teachers in service during the year. . . .

The Middlesex County Council of the Parent-Teachers' Association met twice during the year at which time all of the twenty-seven Middlesex County Associations, consisting of 1,600 members, reported work accomplished. Among the many benefits which the schools of Middlesex County have enjoyed because of the Parent-Teachers' Associations are: the establishment of lunch rooms, the serving of hot lunches, providing milk during the spring and fall months, \$1,000 expended for playground equipment, providing rest rooms for teachers, pianos, victrolas, moving picture machines, pictures, clocks, drinking fountains, etc. . . .

All of the twenty-four school districts of Middlesex County, but one, have sent one or more pupils to the county vocational schools, as follows:

<i>District</i>	<i>School No. 1</i>	<i>School No. 2</i>	<i>Girls' School</i>
Carteret .....	9	1	3
Cranbury .....	3	..	..
Dunellen .....	1	..	..
East Brunswick .....	3	..	..
Helmetta .....	1	1	..
Highland Park .....	8	..	2
Madison .....	..	2	..
Metuchen .....	5	2	1
Middlesex .....	9	..	..
Milltown .....	3	..	..
Monroe .....	1	..	..
New Brunswick .....	51	..	14
North Brunswick .....	6	..	2
Perth Amboy .....	1	72	..
Piscataway .....	27	..	1
Plainsboro .....	1	..	1
Raritan .....	17	1	15
Sayreville .....	17	..	2
South Amboy .....	..	13	..
South Brunswick .....	8	..	..
South River .....	8	..	..
Spotswood .....	..	1	..
Woodbridge .....	..	9	..
Totals, .....	179	102	41

This makes a total of 322 pupils attending the county vocational schools in Middlesex County.

*William M. Smith, Monmouth County*—Competition as to a motive to secure better results in school is sometimes questioned. Since it plays so large a part in adult life the use of contests in a healthy way does not need justification.

Two of the contests this year were in subjects recognized as fundamentals, namely, arithmetic and spelling. The first was held in Asbury Park early in the year and consisted of written and oral parts. Two pupils from each district competed. Arithmetic work in the various schools was motivated in preparation for the contest.

In spelling the old type of contest was used. High school and grammar school teams were entered. Competition was close and excellent spelling was secured. These two contests reveal the fact that fundamentals are being stressed in spite of statements to the contrary.

A music memory contest served to spread good music throughout the homes in the county. Pieces of recognized quality were selected and memorized from records. Many of these records were added to home collections. The high scores of all the teams indicated thorough work in this line.

A county typewriting contest resulted in a victory for Manasquan. Later, in a State-wide contest, the Manasquan team won the team and individual prizes. . . .

In the matter of school buildings, Red Bank, Neptune Township and Asbury Park have voted for buildings the total cost of which will exceed a million and a half dollars. Manalapan and Raritan Townships are increasing their facilities. . . .

With a county average of 92.05 per cent. Monmouth County's previous high record for attendance is again broken. Of the 39 districts the following is the rating:

	<i>Percentage</i>
5 districts ranked between.....	95 and 96
1 district ranked between.....	94 and 95
8 districts ranked between.....	93 and 94
6 districts ranked between.....	92 and 93
10 districts ranked between.....	91 and 92
5 districts ranked between.....	90 and 91
3 districts ranked between.....	89 and 90
1 district ranked between.....	88 and 89

The highest attendance in the county was secured by Spring Lake with 95.63 per cent. Belmar, Little Silver, Sea Bright and Brielle also ranked above 95 per cent. . . .

The Parent-Teachers' Association movement is growing in the county. A County Council was formed during the past year to coordinate the activities of the various local associations. A number of schools have already felt the effect of this association's interest in school affairs. Health activities, recreational facilities, hot lunch projects, school ground improvement and projects of similar type have found places in the program of these organizations.



The health program of previous years was maintained and nutrition classes were added in several districts. These were made possible by an appropriation from the Anti-Tuberculosis League to the Social Service Organization because of its activities in the sale of Christmas seals. Not only were the children improved physically in these classes, but parents were interested and educated in proper care and diet for under weight children.

The Schick Test for the prevention of diphtheria was given to the pupils in the Freehold, Neptune Township and Bradley Beach schools. Other districts are investigating the test and it will probably be given in other districts next year.

*J. Howard Hulsart, Morris County*—The average salaries of teachers during the past four years were as follows in Morris County:

	<i>High School</i>		<i>Grades</i>		<i>Rural Schools</i>	
	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>
1921 .....	\$1768.47	\$1439.27	\$1581.35	\$1164.33	\$1116.66	\$1025.54
1922 .....	1827.00	1495.97	1686.11	1223.30	1177.77	1086.30
1923 .....	1907.50	1568.75	1710.00	1288.13	1208.33	1107.66
1924 .....	1921.67	1609.72	1778.95	1338.80	1250.31	1161.40

During the first four months of the year the attendance of pupils was almost, if not quite, unprecedented for a rural county, reaching nearly ninety-five per cent. for the entire territory. Later in the winter, however, several epidemics of various children's diseases spread through large sections of the county, greatly reducing the attendance for a number of months. In spite of this setback, however, the percentage of 92.29 for the year is the highest ever reached in this county since the present system of recording enrollment and attendance has been in operation.

*Charles A. Morris, Ocean County*—The record of attendance is an improvement over any previous year. Beginning with 1918, each succeeding year the attendance has been more regular than the year before, as shown by the following statement:

<i>1918</i>	<i>1919</i>	<i>1920</i>	<i>1921</i>	<i>1922</i>	<i>1923</i>	<i>1924</i>
84.9	85.9	86.6	88.7	89.8	91.2	91.9

Twelve hundred and forty-one pupils were transported—379 to high school and 862 to elementary schools. Of these 759 are transported within their home districts and 482 from one district to another.

The total cost of transportation was \$50,687.40, which amount is 8.80 per cent. of the total expenditure for schools. . . . The average cost per year for transportation for each pupil was \$40.84. . . .

The teachers' institute was held on October 17, 1923, in the new high school building at Point Pleasant Beach. For the third year the program included demonstration lessons taught by our own teachers to their own classes. . . .

Two meetings of the teachers in the districts which do not have supervisors of physical training were held to go over the new outline in physical training with Dr. Seikel, Miss Markham and Mr. Palmer. These were held at Lakehurst on October 3 for teachers in the northern part of the county and at Barnegat on October 31 for teachers in the southern part of the county. . . .

In March the organization of the county health association was completed. . . . The organization was brought about by urgent need for more attention to health work in the schools which would assist in remedying children's defects. The first activity of the association was to engage a nurse in cooperation with the New Jersey Tuberculosis League, and to formulate a program of service to the schools of the county.

Before the year ended, 1,459 children were weighed and measured in 28 schools, and parents notified where treatment was needed. This work was done in cooperation with the medical inspectors and their record in the schools was the starting point. A number of cases were taken to the hospital and remedial operations performed. . . .

To stimulate the professional growth of our principals, particularly those working in smaller schools, a principals' council was organized to meet five times a year. The purpose is to have special school activities organized and conducted by the principals themselves and to have the organization serve as a ready means of communicating plans for the school work. . . .

Thirty schools of the county were enrolled as Junior Red Cross auxiliaries. Eleven hundred Christmas cartons filled with gifts for the unfortunate children of Europe were shipped in October. Other gifts have been distributed locally through the nurses, and donations have been made to hospitals and needy homes. Many interesting letters have been received from the children overseas to whom shipments were made. The letters are being made into a scrap book and will be passed from school to school.

*Edward W. Garrison, Passaic County*—We feel in Passaic County that excellent work has been done in the schools during the past year. We have had three objectives: health, character building which leads to good citizenship, and positive knowledge of subject matter demanded in our school curriculum.

In order to meet the first, we have in many schools well-equipped dental parlors with a regular recognized dentist of high standing in attendance during certain periods of each week. In other schools, not equipped, the children have had regular periods set aside for visits to the dentist's private office. I believe that no child has left our eighth grade this year whose teeth have not received the best care.

Our medical inspectors have rendered the best service and this, with the follow-up work of the nurses and the daily attention given to the pupils' health through organized health clubs, has enabled us to keep our children in excellent health. Ninety-three and ninety-seven hundredths per cent. attendance for the entire county, with not a sick child in school during any session, I think, shows highly the efficiency which has attended our efforts to care for the welfare of the children.

Diplomatic handling of children's differences; talks by the teachers at the close of the session on what children and adults must expect as they are dealing with one another; fairness in play; kind and courteous regard for each other's rights, and lasting results in settling disputes in the right way have all had a good effect on character building. This work on the part of the teacher has been supplemented by careful study of our country's great men and by two

delightful books entitled "Manners and Right Conduct." We trust that the impressions made by the foregoing, together with well-organized and supervised play, have established habits that will lead the children in right conduct through life. I believe we have not had a single case of suspension or expulsion during the year.

*Henry C. Dixon, Salem County*—The organization of a Parent-Teacher Association in Mannington Township is a new thing there. To Miss Stillwell belongs the credit of that. The district has long resisted everything that looked like progress in school matters so the past two years I asked Miss Stillwell to give it particular attention, which she has done by direct contact with teachers and pupils in their classrooms; by teacher meetings, at which members of the board were invited; by school festivals, visits, etc. A better spirit has come in consequence. But I was surprised when she told me during my convalescence that they had organized a Parent-Teacher Association with one hundred and fifty members. They have held a number of meetings since and while there may be some reaction to manifest itself later, definite progress has been made there for better schools.

In Pennsville Mrs. Margaret Davis, the principal of the village school, organized a club of forty young people of the place into a reading club whose purpose is to cultivate a taste for reading and for better reading, as well as to give counsel as to good books to read. Mrs. Davis is a capable and cultivated woman and is doing a good work in this.

In Woodstown and Alloway the supervisor and teachers are especially seeking to promote thrift in the pupils and they have enrolled practically one hundred per cent. of the pupils in this endeavor.

The schools joined heartily this year, as they have done in former years, in the sale of Christmas seals to get funds to fight tuberculosis. A nurse is on the ground all the time and she cooperates with the schools in health work.

*Louis D. Deyo, Somerset County*—The chief aim of the work during the year has been to improve the methods of teaching the different subjects. To this end there has been sent out at least once a month mimeographed suggestions on methods in the different subjects, together with suggestions on the best references in supplementary material. The subjects covered in this way were: arithmetic, history, geography, English, spelling and writing. Suggestions were also sent out for the proper observance of Arbor Day, Memorial Day and Flag Day. All of these suggestions were sent to all of the teachers of the county, except those who were under supervising principals. They were also sent to the district clerks.

The three meetings of the County Teachers' Association which were held in November, February and May were also decidedly helpful along the lines indicated above. . . .

The county school nurse has cooperated with the medical inspectors in their annual examination of the children and in the follow-up work in the districts where there are no local school nurses. . . . Tremendous good is being done through these combined efforts in clearing up physical defects and in improving health habits.

Wherever one goes in the schools of the county one finds evidence of the cooperation of the County Parent-Teachers' Associations. They are doing a fine work in cooperating with boards of education and with the teachers. . .

Bernards Township reports in part as follows: "We gave standardized tests to measure as far as possible the results of instruction, but chiefly to provide a more tangible means of revealing the child to the teacher. We scaled the students of the different classes by the Woody-McCall Arithmetic Test, the Monroe Revision of the Kansas Silent Reading Test, the Thorndike Handwriting Scale, the Ayres Spelling Scale, the Starch Punctuation Test, and the Nassau County Supplement of the Hillegas Composition Scale. From the I. Q.'s derived from using the Otis Intelligence Tests we established subject ages and accomplishment quotients for each child in every subject. We made comparative bar graphs and grade distributions. Age-grade tables and grade progress tables were made and used to give the teachers a better conception of our problem. We arranged conferences with the individual teachers to discuss the possibility and the method of caring for each child. As a result, we noted that teachers were trying different methods not for the sake of the method but to find the better way to arouse the zeal of the different pupils."

*Ralph Decker, Sussex County*—There are nine districts having averages of attendance of over ninety per cent. Last year there were but five districts. If our attendance officers in a few of the districts were more on the job there is no reason why our percentage could not have been much higher.

There were 407 pupils neither absent nor tardy during the year. Of these 153 were in Newton, 46 in Sussex and 40 in Hamburg.

Pupils transported to high schools were 438 and below high school 326, making a total of 764. The total cost of transportation was \$68,115.23. . . .

The number of teachers who were beginners was 24 and the number of teachers in new positions was 34, making 58 classes in the county having new teachers. This is a much smaller percentage than usual, and I am hoping that this may continue to lessen, as much better work can be done where teachers do not change so often. . . .

During the month of January, just previous to the annual school meeting, the superintendent visited nearly every board of education in the county, giving help where needed in making their budgets, and making suggestions for the betterment of their school buildings, plant, or school work. . . .

The State Efficiency Tests were held in May and June. There were 344 pupils who took this test. The subjects arranged in the order in which the largest percentage of points were received are as follows: physiology and hygiene, penmanship, spelling, geography, arithmetic, history and English.

Of this number 263 were granted grammar school certificates. These certificates were not granted on the Efficiency Test alone, but on the following factors.

- (1) State Efficiency Tests.
- (2) Intelligence Tests.
- (3) Standard Tests in reading arithmetic and spelling.
- (4) Work done during year as shown by report card.
- (5) A certification by teacher or principal that the pupil is ready for high school.

We have been following this plan for a couple of years and find that we are getting a better prepared high school student than formerly. . . .

During our visits to schoolrooms we used considerable time in checking up work in the fundamentals. The results of these check-ups were taken up with the classroom teacher, the principal or both, at the close of our visits. We feel sure that this resulted in improved work.

*A. L. Johnson, Union County*—For several years we have held monthly conferences of school heads for the purpose of bringing about some uniformity in school methods, classification of pupils and general administration problems. During the year just passed, these meetings have had particular value because of the excellent programs and the active discussions, following the presentation of each topic. It is a matter of extreme satisfaction to me that city superintendents attend all of these meetings and always take an active part in every discussion. . . .

Much time has been spent during the past year in caring for all cases of physically defective children and provision has been made for hospital service, so that all cases have been properly treated and defects corrected.

We have established the following clinics which are functioning in nearly every district; some are reaching every district: eye, ear and throat, tubercular and anæmic, crippled children, and dental.

Children whose parents are unable to pay for the examination of the eye, ear and throat, and for treatment after defects are discovered, are treated free of charge. Glasses, when necessary, are provided by the local nurse from a fund raised by entertainments or from volunteer contributions.

A traveling clinic has been established by the County Board of Freeholders, whose duty it is to examine in each school those children which are thought by the examining physician and school nurse, to have tubercular infection, or who are in such an anæmic condition so that they may become victims of this disease.

When suspicious cases are discovered, they are sent to the county sanitarium, where a building has been provided for them. There they are kept under observation for a period of from six to nine months. During their retention, they are given instruction by two trained teachers, both of whom are normal graduates. In this way no time is lost and when they return to their homes they may again reenter school without having fallen behind their grade.

During the past year a school has been established in a County Home for Crippled Children. This school is in charge of a trained teacher, so that these unfortunate children, the larger number of whom have never had any instruction, may receive the same consideration as those who are more fortunate. The larger number, or practically all of these children, have never attended school, and although several are from ten to fourteen years of age, it has been necessary to teach them the simplest rudiments of education.

Mental tests of these children, thirty-nine in number, show that they are normal mentally. Despite their physical disabilities, they have made very rapid progress and seem eager to get as much from this instruction as it is possible to obtain.

Dental clinics have been established in fourteen of the nineteen districts in Union County, and in addition to this number, one district is cared for by another district.

*Robert G. Sanford, Warren County*—Notwithstanding the fact that we have so many small schools, the year 1923-24 was one of the most important in our history in the way of building improvements. . . .

I will briefly summarize these improvements:

Franklin Township—Four-room building at New Village—completely reconstructed.

Lopatcong Township—New four-room building.

Oxford—New sixteen-room building.

Hackettstown—New ten-room addition.

Hope Township—New four-room building (under construction).

The total cost of these improvements was nearly three hundred fifty thousand dollars, which, for this county, with its comparatively low position in ratables and school population, represents unusual progress. In addition to these larger improvements many smaller buildings were altered and repaired. . . .

By supervision I mean all those activities which look to the growth of the teacher and the improvement in teaching. While there are many and increasing calls for the time and attention of a county superintendent, the supervision of the schools must remain by far his most important duty and one which should occupy the greatest share of his time and thought. . . .

So far as my part as county superintendent in directing and encouraging supervision is concerned, I will outline the aims and policies of Warren County as follows. The real credit for accomplishment belongs to the helping teachers and principals who are more directly concerned with it.

(1) The agreement early in the year on certain county-wide objectives. These were decided upon in a meeting of supervisors and principals in my office early in the year, and were outlined in my report for September and October.

(2) Meetings of the County Principals' Association in which local problems and situations were the chief topics discussed.

(3) Frequent group teacher meetings preceded and followed by personal conferences.

(4) An annual all day County Conference between the teachers, parent-teachers' associations and boards of education in which our county aims and plans were discussed and topics of educational interest presented by outside speakers.

(5) The application of certain standardized tests with particular reference to stimulating teachers and pupils, the judging of the efficiency of teaching, the estimating of pupil ability and achievement and the grading of children.

(6) Teaching helps issued through the office of the county superintendent. Specimens of these have been submitted to you from time to time. Some of the more recent are:

(a) The formation of good English habits.

(b) The teaching of health in the schools of Warren County.

(c) The Young American Club—a scheme for teaching citizenship in the rural schools.

- (7) Classroom visits and conferences with teachers.

In this connection it may be of interest to know what we have agreed upon as being some of the chief activities of the supervisor (particularly the helping teacher).

- (1) Arrangement of daily program.
- (2) Classification of pupils.
- (3) Selection of material (supplies and text-books).
- (4) Organization of the curriculum by the elimination of the less essential and the emphasizing of the more essential. A great problem of the young country teacher is the old question: What knowledge is worth most?
- (5) Demonstration teaching (vital).
- (6) Conferences with teacher.
- (7) Helping in planning—both general and specific. Most teachers lack the ability or inclination to plan wisely.
- (8) Help in establishing right habits of health, cleanliness, and attractiveness among the children and in the schoolroom.
- (9) The teaching of country children to play fair and in a wholesome manner.
- (10) Contact with parents and the community in general.

The following represent the principal means of contact with the public made use of during the past year.

- (1) Township and county field days.
- (2) Eighth grade and high school commencements and closing exercises.
- (3) The mid-year County Conference—already mentioned.
- (4) Publication, through the newspapers, of public school information.
- (5) Public meetings such as parent-teachers' associations, Kiwanis clubs, church gatherings, etc.

By means of these and other agencies, we have attempted to keep before the public the aims and accomplishments of the public schools and to encourage and secure cooperation without which little lasting improvement can be made.

## CITIES

*L. A. BuDahn, Asbury Park*—You well know under what handicapped housing facilities Asbury Park has had to work for many years. I am glad to report, however, that with the legislative enactments which were obtained last winter, and in which you and your office force gave such valuable assistance, there can be no longer any further delay in the construction of the new high school to which we have looked forward these many years. The people of Asbury Park endorsed the project in a referendum vote by almost a unanimous ballot—1503 in favor, and 178 not in favor. The city commissioners are making provisions for a million dollar bond issue, and the board of education has awarded the building contracts. Every possible effort is being made to have the building ready for occupancy by September, 1925. . . .

This year, instead of making the usual grade study which cannot possibly show anything but relative and unreliable data, we made an age-progress study. In this study every child that gained regular promotion for each half year in school was considered as making progress. The child that skipped one or more grades was considered as making rapid progress, and the child that repeated

one or more grades as slow progress. Skips and repeats by the same child were allowed to offset each other.

The study showed that 10 per cent. of our elementary school children made rapid progress, 49 per cent. normal progress, and 41 per cent. slow progress. Of those that made rapid progress, 72 per cent. were under the standard age for their particular grades, 19 per cent. were of standard age, and nine per cent. were over the standard age. Of those that made normal progress, 34 per cent. were under age, 35 per cent. of standard age, and 31 per cent. over the standard age. . . .

After two years of generalized health work on part of the city and school nurses, in a cooperative program, I am quite convinced that such an arrangement will give much greater and efficient health service to the city and school. We administered the Schick Test to all children whose parents requested it. The medical inspector finished all his examinations by January 1, and thus made possible a program of more intensive and extensive follow-up work on part of the nurses. We have been exceptionally free from epidemics and contagious diseases due to the excellent work of our school and city health departments.

*Charles B. Boyer, Atlantic City*—The opening of the new high school building, in September, 1923, was one of the outstanding features of the school year 1923-1924. This building was erected at a cost of \$1,750,000 and is equipped with modern, up-to-date furniture and appliances for good practical high school use. The enrollment exceeded all expectations. The building was originally designed for 1900 to 1950 students. The enrollment on the opening day exceeded 2100. The average enrollment for the year was approximately 2000.

With the large number of pupils who are yearly entering our high school it is necessary for the board of education to take steps at once to reconstruct the school system, thus making it possible to reduce the present enrollment in the senior high school. There are two outstanding features which must be considered; that is, the erection of a junior high school building, thus relieving the senior high school of the freshman class, or to establish a commercial high school. During the past school year we had an enrollment of 800 students in the commercial department. This department is growing very rapidly and it seems that it will be necessary to take the old high school building, corner of Ohio and Pacific Avenues, and equip it for a commercial high school, thus giving us an academic high school and a commercial high school. . . .

The board of school estimate granted the board of education an appropriation of \$225,000 for the erection of an industrial school building in connection with our Indiana Avenue school (colored). This building, when completed, will be used largely for industrial work in connection with the work done in our colored schools. It will house from 175 to 200 boys and girls who are somewhat handicapped in their progress on account of not having had the advantages of good schools. There are a large number of boys and girls in this city who have come from southern states and have not had the advantages of good schools. We shall, therefore, select from our colored schools over-age children and children who need special attention. They will be placed in the industrial school, where classes will be designated as



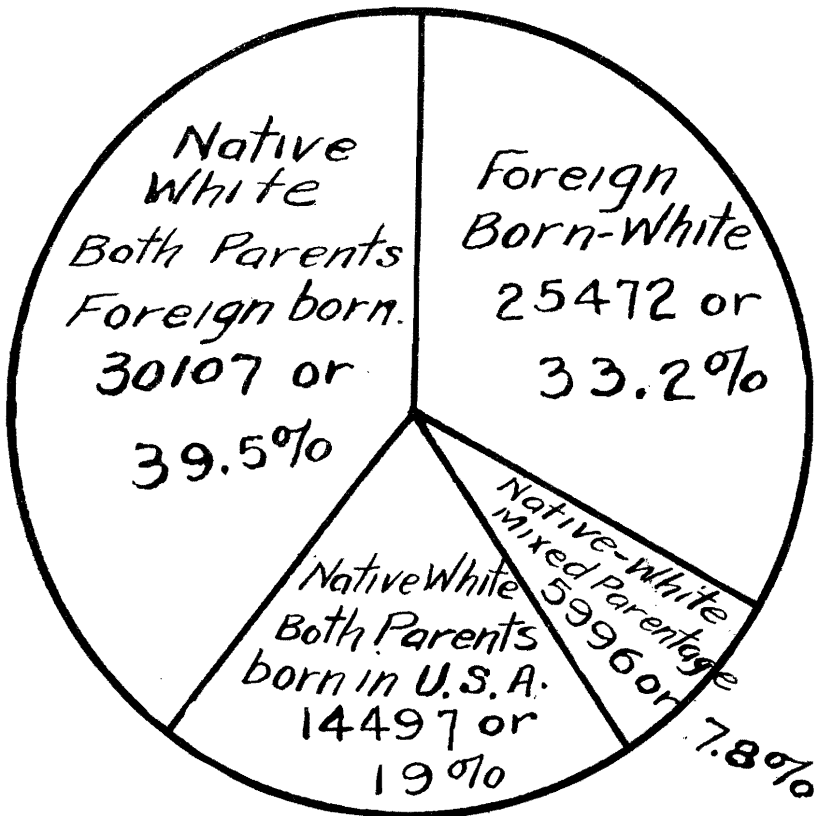
"Opportunity Classes." This will relieve the enrollment in many of the regular classrooms. The industrial work will include work in drawing and woodwork for boys, sewing, cooking and household art problems for women. The building will be completed and ready for use some time during the year 1924-1925.

The board of school estimates also granted an appropriation of \$150,000 for the enlargement of the Boys' Vocational School. . . .

Evening school work at the Illinois Avenue School is entirely of the vocational type. We have had good attendance in the classes for women as well as in the shop classes for men. The enrollment was approximately 800.

*Preston H. Smith, Bayonne*—The people of Bayonne are mostly of foreign stock. In 1920 one out of every three persons living here was born out of the United States. Of the native white population 30,107 are of foreign parentage; 5,996 of mixed parentage and only 14,497, or 19 per cent., were born of parents both of whom were born in America. The number of negroes in 1920 was 648; the Japanese and Chinese, 34.

POPULATION CHART

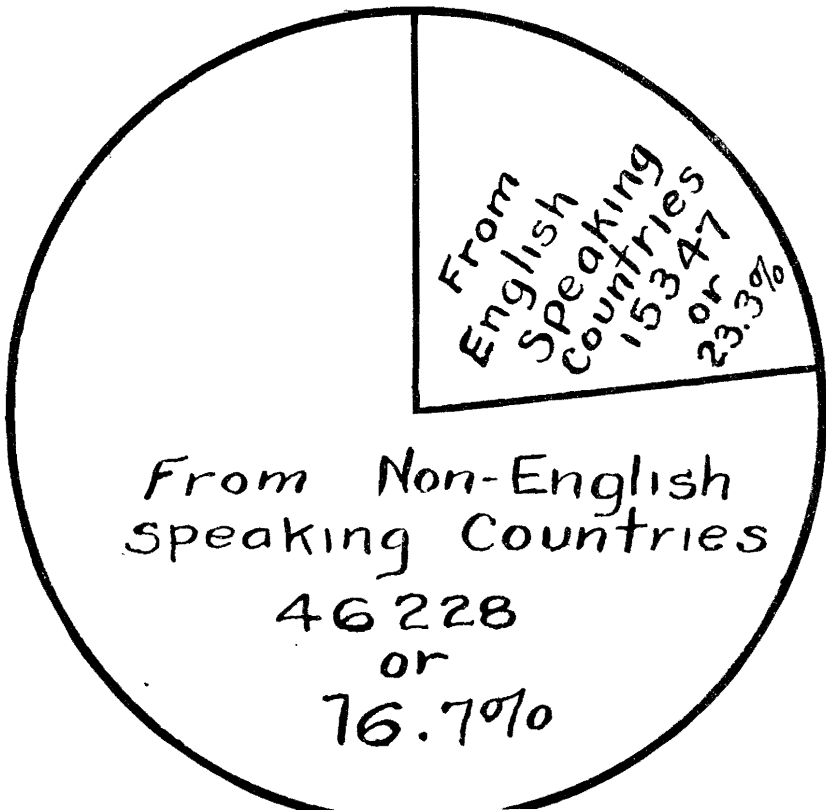


The following table shows the total number of the different racial groups that go to make up the population of this city:

## MOTHER TONGUE OF FOREIGN WHITE STOCK

English and Celtic .....	15,347	Flemish .....	27
Dutch and Frisian .....	88	Norwegian .....	190
Swedish .....	456	Italian .....	6,138
Danish .....	176	Spanish .....	380
French .....	248	Rumanian .....	104
Portuguese .....	10	Polish .....	14,621
Greek .....	131	Slovak .....	3,652
Czech .....	280	Ruthenian .....	196
Russian .....	3,440	Serbo Croatian .....	23
Slovenian .....	167	Hebrew .....	7,919
Lithuanian and Lettish.....	1,030	Finnish .....	44
Magyar .....	533	Syrian and Arabic.....	87
Armenian .....	28	Unknown .....	7
Turkish .....	7	Mixed Mother Tongue.....	1,071
German .....	5,175		
Total all mother tongues.....			61,575

## POPULATION CHART



. . . The following types of organization are found in the Bayonne system. Three schools accommodate all grades from the kindergarten through to the sixth; one school for grades, kindergarten through the second, and grades 7, 8 and 9; three for all grades, including the ninth; five for all grades through the eighth; one for subnormal classes; one vocational school; one high school for grades 9 to 12. With the completion of the junior high school building, the plan will be to transfer seventh, eighth and ninth grades to this building.

In addition to the above, special types of work are carried on. Classes are provided for deaf-mutes, for children with speech defects, for crippled children and for anæmic and undernourished children.

Americanization classes are conducted in homes for the benefit of women. Evening schools for Americanization work, for trade groups and high school classes are conducted. Special provision is made for the over-age pupil who is handicapped in the ordinary classroom. Continuation schools are held for workers between the ages of 14 and 16. Vacation schools are carried on for pupils wishing to make up back work.

*George Morris, Bloomfield*—1. A sixteen-room addition to the high school will be ready to be occupied in September.

2. A six-room and auditorium addition to the Carteret School No. 6 is being built. The outside walls are nearing completion. We hope to occupy the new rooms in February.

3. Work has been started on the construction of an Opportunity School especially designed for retarded classes. I believe this is the first new building of its kind in the State.

*R. M. Oberholser, Bordentown*—There has been a steady growth in the Bordentown public school system. This growth is not only shown in enrollment, but in percentage of attendance, in percentage of promotions and in graduation from the high school. A better promotion rate is the result of the drive for better attendance and the fact that more teachers have been added to the teaching staff, reducing the pupil load per teacher. No teacher now has in excess of 40 pupils. The departmental work in the upper elementary grades has also resulted in better work as evidenced by a comparison of our results with the results in the Education Bulletin for the State. While Bordentown has a smaller per cent. in the group above 90, it has less in the group below 70—a larger number being in the middle group.

The physical equipment of the local schools will soon be on a par with other systems in the State. The colored children have been taken care of in a thoroughly remodeled building. The white elementary grade building has been remodeled during the past year, while a new high school building, accommodating 400, will be ready for occupancy January 1. This will make it possible to put all rooms on full time and also discontinue the rental of outside rooms.

*C. C. Hitchcock, Bridgeton*—About the first of November, with the approval of the local board, we decided to rewrite our courses of study for the first six grades. Committees of teachers and principals were appointed and work soon began in earnest. Visits were made to surrounding cities. Numerous courses of study were examined and specialists were brought to

Bridgeton from nearby normal schools and colleges. A reference library for teachers' use was started. The committees met together in one meeting two or three times, then were split up into committee meetings. Each committee proceeded with its course, conferring from time to time with the other committees. We have completed to date outline courses in arithmetic, English, geography and reading. Others are well on their way. During the year 1924-25 we shall add helps and devices for teachers and also pedagogical material. We hope to submit them to you for approval in the near future.

At the May meeting of the board of education it was voted to create seven additional positions in the teaching force. Three of these were for regular grade teachers; one for penmanship supervisor, and three for high school teachers. Provision was made in the budget to take care of these extra positions.

After some study on the part of junior and senior school principals, teachers and myself, it was decided to adopt sixty-minute periods in the seventh and eighth grades. A part of this period will be used as supervised study under the immediate direction of the teacher. This was instituted at the opening of school in September, 1924.

*James E. Bryan, Camden*—The phase of our work that has occupied a large part of our attention during the year is the organization of two junior high schools and the study of the whole question of junior high school organization and curricula. For six years we have had a school which has been spoken of locally as the junior high school. It has not been a junior high school in the strict sense of the term, inasmuch as we have had no ninth grade work done in the school. This fact was due to the limited capacity of the building. The completion of the new junior high school building makes it possible for us to organize two junior high schools in September in which we shall have seventh, eighth and ninth grade work. The inclusion of ninth grade work in the junior high school curriculum will serve to relieve in large part the highly congested condition in which the high school has been running for the last two or three years. The organization of these two junior high schools has been provided for fully and we expect to accommodate between 1600 and 1800 pupils in the two schools in the course of the year.

*L. A. Rodes, Cape May*—During the past year there was a slight decrease in the enrollment in the Cape May public schools due to the fact that a number of families were compelled to go elsewhere to find work. This decrease in enrollment makes progress difficult as any innovation makes a marked increase in per capita cost of education. There is bound to be a high per capita cost when an enrollment of 20 pupils per teacher prevails, but there are decided advantages in the quality of work possible. I stressed the individual attention to pupils. To this end numerous tests were given, some socialized classes organized and a very elaborate health project was worked out. All of these efforts resulted in a smaller percentage of failures than Cape May schools ever experienced. . . .

In scholastic attainments our results were still more pronounced. Some of our students were prize winners in the county English contest, while our

grammar school spelling team was declared the winner of the county contest. In the State-wide intelligence and reading tests given to our seniors, a very good showing was made. In both tests our median was far above the normal. . . .

Some of the local civic organizations took more interest than usual in our schools and showed it by giving scholarships to some of our graduates. The Kiwanis Club gave a \$100 scholarship to the most worthy boy in the senior class. The Women's Community Club equalled this for the most worthy girl, and the Colored Men's Civic League gave \$75 to the colored youth with the best scholastic record. The townspeople manifested more interest in all the activities of the schools than ever and all that is necessary for greater progress is increased enrollment.

*George J. Smith, Clifton*—As an experiment, one of the school principals decided to organize within his school a disciplinary system known as "The School Republic." Each room constituted a school city in that school republic. The government of the particular system was based on the government of the United States and the government of the various rooms was based on the government of the City of Clifton. The main object of this organization was to teach the children citizenship and to evolve a better school spirit by giving them an opportunity to take an active part in the government themselves. This system achieved its purpose to a large extent.

During the year in all the schools of the city, milk is furnished daily. Parents are only too willing to pay for this. As is always the case, where this milk is most needed, the parents are unable to purchase it. Since there is a small profit left after the distribution is made, the proceeds are used to buy more milk for those children who are undernourished and cannot afford this luxury. Thus many are furnished free of cost and a general improvement in the physical and mental condition is noticed throughout.

In order to produce a more thrifty generation by instilling in the minds of children of school age the value of saving, automatic thrift machines are placed in all school buildings. It is an easy matter for children to drop their pennies in this machine and receive in exchange a stamp. This is placed on a card and when the card is filled the amount is transferred to a bank book. The children in some of the districts saved in one year as much as ten, twelve and fifteen dollars each.

*C. J. Scott, East Orange*—The opening of our schools for the present year was preceded by a series of teachers' meetings held for the purpose of acquainting newly-appointed teachers with the work of the year in the grades to which they were assigned, to afford principals of schools an opportunity to fully organize their schools previous to the opening day and to have all preparations completed for the reception of pupils with everything in readiness to begin regular classroom work the first day, and also for the purpose of stimulating the zeal and enthusiasm of all teachers for a highly successful school year. . . .

One of the special activities of the year was the giving of the Schick Test to all pupils whose parents consented that this be done. Four thousand six hundred sixty of the number belonging, 8,298, received the immunization test. Of this number 1,283 were found to be immune. Of those susceptible to

diphtheria, 3,188 were inoculated. The coming year these pupils will again be tested to determine if immunity has been fully and completely established. . .

There was completed this year a census of all the children of school age in East Orange. The information obtained included in addition to the address and age of children, the attendance at other schools than our public schools, list of children prevented from attending school through physical disability of any kind, color, where employed, last grade and school attended.

The gratifying information was obtained that practically 100 per cent. of the city's children of compulsory age were in school.

All children who were found to be unable to attend school because of extremely defective vision or because of crippled bodies were provided with suitable instruction, and in certain cases, arrangements were made for medical care.

On the whole, the undertaking has proven very much worth while, fully justifying the expense and labor entailed. Although the results showed that no children or parents are violating the compulsory attendance laws and that our schools are meeting the special and exceptional educational needs of the people of the community, it is as necessary that these facts be obtained and verified as it would be if conditions were not satisfactory. The records made of the data obtained are such that they form the beginning of a continuous census.

By a unanimous vote of the members of our board of education, the maxima of the salary schedule were increased two hundred dollars. The resolution adopted is as follows:

"That the present salary schedule be amended by increasing by the amount of \$200 the present maximum salaries of principals, supervisors, department heads, teachers, including high school and elementary teachers, kindergarten teachers, kindergarten assistants, general assistants, special teachers, and teachers of mental defectives.

"This increase is to be applied to salaries affected by granting two annual increases of \$100 each when a salary has reached the maximum of the present schedule." . . .

In the contest conducted among fifty cities by the American Child Health Association, the East Orange schools won one of the \$500 scholarships for excellence in health instruction. The award was given to Miss Bernice Kenny, of Columbian School.

The provisions made by our board of education for granting to certain teachers a sabbatical year were made operative for the first time during the past year. But one teacher was able to avail herself of the opportunity for a year's absence of study and travel. Applications received, however, assure us of a full quota for the coming year.

The response from the teaching body indicates that the sabbatical leave of absence will meet the need of our teachers who have been in the classrooms for many years and are on tenure, to refresh their enthusiasm and spirit, and to overcome any tendency to narrowness or inhibition against change and progress.

*Ira T. Chapman, Elizabeth*—The records of the public schools—regular day and vocational—private and parochial schools of this city with the records of working papers granted should account almost fully for boys and girls

fourteen and sixteen years of age. The continuation schools legally enroll boys and girls of these ages *employed* in Elizabeth—not necessarily *residing* in Elizabeth. The number enrolled June 2 in the public elementary, high and vocational schools was 2,187; the number of labor certificates in force June 30, 721—in all 2,910. The estimated number fourteen and fifteen years of age residing in the city is 3,279. It would appear that here also is needed the checking of an accurate school census, in order that the school authorities may make certain that the school laws are fully complied with. . . .

The teaching experience of persons employed as teachers in the public schools of Elizabeth is shown by the following:

- 6 per cent. have had less than 1 year's teaching experience
- 29 per cent. have had less than 5 years' teaching experience
- 26 per cent. have had 15 or more years' experience
- 9 per cent. have had 25 or more years' experience

Of the entire teaching force, ninety-one per cent. are graduates of standard normal schools or colleges. Sixty-three of the seventy-eight teachers employed in Battin High School are college graduates, and a very large proportion of the remainder have done work equivalent to college graduation. Seventeen of the forty-six teachers employed in the Cleveland Junior High School are graduates of colleges, and practically all the remainder are graduates of normal schools and have done additional professional work in colleges or universities. More than ninety per cent. of the teachers employed in the public schools of Elizabeth during the year 1923-24 have done some type of professional work while in service. A great proportion of them have done work at Teachers College or New York University, or in extension courses.

*Winton J. White, Englewood*—In my last report to you I spoke of our proposed use of the Schick Test or the Toxin Anti-Toxin treatment. It may be interesting to you to know the plan that we followed. We took all the children in our schools eight years of age and under, whose parents would consent to their receiving the treatment, and had them given the Toxin Anti-Toxin treatment for diphtheria. There were some five hundred children given this treatment without a single case of illness or any mishap, as far as we know. This year we propose to continue this movement by including all children in school ten years of age and under who have not been previously inoculated against diphtheria. In this way we shall gradually build up a community that will be practically free from the dangers of this disease. At the same time this is being done in a way that doesn't involve a large expenditure of money in any one year. To have inoculated all of our children would have cost us several thousand dollars, but by our plan it means an expenditure each year of approximately four hundred dollars.

For a great many years we have operated in Englewood a school savings bank of our own. Many of our children have saved considerable sums of money by weekly deposits made in the schoolroom. But this work had grown to such an extent that it involved considerable labor and quite a little expense to carry it on in the schools, so in December of last year we decided to transfer it to the Educational Thrift Service, which organization in cooperation with our Citizens' National Bank, took over our school savings and continued to

handle the weekly deposits of the children. It is interesting to know that beginning January 18 and up to June 30 of this year, the children in our elementary schools had deposited a total of \$10,551.66 and of that amount only \$1,144.16 had been withdrawn during the year. The average number of weekly deposits in the school for that time was 1,004, and about 95 per cent. of all the children in grades one to six opened bank accounts.

During the year we established a system of junior police in our schools to assist with the traffic regulation in the vicinity of all our schools. Boys twelve years of age and over were selected in the various schools to serve in this capacity. Having received a course of training under the chief of police of the city and one of his assistants, they were assigned to duty around their respective schools. The work has received the commendation of a great many people, and the police department in the city has complimented us upon the splendid results obtained from the use of these boys. While we have always been remarkably free from accidents in this city, even though our automobile traffic is heavy, still I feel that a greater element of safety exists to-day than existed before we inaugurated this junior police system.

*Daniel S. Kealey, Hoboken*—During the year we established classes for parents as well as children that they might learn the causes of malnutrition, their effects and their corrections. We found many of the mothers greatly interested in this work. It might be advantageous to every community to start a drive for the correction of ordinary defects such as adenoids, enlarged tonsils, etc., to the end that we might make these children healthier, happier embryonic citizens.

Milk is served in the schools during the morning recess. The benefits to the children are so marked the practice will be continued and encouraged.

Fully realizing that all institutions for the criminal and morally defective are punitive and seldom corrective, I have been reluctant about sending any of our boys to the State institutions.

During the past year typical incorrigibles were placed under my immediate supervision, and a study of each case made, with the result that some are doing regular grade work and others exercising their intelligence in proper channels have shown a mental capacity beyond their mental age, and have actually been advanced a grade during the term. Of course, the parents can be of material assistance, but unfortunately parental cooperation is lacking, and while I am opposed to assuming the responsibility of the home, the conviction remains that something can and must be done with this type of pupil. The psychology department has worked with me in attempting to correct incorrigibility, and we hope to make useful citizens of incorrigible children.

Summer school for high school students has served a threefold purpose:

1. It has enabled those to make up lost ground, who, through illness or other justifiable causes, lost instruction.
2. It has helped those who, though they made serious efforts, still need further instruction for the satisfactory completion of the term's work.
3. It has served as a penalty in cases where conditions resulted from lack of diligence.

N. B.—The Summer school has made it possible for 61 per cent. of those in attendance to enter the coming year without conditions.



*R. L. Saunders, Irvington*—As a result of a survey made of all elementary schools last year, a summer school was organized, designed to give instruction to pupils who by reason of their intelligence quotient and work done, as shown by tests of achievement, were qualified to skip a half year's work after having received instruction in the fundamentals of the work outlined to be covered during the semester to be skipped. Pupils entered this summer school only on invitation. Our reports show that 248 pupils successfully completed this summer school work and were promoted as stated. A careful record was kept of the work of these pupils during the following semester and it was found that 96 per cent of these pupils carried the work in a creditable manner, thereby assuring us that good work had been accomplished in the way of readjusting the grading of pupils. It is proposed to maintain this summer school every second year along similar lines until we feel that complete readjustment has been made in the graduation and placement of pupils. . . .

School savings banks were established in all classrooms in the district. Each teacher maintained a bank for her particular class. The work of these banks has been organized and systematized in conformity with good banking rules. We were somewhat late in working out this school saving organization as is shown by the fact that the banks were maintained for a period of only about two and one-half months toward the end of the term. I am pleased to state that during this two and one-half month period, however, the amount of money deposited by the pupils amounted to over \$15,000, most of which remains in the bank during the summer vacation. It is proposed to reopen the banks immediately after school opens in the fall, and to maintain them as a part of the regular school organization. . . .

I am pleased to report that within the last two months our board of estimate and town commission have, on the recommendation of the board of education, voted an appropriation of \$800,000 for the erection of a new high school building. This amount does not cover the cost of equipment. A conservative estimate seems to indicate that the equipment will cost between \$150,000 and \$200,000. A combination of these figures seem to point out that within the next two years Irvington will have a high school building of which we may justly feel proud.

*Edward A. Murphy, Jersey City*—A vocational industrial school of high school grade was maintained for 90 evenings in the William L. Dickinson High School, in which instruction was given in machine shop work, pattern making, carpentry, mechanical drawing, architectural drawing, freehand drawing, sewing, including dressmaking and millinery, cooking, home nursing, shop mathematics, algebra, geometry, electricity, applied physics, elementary mechanics, printing, and power plant operation. Branches of this school were established in Schools Nos. 24 and 25.

A commercial evening high school was conducted in the William L. Dickinson High School for 90 evenings. The subjects offered were stenography, typewriting, bookkeeping, commercial law, salesmanship, real estate transaction, chemistry, arithmetic, algebra, geometry, English, French, Spanish, and physical training.

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 instruction in classes for the foreign born. In these schools, 47 nationalities were represented.

A vocational evening school was continued in School No. 32. In this school instruction was given in woodworking, machine shop practice, cooking and sewing.

In accordance with the law, continuation schools were established for all juveniles between fourteen and sixteen years of age, who are employed, and who do not attend the regular day schools. As permanent buildings were not available for these, a temporary plan had to be adopted. In School No. 25 and the high school, classes were conducted all day between 9:45 A. M. and 5 P. M. Opportunity was thus given for providing six hours' instruction per week to all working juveniles. The board of education has taken steps toward the erection of a special building for continuation school work.

A continuation class in printing, established in School No. 24, at the request of the typographical union of Hudson County, has been continued throughout the year. All the printing apprentices of the city attend the class.

The school for crippled children was maintained in a building especially designed for this purpose. During the year 149 pupils attended. These were transported to and from the school. Lunches are furnished at the noon recess. A physician and a nurse are in constant attendance.

There are thirteen classes for pupils mentally defective. For these the board employs thirteen teachers and a supervisor, who directs the work of the classes and examined pupils reported as subnormal.

Five open-air classes have been maintained.

Two classes for deaf pupils, one for the blind, six for the 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. . . .

In February, 1924, a class was formed in School No. 10 for children who had just arrived here from foreign countries. These children have been in school in their native countries, but had no knowledge of the English language. This class is known as the "ship class," and has fifteen pupils in attendance.

*Herman Dressel, Kearny*—A noteworthy plan has been tried here during the last year. All children over age and backward have been urged to attend the Opportunity School. Here two classes, one of boys and one of girls, were formed and placed under expert teachers. These teachers were told to give all pupils the most possible education of any kind, but were not asked to follow any outlines. Four groups were made of these pupils, who ranged from low fifth to seventh grade, and much time was given to hand work, drawing, art, music, office practice, typewriting, etc. At the end of the year, nine received grammar school diplomas and as one of these remarked, "I was told I would have a chance, but I did not believe it at first. I came to this country and could not speak English and found only that other boys made it hard for me to stay in school. Now, I am going to the high school and will show what I can do." Some pupils actually did two years of work (but not according to the course of study), passed the State tests and proved they had done their work well.

*Charles T. Stone, Long Branch*—Two extension courses for teachers have been given in our city during the past year. Many of our teachers are taking these courses to get credit toward a college degree. Our board of education grants an extra increase in salary for work successfully completed in these courses.

In our health work we now employ two school physicians on part-time and a nurse on full-time. A dental clinic has been established with a dentist employed three mornings a week.

Parent-Teachers' Associations are now organized in each one of our schools. These associations have been very active in promoting the health work in our schools. They also gave strong support to the board of education plans for extensive repairs to the present buildings and the erection of a new high school.

The evening school for foreign born had an enrollment of 96. Most of these men and women are securing their naturalization papers.

*M. Ernest Townsend, Milville*—We are happy to record the progress made toward the completion of the new Memorial High School. This building will not only be one of the finest buildings of South Jersey, but will allow our present building to be used for relief of our greatly overcrowded conditions elsewhere in the system. These conditions are much worse than patrons imagine, and we are glad to contemplate at least partial relief.

Sometimes patrons wonder how school superintendents really keep busy. This is a cross section of your superintendent's program for this year which is only partial in scope:

Number classroom visits made .....	353
Number conferences with teachers .....	340
Number conferences with principals .....	66
Number group meetings .....	16
Number general faculty meetings .....	5
Number principals' meetings .....	10
Number meetings of board of education attended.....	12
Number board of education conferences .....	20
Number State and national meetings attended .....	3
Number talks on educational topics .....	33
Number city commencement exercises .....	3
Number applicants for positions visited .....	29

These are taken from the superintendent's daily program book, which is always open for inspection. They do not represent the entire number of these items, but only those recorded. . . .

A school system, to remain healthy, must have an onward look. These recommendations are made after serious consideration, and in no wise lightly:

1. The New Memorial High School should be equipped adequately and carefully, to take care of courses which we now have, and also to provide for adequate training in household economics, and manual training, and shop work, throughout the four years of the course.

2. South Millville, Southeastern and Northeastern Buildings are woefully inadequate for school purposes. A building program must be adopted extending over at least 10 years, to adequately provide sitting and proper housing.

3. We should provide a grade supervisor for those schools having teaching principals. The supervision of instruction is too important to neglect. The grade supervisor should also assist all principals in the development of reading as a basic subject, through the first four grades at least.

4. We need at least one ungraded class, for those who are retarded, but who do not belong in the defective group. This should have not more than 25 pupils, and should provide for rotation of pupils, as rapidly as their progress warrants.

5. A more adequate system of compensation for teachers is not only desirable but necessary if we are to maintain the high efficiency for which our schools are known throughout our State.

6. More adequate provision must be made for library material for grade pupils. The city schools must not be expected to have to use our city library for classroom and reading references work. Adequate school libraries must be in the schools.

7. Some system should be introduced to teach thrift as a regular part of the activities of the schools.

8. A careful survey should be taken immediately to determine in what way best to use the present high school building, when the Memorial High School building shall have been completed.

*Frank G. Pickell, Montclair*—This year witnessed the opening of the Nishuane Junior High School. The opening of this school—the fourth junior high school in Montclair, is evidence of the policy to continue the junior high school organization. . . .

The health of the school children was unusually well-cared for during the year. In addition to the regular health work of doctors and nurses, three special nutrition classes were started—one in each, Watchung, Grove and Glenfield Schools. . . .

The work of classifying pupils occupied a place of greater importance than ever before. City wide prognostic and achievement tests were given to sixth and ninth grade pupils and work was begun which when completed will mean that every pupil enrolled will have been given a battery of standardized tests. This work was begun in the kindergarten. Emphasis was placed throughout the year on individual testing. Some headway was made in discovering those pupils who might later be enrolled in classes for gifted children. It is hoped that the time may soon come when the gifted child will receive as much attention as the slow one.

A far reaching program in curricula and courses of study revision was begun. This work will continue over a period of two or three years and possibly longer. In that time it is hoped that courses can be brought up to date. Courses of study should be looked upon as dynamic. Static courses are dead. No work is so important a factor in the professional advancement of the teaching personnel as work on material that is to be taught. . . .

Steps were taken to reorganize, and where necessary enlarge the administrative and supervisory staff. The personnel of the music department was increased by the election of a new supervisor and one special teacher of music. A research department was created which will take over the mental testing and administrative research studies. A general supervisor of elementary grades was appointed to assist the superintendent in the curriculum work and supervisory problems of the elementary schools.

*Frederick J. Sickles, New Brunswick*—This next year I believe that teacher growth will be stimulated by a measure adopted recently by the members of the Board of Education. . . .

A limit of aggregate increases for courses will not be fixed, but such increases shall operate to increase the maximum salary of those normal graduates who are able to secure practically one-half credit for work done at normal school toward a degree at Teachers' College, Columbia University, New York University, or equivalent institution, and who shall be recommended by the building principal interested, by the superintendent of schools and approved by the board of education in regular meeting assembled. For such people course credit increases will be based on a four-quarter scheme, which is as follows:

Every teacher so recommended and approved shall complete—after securing not less than sixty points toward a degree—one-quarter of the remaining points necessary for degree before being allowed to leave the ordinary maximum of \$1,800.00. The second quarter of the remaining counts will entitle the instructor to advance to \$1,900.00. At this point the teacher must matriculate in one of the aforementioned universities. For the completion of the third quarter of the distance to a degree the teacher will be advanced to \$2,050.00. The completion of the points necessary for a degree will entitle said individual to reach \$2,200.00. Such quarter increases are to be made in half-section, *i e.*, before \$1,900.00, the increases will be in \$50.00 portions—after \$1,900.00 in \$75.00 portions. After the completion of the degree teachers who have been entitled to the above advancements may, upon continued recommendation from the principal concerned and the superintendent of schools, and a second approval by the board of education in regular meeting assembled, be entitled to advance to a maximum of \$2,500.00. . . .

## SOME GAINS MADE 1913-1923

	1913	1923
Per cent. senior high enrollment is of total enrollment.....	12.6	18.3
Per cent. average daily attendance is of total enrollment.....	79.6	82.4
Per cent. grammar grades are of total enrollment.....	26.1	28.5
Per cent. high school graduates are of senior high enrollment.	11.5	12.6
Per cent. of attendance whole system .....	90.8	93.5

## SCHOOL ENROLLMENT BY NATIONALITIES

Taken December, 1923

Nationalities	Sr. High	Jr. High	Ld. St.	N. Hale	Bay	Liv.	Wash.	Linc.	Total
America	387	395	223	215	98	258	238	177	1,901
(Negro)	8	31	16	115	10	10	22	15	227
Austria	17	40	21	13	..	..	..	8	99
Armenia	..	1	1	1	..	..	..	..	3
Alsace-Lorraine	..	1	..	..	..	..	..	..	1
Belgium	1	1	..	..	..	..	1	..	3
Bermuda	1	..	..	2	..	..	..	..	3
Czecho-Slovak	..	3	..	..	..	1	3	3	10
Canada	5	2	5	1	..	..	..	1	14
Denmark	6	3	1	1	..	..	3	3	17
England	13	18	1	2	3	3	29	..	69
Finland	..	1	..	..	..	..	..	..	1
France	9	3	..	1	..	..	..	1	14
Germany	37	58	33	16	5	8	49	25	222
Greece	1	9	20	2	71	..	10	4	117
Gallicia	..	..	..	2	..	..	..	..	2
Hungary	52	154	48	17	191	31	418	360	1,271
Holland	3	7	2	7	..	5	2	..	26
Italy	19	54	11	122	12	12	49	63	342
Ireland	9	10	4	..	..	1	5	..	29
Jamaica, W. I.	..	..	..	4	..	..	..	..	4
Japan	..	..	..	..	..	..	1	..	1
Lithuania	3	1	..	..	..	..	..	2	6
Mexico	2	..	..	..	..	..	..	..	2
Norway	..	3	..	..	..	..	..	4	7
Poland	5	29	21	11	19	2	74	2	163
Roumania	6	4	1	..	1	2	..	2	16
Russia	114	163	133	31	123	16	48	31	659
Sicily	..	..	..	..	..	1	..	..	1
Slov	1	..	2	..	..	..	18	1	22
Switzerland	2	1	1	1	..	..	..	1	6
Spain	1	5	114	3	13	..	5	..	141
Sweden	6	2	..	1	..	1	4	3	17
Syria	..	3	2	12	1	..	2	5	25
Scotland	7	1	1	1	..	1	..	2	13
Turkey	..	..	1	..	7	..	..	..	8
Vendish	..	..	..	..	..	..	1	..	1
	715	1,003	662	581	554	352	973	713	5,533

*David B. Corson, Newark*—When the all-year plan was adopted, it was believed that it would be possible:

1. To save two years of the time now regularly required to complete the elementary school course.
2. To prove that under proper conditions of discipline and instruction, pupils will suffer no physical or mental injury by reason of an additional eight weeks of school attendance during the months of July and August.
3. To prove also that the continuous session through July and the greater part of August saves an enormous loss of time and energy. Evidence is accumulating that at least half of June is ordinarily wasted under the regular plan, owing to studies coming to a standstill pending examinations and summer vacation.

That there has been no physical or mental injury by reason of the eight weeks of school attendance in July and August may be granted as probably true. The testimony of a large number of teachers is to that effect. Some teachers claim to have felt the strain and others decline to remain to teach in July and August, fearing injury to their health. Those who have taught several successive summers state that they have lost buoyancy and spirit because of the continued work, but they do not condemn the plan. The vice-

principals of the two schools longest established are now out on furlough because of ill health. It would be difficult to prove that the all-year work was the cause of these two breakdowns. The report of the medical department shows a larger number of exclusions in the all-year than in other schools, but that can be well explained as due to the fact that the schools are larger and that some nurses may be more vigilant than others. It is reasonably certain that there is no widespread injury to the health of our robust children or strong teachers, or, if there be injury, it cannot be definitely fixed as due to the all-year plan. The facts available are, at least, not sufficient to contradict the theory.

It is extremely doubtful whether the all-year plan saves an enormous loss of time and energy. It is true that in June in traditional schools much time is spent in reviews and in helping the children to organize their knowledge into usable form for examinations. That is clearly part of the educational process, and it is an error to regard it as lost or wasted effort. There is a value in going over old examination questions even, for such practice assists in clarifying and classifying what has been learned and in fixing it better in memory. The fact that many immature and unfit pupils have entered the high schools seems to prove that the saving of this time is not justified; in fact, that the acceleration for pupils of elementary school grade is doubtful both as to its wisdom and its results.

The theory that pupils can be accelerated to the point of saving two years in an all-year elementary school is not true. There are three important reasons which make the theory fallacious. The first is the changing enrollment in the schools, due to the shifting population; the second, the five reorganizations each year, the additional one due to the summer vacation; the third, the criticism of the immaturity of all-year pupils and their failure in the high schools. The latter criticism is now causing a retardation of the children in the elementary schools. . . .

The all-year schools do not maintain an equal average grade of scholarship with the traditional schools. The shortening of each term and the unsettled feeling which the short term creates impair their efficiency, evidence of which has been shown in the tests given in academic subjects. The all-year schools rank low. Whether they would rank higher as traditional schools is uncertain. There are no data upon which to base a judgment.

The theoretical basis of all-year schools justifies the assumption that the graduates of these schools should be younger than the graduates of traditional schools. A comparison of the ages of the graduates of eight all-year schools and of eight traditional schools in districts immediately adjacent to them shows the immaturity of the graduates of the first named type of schools. . . .

In view of the low rating of all-year schools in the educational surveys and of the criticism of the work of all-year graduates in high schools and of the cost of all-year schools, the conclusion seems warranted that these schools should be discontinued. The term for the children of the foreign-born should be as long at least as for the native-born. These children should have the time to assimilate knowledge. To abolish the all-year plan of organization does not mean lack of school opportunity in the summer time for those who desire to attend school. The summer schools afford a means of education upon a different

plan of organization. The children can be in the schools in the mornings and in the playgrounds in the afternoons.

*M. F. Husted, North Bergen*—The year 1923-24 shows a growth of 212 in the grades in pupil enrollment, and a gain of 92 in the high school enrollment, a total of 304 pupils. This table also shows for the 4-year period, remarkable gain of 1,057 grade pupils and a gain of 437 high school pupils, a total of 1,404 pupils. . . .

Growth conditions of high school pupils enrolled:

<i>Year</i>	
1907.....	10
1912.....	65
1917.....	207
1922.....	427
1923.....	515
1924.....	607

Growth conditions of teachers and salaries:

	<i>1907</i>	<i>1917</i>	<i>1922</i>	<i>1923</i>	<i>1924</i>
Number of Teachers, ....	62	126	165	170	179
Monthly Salary, .....	\$3,417	\$10,383	\$26,848	\$28,846	\$31,404
Average Yearly, .....	\$551	\$802	\$1,627	\$1,696	\$1,754

Under the direction of our school nurses and principals all pupils are weighed. Each principal secures a daily supply of milk in sanitary half pint bottles according to the demands of the school. Undernourished children are urged to drink milk daily as a means of overcoming adverse physical conditions. The plan has received pronounced support and great benefits have resulted. . . .

Our medical inspector and our school nurses seek to remove abnormal existing conditions, our supervisors of physical training aim to prevent their development and consequently their existence. By a cooperation and a co-ordination of medical and nurse inspection, of an intelligent and systematic physical training, of a sympathetic interest of parents and of a spirit for healthful enjoyment in pupils, North Bergen aims to produce a citizenship that is healthy, efficient and happy in the vocations and avocations of life.

*James M. Stevens, Ocean City*—The board of school estimate added \$25,000 to the \$500,000 already appropriated so that the new building equipped cost \$525,000. Ocean City is proud of its new high school, and feels it is able to offer its boys and girls as good an equipment as any city of its size. . . .

When the last general increase in teachers' salaries was made it was decided to add \$100 a year to the salaries in all departments of the school. At a later date a maximum of \$1,500 was set for grade teachers. Last year the board of education decided to stop the \$100 a year increase in 1925. The result is that the maximum salary for special teachers is \$2,400 for men, and \$1,800 for women; high school teachers: men, \$2,200; women, \$2,000.

It is planned to run the schools on the six-three-three plan. In the new high school building grades 7 to 12 inclusive will be accommodated. The enrollment



will be about 450. This number includes about 100 tuition pupils. For the present at least there will be two sessions a day in all departments of the school.

From the health standpoint the last year has been satisfactory. There has been no serious sickness among the pupils. The attendance has been good. There is still too much tardiness, partly due to so many rooms beginning so early in the morning.

*W. B. Patrick, Orange*—The evening school department of the school system has shown a steady gain in attendance, and the interest displayed by the individual students indicates that they are anxious to improve the opportunities afforded them of obtaining a better education. Particularly is this true in regard to the foreign classes, where a visit soon convinces one that, although the instruction by nature must be almost individual, the information obtained and the skill acquired by each student are readily reflected in his changed attitude toward American ideas and ideals. The American evening school is a big factor in the melting pot for these different nationalities, and it is in such institutions where the real Americanization work is being done at the present time.

The rendition of a program, replete with such essays as, "Why I Came to America," "What the Evening School Has Done for Me," and "Why I Like America," typifies the character of the work accomplished this year by Principal McNaughton and his able corps of assistants, to all of whom much credit is due for the success attained.

The following tables, with reference to the enrollment in the foreign classes, are interesting:

#### (1) PREVIOUS SCHOOLING

In native land—

No schooling, .....	1
Common school, .....	227
Secondary school, .....	25
College, .....	2
<hr/>	
Total, .....	255

#### (2) AGE OF STUDENTS

<i>Ages</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Under 21 .....	45	21	66
21 to 30 .....	124	26	150
31 to 50 .....	28	6	34
51 to 60 .....	4	1	5
Above 60 .....	0	0	0
<hr/>			
Total .....	201	54	255

## (3) NATIONALITIES REPRESENTED

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Albanians .....	1	0	1
Armenians .....	3	0	3
Negroes .....	4	0	4
Czecho-Slovakians .....	0	2	2
Danes .....	4	0	4
Germans .....	50	30	80
Greeks .....	15	0	15
Hungarians .....	0	3	3
Italians .....	82	10	92
Jugo-Slavs .....	0	1	1
Norwegians .....	13	1	14
Poles .....	5	1	6
Roumanians .....	2	1	3
Russians .....	0	1	1
Spaniards .....	7	2	9
Swedes .....	12	1	13
Swiss .....	1	0	1
Syrians .....	1	1	2
Japanese .....	1	0	1
Total .....	201	54	255

Each year of its existence, this branch of the system demonstrates the beneficial results which accrue from proper care of the teeth. Pupils no longer regard the clinic as a place to be avoided, but rather as a part of the health department, to which they may go for the purpose of alleviating what might prove to be future difficulties.

Excellent work by the dentist and inculcation of proper habits by the teachers have aroused an interest in the pupils to the vital importance of more careful attention to this subject.

Although the clinic is maintained by public school funds now, it originated through the efforts of a former president of the board, Mr. Sidney M. Colgate, and the children of this city should be grateful indeed that Orange can number among its citizens one who, through his generosity, has performed such a service in their behalf.

The following record will be of interest:

Fillings—

Silver ..... 769

Cement ..... 210

— 979

Extractions ..... 1,691

Cleanings ..... 1,037

Treatments ..... 385

No. of patients treated ..... 1,264

No. of patients having work finished ..... 1,190

No. of appointments kept ..... 2,090

*Fred S. Shepherd, Passaic*—The new Memorial School is operated on the work-study-play plan. Its maximum capacity is 2,276 pupils. The present enrollment of the school is 1,822 pupils. In addition to the kindergartens and regular classes of the first eight years, provision is made in this building for five vocational classes of boys using the following shops or activities: printing shop, textile shop, woodworking shop, machine shop, auto-mechanic shop and mechanical drawing. The regular seventh and eighth grade classes of the school also utilize these shops. In addition to these shops or activities for the boys, full provision is made for domestic science and art and fine arts for the girls. Other departmentalized subjects are music, nature study in the first six years, and general science in the seventh and eighth years. Both boys and girls together are instructed in these three subjects. Two well-equipped gymnasiums, one for boys, the other for girls, are in constant use. Several class-rooms are provided for special classes of various kinds as soon as they can be formed. The auditorium constitutes an activity daily used like other activities. The school board has provided for the auditorium a duo-art piano and a moving picture outfit, so that both visual education and the teaching of music appreciation may have their proper place in the auditorium work. Ample provision has also been made for a branch of the public library, one room of which is in constant and systematic use by the classes of the school, each of which spends one period a week in the library. Study and rest rooms for the teachers are adequate and well furnished.

For several years we have maintained four vocational groups of boys. In June, 1923, we graduated the first from these groups who had worked under our revised requirements, namely, two years of application in one of our shops, a shop of the boy's own choice. So long a time in one shop results, of course, in the development of considerable skill, much more in fact, we believe, than apprenticeship training in the trade would give. The employers of the city were quick to hire the services of these boys, who have been remarkably successful. Their employers have told us they will take all such boys we can send to them. . . .

The first Monday of October, 1923, we opened again our general evening high and elementary schools which had been closed for a number of years. We maintained, therefore, during the last year four types of evening schools: viz., general high, general elementary, for non-English speaking people, and vocational classes. The schools were in session four nights a week, Monday, Tuesday, Thursday and Friday for one hundred nights, closing just before the spring vacation. This arrangement permitted in the high school the covering in any one subject of as much ground as would be covered in the day high school in one-half year. The table below will show the enrollment in each type of school and the average evening attendance for the entire one hundred nights.

<i>School</i>	<i>Enroll- ment</i>	<i>Average Evening Attendance</i>
Evening high school, .....	696	213.81
Evening elementary school, .....	136	64.09
Evening school for non-English speaking, ....	777	349.91
Evening vocational school, .....	265	105.00

*John R. Wilson, Paterson*—The Paterson Normal School is now a State institution and is no longer part of the city system. The figures for 1923 have, therefore, been corrected in this report by eliminating the normal school registration and attendance. . . .

Several teachers entered the contest conducted by the American Child Health Association, and Miss Helen Walker, teacher of a special class for anæmic children at School No. 4, was awarded a five hundred dollar scholarship for the material that she submitted for the contest. Miss Theresa Walsh, a third grade teacher of School No. 3, received honorable mention. . . .

The Schick Test was given to 1,100 children in three schools by Dr. F. P. Lee, of the local board of health. Dr. Lee found 549 positive cases, of which 324 were immunized against diphtheria. In one school diphtheria was practically eliminated. This work will be continued in other schools next year. . . .

Two special classes for crippled children were organized in February. These children are carried to and from school by automobile at the expense of the board of education. Several children enrolled in these classes who had never attended school before. A special class for blind children was organized in February with an enrollment of eight pupils. Special equipment has been provided for them and they are making satisfactory progress. A group of fourteen children with defective vision was also organized into a special sight saving class. It is reported that this is the first sight saving class in New Jersey. Other sight saving classes will probably be organized next year.

*Samuel E. Shull, Perth Amboy*—In each of the subdivisions of our enrollment there was an increase that varied considerably, as follows:

	<i>Enrollment</i>	<i>Increase</i>
High school .....	768	21
Grammar grades .....	2848	222
Primary grades .....	4384	22
Kindergarten .....	748	24
Continuation school .....	632	9
Night school .....	369	77
Total .....	9749	375

It will be noticed that the major portion of the increase is to be found in the grammar grades. While the demand for juvenile labor continued in a normal condition during the year, there is conclusive evidence of the fact that parents are ceasing to exploit their children of fourteen years of age by sending them into the industries. It is this fact alone that accounts for the large increase in the enrollment of pupils of working age and should be a source of felicitation to the people of a community realizing the need of a more intelligent citizenship. . . .

In February we relegated to the background the traditional type of recess. By devoting those two daily periods to systematized work of a physical development character out in the open and under the supervision of the classroom teachers, we not only complied with State requirements, so conducive to bettered physical stamina, but eliminated that disorderly tendency both inside and out-

side of the classroom so characteristic of childhood left to its own devices for amusement and recreation. Incidentally, too, this arrangement added approximately a half hour per day for a variety of other types of school work. . . .

As intimated at the beginning of this report we were still laboring under the difficulties incident to lack of room. This condition will be obviated at the reopening of the schools in September, since there will then have been completed a building of twenty-seven rooms. This building will enable us to dispense with half-day classes and the use of basement rooms. There are incorporated in this structure shops for manual training, sewing, cooking, and a room for a branch of the public library of the city. Of our total of thirteen school buildings this one will be but the second containing an auditorium, gymnasium and fully equipped nurses' room. We are justified, we feel, in expecting great things to result from the facilities afforded by this modernly appointed building.

*Henry B. Howell, Phillipsburg*—Near the close of the first term, tests of the intelligence of children in grades two to five, inclusive, and efficiency tests in grades three to five, inclusive, were given with two purposes in view: (1) to secure data to assist in regrouping pupils according to their ability and achievement; (2) to afford a partial survey of the system in respect to (a) the native capacity of some of the children now in attendance; (b) the efficiency of these children in certain abilities which are developed in school; (c) the efficiency of teachers in developing these particular abilities.

I. The frequent regrouping of pupils is impossible under a rigid yearly or half-yearly plan of promotion. In view of this fact, a flexible plan of grading and promotion has been inaugurated in grades one to six in the belief that if flexibility obtains in these grades, by the time pupils reach the seventh grade the groups there found will be fairly homogeneous. According to this plan, classes of each grade below the seventh are divided on the basis of the ability and progress of the individual pupil into two or more divisions, and each division advances at its own rate of progress. A pupil is promoted to a higher division *at any time* that he may be found to outclass his fellows. Divisions nominally of the same grade are constantly expected to be found at different points of progress in their studies and the teacher during the year that she has charge of a class is expected to be able to do less than the stated year's work with one division and more than the stated year's work with another. The only provision in this connection is that the studies of a division shall be kept abreast of one another even if it be necessary to vary the relative number of periods per week. What is set down in the course of study, then, is not a time-table except in the sense that the advancement in each study of a group is timed relatively to each of the other studies; otherwise the course of study presents merely an order of progression without reference to time. It will readily be seen that scientific intelligence tests and tests measuring progress, which are standardized through the results at hand of the testing of thousands of children in various parts of the country, *help* us to judge into what categories our children fall.

*Henry M. Maxson, Plainfield*—Perhaps the most interesting departure from our regular routine work was the music memory contest which we held in

March. Thirty-five standard selections were chosen by the music supervisor and a set of records was provided for each school. Then for six weeks these records were frequently played for the pupils in each class, and the pupils were tested on their ability to recognize the selection and give the name of the author. The grades included were the sixth, seventh and eighth.

On the evening of the contest the pupils of the sixth, seventh and eighth grade classes from all the schools were assembled in the high school auditorium, each class sitting together with the teacher. Each pupil was provided with a score card, on which to write his record, with the ends turned up so that only the writer could see what was written. Ten of the thirty-five selections were chosen by the supervisors, and a part of each selection was played by the orchestra of the Plainfield Symphony Association or by individual members of the orchestra; and each pupil wrote down the name of the selection and the author if he recognized it. At the close of the contest the score cards were gathered up and taken to the judges. The judges were assisted by a number of the teachers of classes that were not in the contest.

To each of the 100 individual pupils who had the highest scores a book was given as a prize, and to the 25 who had a perfect score, a special pin was given. There were about 900 pupils who were present and took the test, and the interest and enthusiasm shown was most pleasing.

*William C. Sullivan, Pleasantville*—Active cooperation by the medical and attendance departments of our schools brought about better results than could have been otherwise accomplished. Where indigent children that needed medical treatment were found, the medical department of our schools arranged with physicians to take care of them. The money for this purpose was raised by voluntary contributions on the part of pupils and the sale of tags. The attendance officer kept in close touch with this work and saw that when pupils had sufficiently recovered from illness regular attendance was had.

The Parent-Teachers' Association discussed freely the matter of furnishing milk to pupils in the primary grades. It was finally decided to form nutrition classes and to furnish milk to the pupils who actually needed nourishment.

Excepting during inclement weather most of the physical training work was done out of doors. Much attention was paid to the formation of correct habits of posture and records were kept of the improvement made in walking, sitting and standing. In the grammar grades student leadership was organized which brought about greater cooperation between teachers and pupils. The pupils took great pride in exhibiting physical training work before the Parent-Teachers' Association. On May 23, Field Day, various drills, dances, plays, marching and pyramid building which had been taught in our schools was demonstrated to the satisfaction of the large crowd of townspeople who attended. On this day our schools entered into competition with other schools in athletics.

The work of the domestic science department, both cooking and sewing, was planned with the needs of the pupils in mind. Never in the history of our schools was there a better display of needle-craft than that of the fashion show and the exhibit of wearing apparel given on June 9.

*William F. Little, Rahway*—The following dental report shows that the work along this line has not been neglected during the year and that the percentage of defective teeth is gradually being reduced. The report shows:

Extractions .....	234
Fillings .....	153
Prophylaxis .....	69
Number attending clinics ....	349

Two years ago every pupil in our schools was examined by the dentist and a record was made of the defects of each pupil, which we have on file; consequently, our examination each year is limited to the new pupils who enter school. A reference to the cards shows the need of dental treatment. Two years ago there were 1,578 pupils reported as having defective teeth. Last year 995 pupils out of 2,000 examined were found to have defective teeth. This year the number has been reduced to 805. This shows a consistently steady decrease in the number needing dental attention. No achievement in the past few years, brought about by the board of education, has been any more beneficial or far-reaching than the work of our dental inspection.

During the year, the Union County Tuberculosis League held four clinics in Rahway, at which upon the advice of the school nurse 53 pupils were examined. One showed a positive case of tuberculosis; all the others showed faulty chest conditions for which remedial work has been prescribed, and reports show that these defects are being corrected. In a case like the above we catch another glimpse of the value of this work. If more than fifty children who were marked as predisposed to the dreaded plague of the white man can have these tendencies overcome and be restored to normal physical condition, it will repay ten times over the expense connected therewith. . . .

If every State in the Union were to exercise the same care for children that New Jersey does, the next three decades would show men and women of a very much finer type physically than we can boast of today. It would mean a new race prepared to meet any test that might be required. All this work has been a process of evolution. Fifteen years ago, there was practically none of the following work carried on in the public schools of our city:

- Medical inspection
- Dental inspection
- Physical training
- A visiting nurse
- Nutrition classes
- Tuberculosis clinics

All these with others reach out into the homes and thereby bring great benefit not only to the pupils, but to the homes. . . .

In the high school the usual plays and receptions were given, and in this connection I may say that they were of an unusual order of excellence and approximated more nearly to what we might expect of the pupils of the

high school. Throughout the year there were given the junior dance and the senior dance, the senior girl's mid-year party, the junior reception to the seniors, and the senior frolic. These affairs were strictly limited in the majority of cases to our own pupils. They were also chaperoned in such a way as to satisfy even the most critical. As a result of these restrictions our social affairs have been the most satisfactory, during the past year, of any that we have held for some time.

*A. J. Dohner, Salem*—With reference to the intelligence tests given in the first eight grades I wish to indicate several significant features.

We note that the attempt to group pupils in accordance with their abilities last September is in general consistent with the groupings based upon these group intelligence tests. This fact serves to confirm the wisdom of grouping by abilities.

The graph prepared by grades will be of practicable use and of great value in effecting a more careful grouping by abilities for the coming school year. I shall, however, check the intelligence test groupings with the pupil's achievement mark and the teacher's judgment.

I much regret that we do not have available time and funds for a more comprehensive individual testing. . . .

During the school year 1923-24 we endeavored to classify pupils by abilities. With the additional data at our disposal we hope to form more homogeneous groups.

The following factors will be considered in the plan for classifying pupils by abilities in the first eight grades:

1. Intelligence score.
2. Silent reading medians.
3. Teacher's judgment mark, together with other knowledge of the pupil's life which should have a significant bearing.
4. Average achievement mark.

*Oscar O. Barr, South Amboy*—Committees were formed during the year to work on a revision of our course of study. By the end of the year we completed revisions in English and arithmetic for the elementary grades, and English, Latin, French and mathematics for the junior and senior high schools.

Professional study among the teachers was encouraged. The local public library board added several volumes on pedagogic subjects as additions to the "professional corner" begun two years ago.

Our entire teaching force took a course in educational measurements, conducted by Prof. David Mitchell under the auspices of the State University. Application of this work will be put into effect during the coming year. . . .

The high school debating team won in a triangular contest represented by South River, Metuchen and South Amboy. Commencement night a beautiful silver loving cup was presented to the high school team by the Interscholastic Debating Committee of Rutgers.

*William J. Bickett, Trenton*—A second phase of effort in which very definite advance was made during the year was the improvement of classroom instruction. The particular effort made in this field was the establishment of a demonstration school. This school was authorized by the board of educa-



tion in June, 1923. The teachers for the school were selected after a recommendation of all the supervisors as it was decided to place in each room a teacher who was a recognized leader in each grade. The board voted to pay each teacher \$100 extra per year for service in the school. In September, 1923, the school was organized with the new teachers in the Monument building. The grades accommodated are the kindergarten, grades one to four and a class for subnormal pupils. It was felt when this school was recommended that there ought to be a centralized institution in our school system to which our teachers could be sent to actually see in operation the methods and policies advocated in our courses of study and by our supervisors and principals. Whereas much benefit comes to our teachers by the courses which they take and by the help which is given them by principals and supervisors, it is always desirable, if possible, that teachers have the opportunity to actually witness the carrying out of methods of teaching. It was not intended that the Monument School become an *experimental* school where new methods and ideas should be tried out. It was definitely intended that the school should *demonstrate* to the teachers the accepted methods of technique and organization on which our school system is based. No elaborate equipment was provided for the demonstration school, as it was felt that teachers should see there conditions similar to those which are provided for them in their own school buildings. The two-unit type of movable furniture was provided but this is also found in two other entire buildings, in some of our first grades and in a few other scattering rooms of the city.

After the teachers of the demonstration school had been given a few weeks in the fall to organize their procedure the inexperienced teachers of our school system were sent to the school for visitation. These visits were checked by written results and by conferences with the teachers who visited. Whereas, the school can be expected to do a much larger service in future years, it should be said that the first year of its existence has amply justified our hopes. In many particulars the school has been able to carry out policies of the school system in a unified and concentrated way so that teachers who visited the school went back to their classrooms with a much clearer idea of how to organize their work and solve the problems facing them. I believe that the demonstration school will prove to be the most potent factor of all our efforts towards the improvement of classroom instruction.

Work on revisions of courses of study has progressed during the past year. As has been stated before it is our policy to establish permanent courses of study committees so that constant work is being done in this program. During the year 1923-24 the reading and literature course in the elementary schools was thoroughly revised and prepared for printing. In the junior schools the following revisions were made either for printing or for typing: English, history, Latin, commercial mathematics, health, music, home economics, manual arts, French. In the senior school division revisions were made for printing or for typing in French, Spanish, modern European history, early European history, manual arts, business organization and marketing, commercial mathematics. The work done by teachers in revising the course of study is not only of advantage to the school system because of the product turned out, but is also a definite means for teacher improvement as course of study revision demands careful thought in regard to the organization of sub-

ject matter and the methods for use. I feel that our teachers have cooperated splendidly in the last four years in the work which has been done in making and remaking our courses of study.

In my last report mention was made of the work of the visiting teacher who was assigned to the Centennial and the Washington Schools. I feel that further mention should be made of this important work as it has now passed beyond the experimental stage and has fully demonstrated that such a type of work would be extremely valuable for all our schools. The visiting teacher is a person who combines knowledge of classroom conditions with a trained viewpoint on social conditions and needs of the community. At the Centennial and the Washington Schools last year the visiting teacher made 890 visits. The reasons for these visits were mainly absence, tardiness, health, scholarship and social conditions. Several urgent cases of a social nature were adjusted by means of the visiting teacher.

*C. A. Morton, Town of Union*—During February the educational thrift service was instituted from the third grade through the twelfth grades. From February 19th to June 24th, 18 weeks, the children deposited savings of \$11,710.49, with withdrawals of \$2,747.00, leaving a net saving of \$8,963.49 in the bank on July 1st, 1924.

The continuation school was maintained for 38 weeks with an enrollment of 96 boys and 150 girls, a total registration of 246 pupils.

The night school was conducted for 64 nights with a staff of one principal and thirteen teachers. We registered 293 boys and 244 girls, a total of 537. English for foreigners, commercial work, embroidery, mending and advanced sewing were the special features in addition to the regular academic subjects.

The medical department (doctor and three nurses), in cooperation with the teachers, have safeguarded the health of the pupils by frequent inspections. The dental clinic has been a busy workshop contributing to good health. The supplying of milk to the children has been continued with beneficial results. The swimming pool has been open to our pupils who wished to use it during the year, and during July and August is open every week day to all the children of the community.

The board of education arranged for the annual picnic for the children in Columbia Park on June 6th. This was the fifty-eighth consecutive (except for a break during war period) picnic held by the Town of Union schools. It is a get-together community institution.

*Arthur O. Smith, West Hoboken*—The board of education again paid \$500 towards certain pedagogical courses given to meet our greatest needs in our system. . . .

We had during the past year Dr. Howard R. Driggs, of New York University, who proved to have a wonderful store of knowledge on the practical side of teaching English. In consequence, as the result of many demonstration lessons which he gave, the courses were extremely beneficial. Best of all, numerous recommendations which he made were actually applied in the classroom and reports made and discussions opened in the subsequent lecture hours.

We again conducted this year "The Music Memory Contest" for the advancement of music. We deem the results of this contest far-reaching in that

it creates a liking for a far better class of music than the "jazz" so prevalent on the streets. Business men of the town very willingly contributed awards which created a spirited rivalry among the student body in the contest.

This year we enrolled in the evening school 911 students of whom 522, or 57 per cent., were enrolled in the classes for foreign-born. This enrollment shows a healthy increase over that of last year, especially in the classes for the foreign-born.

As an annex to our regular evening school we continued classes during the past year for the foreign-born at the plant of one of the largest silk industries in town.

We continued the two special classes which afforded us the opportunity of separating the girls and the boys. This is a great benefit morally. It also gives us the opportunity to stress those particular things which are most important for each class.

We are laying much stress on the work of this department as we realize education without health is a great handicap, to say the least.

The nurses examined all pupils by classes twice during the year.

Forty-seven children found with defective vision were fitted with glasses at their own expense. Four who were unable to pay for an examination were sent to a specialist and fitted with glasses which were paid for from the "poor fund" of our schools. One boy was fitted with a glass eye.

Thirty-one children have had their tonsils and adenoids removed. Four pupils were referred to the orthopedic clinic. One thousand four hundred seventeen dressings were applied.

During the year, one hundred fifty-four home calls were made; eighty-nine consultations were held with parents to give advice and to explain the treatment of physical defects and the work in nutrition.

#### EXTRACTS FROM ANNUAL REPORTS OF HELPING TEACHERS

*Cora Schaible, Atlantic County*—The individual teacher and her need, the kind of school and equipment, the environment and many other existing conditions determine the kind of help I can best give a teacher. I frequently teach a lesson in the school-room for my teachers, trying to emphasize the points where I feel that they are weak, and then later discussing the lesson taught. Sometimes after hearing a lesson taught and an assignment made we discuss and criticize that and the strong and the weak parts are picked out. Such a procedure makes a teacher more critical of her own work. I try to make my teachers see the advantage gained in planning each day's work; so the lessons that I teach are sometimes previously arranged for, and I am prepared for the work. During such a lesson, a copy of my lesson plan is put in the hands of the teacher for her to follow.

*Agnes E. Brown, Bergen County*—With the beginning teacher, I have found demonstration teaching the most effective and helpful way to become introduced. . . .

Teachers have visited corresponding grades or rural schools in other townships with some definite purposes in mind, such as to get materials, suggestions, or ideas for sand table projects or to observe methods of teaching or management wherein the visiting teacher is weak.

*Ethel H. Carroll, Bergen County*—The work of Parent-Teachers' Associations has progressed. They have been responsible for milk being furnished to seven of my nine schools. They have brought enough pressure to bear so that the parents want the best for their children. We have been selling our schools and many times during the year demonstrations have been given to show the parents and taxpayers that much is being returned to them through their children.

*Nora C. Leiter, Bergen County*—Health work we have tried to make a matter of doing rather than a matter of talking about what we should do. I am sure that we have cleaner hands, faces, clothes, teeth, better lunches, and some pretty definite ideas about demanding fresh air. This work has been carried on largely by posters, games, daily inspections under pupils chosen by the rooms and much more outdoor play during the physical training period. . . .

Slowly but surely we are gaining ground in our contention for more brisk oral work along definite lines and less carelessly done written work; assigned written work to be called for in small amounts, carefully corrected and returned with a discussion or explanation of the more common evils. Our strongest weapon has been to show the teacher how much we can improve the work of a class by even five minutes definite, brisk oral drill at the beginning of a period.

*Melvia M. Wormuth, Bergen County*—This year, we worked for speed and accuracy in arithmetic. The teachers gave informal tests, scored the papers, and brought the results to the class. Standard tests were given and simple graphs made. I gave the tests at the end of the terms. These tests were uniform in the well-graded schools; another test suitable to the foreign section was also given. These papers will be studied for common errors at the opening of school. . . .

One hundred sixty-seven days were spent in actual supervision and classroom work; 5 days were devoted to visiting schools with groups of teachers; 32 teachers' meetings; 22 evenings given to board meetings; 30 evenings given to Parent-Teachers' Association work.

*Hulda K. Hewitt, Burlington County*—I feel that a big phase of my work is to so educate and broaden my principals and teachers that the objectives will come directly from them. The best results were secured where the principals could give me their objectives without suggestions. . . .

In order to improve spelling, a demonstration was held in one of the schools. Representatives from the other schools went to observe the method used in that school, tried it in their classrooms, then demonstrated before their co-workers.

Three lessons were demonstrated. The first was a pre-study test, the second a study lesson, and the third a review lesson. Four of my schools carried out the entire plan, while the other omitted the pre-study test.

*Caroline B. LeConcy, Burlington County*—All the schools that now come under my supervision are within a radius of eighteen miles of my center or home.

At least eighteen hundred children attend these schools during the school year.

What are our needs? If we are to get much better results from our teaching, and we should, I feel that there are several very definite needs. Too few boards of education have any policy other than one of administering required

necessities. Somehow we must get them to intelligently stand back of a definite supervisory program. Such a stand would acknowledge and require social service aid, efficient medical aid, a more careful selection of teachers and a known salary schedule. Unless this forward step is taken, I do not believe that we can get much further ahead than we are.

*Alice R. Shreve, Burlington County*—Last year it was the purpose to put through a campaign for the better teaching of reading. The helping teachers planned to study with their various teachers methods for teaching reading more effectually. Satisfactory results were proved by the standard tests. It was seen that pupils had a better grasp of the thought given, and that they could better express that thought in their own language. This year we continued the same line of work. By the close of November the teachers who had benefited by the methods of last year had reviewed in the presence of the helping teacher some phases of work in reading—also, the new teachers had discussed with the helping teacher or had seen her teach various types of reading. . . .

The chief purpose for demonstration work this term both in township meetings and in the two rural school conferences was the teaching of English. Critic teachers from Trenton Normal and from the Glassboro Normal schools not only taught for the teachers, but discussed their lessons afterward, step by step, with the teachers in a conference. The principals' group this term has tried to work out a standard valuation for marking papers and report cards.

*Helen A. Ameisen, Camden County*—The helping teacher reached pupils by writing questions for a mid-year examination as well as for final examinations given to Grades 4-8, inclusive; by attending examinations, by reading pupils' papers, by reading compositions. The eighth grade pupils in each district enter into competition at the end of the year and prizes are awarded for the best composition. This event particularly interests parents as the prize winning essays are read at the eighth grade commencement exercises. In Voorhees Township, the Order of Red Men offered the prize, in West Berlin, the Fire Company, and in Berlin, the Business Men's Association. . . .

The annual school festivals reached a high degree of excellence. The most beautiful feature was a pageant given by the Berlin School—"Hiawatha." The outdoor setting under a clump of old trees in the school yard, the exquisite costumes designed by Miss Reeves, a Berlin teacher, the appropriate accessories furnished by the local Order of Red Men, the dramatic reading of excerpts from Longfellow's "Song of Hiawatha," which described the action of the pageant, made a brilliant ensemble.

*Olivia F. Richman, Camden County*—General service to the teachers throughout the year was given in a variety of ways. Taking a class for a teacher for a half or quarter of a day brought good results. A discussion of the working followed the teaching, of course.

Outlines of the year's work were given in the major subjects.

Insistence upon well-kept plan-books brought fine results with those who were indifferent to their value. Sample pages from well-kept books were examined and imitated. . . .

Observation days for the teachers were beneficial. Generally the teachers to be observed were selected by me. In many cases I observed with the teachers, and later discussed the work with them.

Several of my teachers took advantage of the University Extension Course given at Camden and were strengthened by it.

*Roxana S. Gandy, Cape May County*—I realize my teachers and I made a rather good start at the beginning of the school year by getting together and agreeing upon certain most desirable objectives for the year's work. We feel we were most fortunate to select those that are most emphasized by the State Department, good health, good government and good English. Upon these three we have proceeded to base the organization of our twenty-two rural schools of one, two and three rooms. This means that we arranged for schedules of work, units of work, also, we might say that would daily include instruction along these lines. In fact the slogan for each successive school day has been: better health, better citizenship, better English. . . .

Our next concern has been to co-operate with the plans of the State for teaching our girls and boys to respect and honor, to protect and preserve the Constitution which makes possible the maintenance of democracy.

*Nella H. Cole, Cumberland County*—We have held our usual group teachers' meetings throughout the year starting with one for beginning teachers. This was held on the Saturday preceding the first day of school and was entirely given to problems for these new teachers, such as reading, program making, and general problems and principles of discipline, and use of seat work. We have had more demonstration lessons at our meetings this year in accordance with Mr. Shaffer's suggestions. These lessons have been given by our best teachers, were planned carefully and discussed and criticized helpfully in the discussion period which followed the lesson. In some cases the demonstrating teacher chose her own subject. In others we asked for certain lessons which we felt the group would like or needed. In January we held three all-day meetings on Saturdays in the cities of the county. At these meetings Mrs. Myrtle Garrison Bates, of New York City, and Miss Nellie Turner, of the Glassboro Normal School, gave lessons to primary and grammar groups of teachers. These meetings were largely attended by teachers from the county and we saw results in the various rooms which made us feel sure that these meetings were most worth while. . . .

I have also conducted a reading club at my own home with a group of teachers who have gathered there each Wednesday evening. We have read and discussed parts of "Composition Standards" by Savitz, Bates and Starry, and parts of "Progressive Education" by Mirick, and some of Dorothy Canfield's character sketches. We have tried to read with the idea of really understanding what the author means and have received some real mental training. I have also organized a club at the Seabrook school with the principal as the leader and tried to attend some of those meetings. At this club we read "The Four Leaf Clover" and part of "Progressive Education." There, too, we read with the idea of thinking the author's thoughts and really understanding what was meant.

*Jean F. Mackay, Cumberland County*—My schools being quite a distance apart, I find it more advantageous to make visits of a half-day to each teacher in the one- and two-room schools. By alternating the time, I am able to observe the entire day's program in two visits. During this length of visit I

am able to do some demonstration teaching as well as follow-up suggestions given on previous occasions. The half-day visit also gives an opportunity for a conference with the teacher during the noon hour or after school. This is a most valuable part of the visit, when you can sit down and talk with the teacher about the work observed, offer suggestions and answer questions. One of the encouraging things in my work has been to find many teachers with note books containing questions which they have written in anticipation of my visit. This cooperation stimulates me to do my very best to answer these questions in a helpful way. . . .

We have found teachers' meetings a most effective means of helping teachers. This year we held five series of meetings in the county. The first series were particularly for the beginning group. At these meetings we gave the teachers help with the teaching of beginners' reading, making of programs, use of practical seatwork, and important suggestions in discipline and classroom management.

At our other four series of meetings we included all teachers and had our best teachers give demonstration lessons in both primary and grammar grade groups. These lessons were discussed with the teachers, bringing out the most important points. We found demonstration lessons were effectual in helping teachers as a group, as well as encouraging the teachers who taught the lessons.

*Margaret Milmine, Essex County*—At regular intervals from October to June, tests for speed and accuracy in the fundamentals in arithmetic were given by the helping teacher to the pupils of the second, third, fourth, fifth and sixth grades. The papers were marked by the helping teacher and were then returned to the pupils who tried the next time to beat their own records and come up to or go beyond the standard set. . . .

The following demonstration lessons were given by the teachers during the year:

- (a) Home geography.
- (b) Oral preparation for a written composition in third and fourth grades.
- (c) Memorization and appreciation of a poem.
- (d) Oral preparation for a written composition in sixth grade.
- (e) Seventh grade grammar.
- (f) The teaching of the Constitution.
- (g) Physical training.

Round table discussions, usually led by Mr. Morelock, followed these lessons and many ideas and suggestions gained by the teachers were carried back to their classes.

*Florence E. Knox, Gloucester County*—A new feature of this year's exhibit was the making of their graduation dresses by the eighth grade girls. They were made from a uniform pattern and were restricted to a five dollar cost. The dresses varied greatly in appearance, however, for the girls were allowed to choose any white cotton material and they could use their own judgment as to trimming.

Three extension courses were offered to our teachers through the State Normal School at Glassboro. They were: geography, handwork and English. A goodly number of teachers took advantage of these and received their credit. . . .

Each year it is necessary to plan programs, urge the use of plan-books, aid in the selection of library books and text-books, arrange for visiting days for teachers, speak at Parent-Teachers' Associations and closing exercises and teach demonstration lessons in the various subjects.

*Katherine L. Smith, Gloucester County*—I firmly believe that the most important phase of the helping teacher work is to train the teacher in service and with this in mind I have attempted to improve school conditions first through classroom visits, and secondly through planning worthwhile teachers' meetings. . . .

In the regular visits to the classroom much attention has been given to the regular work of teaching, such as organization, program making, plan-books, morning exercises, use of monographs, physical equipment, school libraries and housekeeping conditions.

In addition to this, methods of teaching both in a general way and in particular subjects have been stressed through demonstration teaching followed by conferences with the teachers, discussing the principles involved. More of this type of work was done for the beginning teacher and in two instances it was necessary to take full charge of the room with the teacher as visitor for two days. These two days were followed by shorter visits every day or so until I felt that the teachers had found themselves.

*Jennie M. Haver, Hunterdon County*—There is perhaps no one point of improvement that needs greater emphasis in rural school work than that of the better preparation of the teacher. . . .

#### SOME STANDARDS FOR JUDGING A RECITATION

1. Evidences of careful planning by the teacher.
  - (a) The type of response from the children.
  - (b) Economy of time and effort.
  - (c) Opportunities afforded for participation by every pupil.
  - (d) Provision for individual differences.
  - (e) Development of leadership.
  - (f) Incentives provided to foster study.
2. Evidences of knowledge gained by the pupils.
  - (a) Were the pupils evaluating their own work?
  - (b) Were the pupils obtaining a mastery of abstract processes and acquiring skill in analysis?
  - (c) Did the replies of the pupils to questions indicate that they were acquiring "sentence sense?"
  - (d) Were the pupils developing skill in following directions, in reading or speaking fluently, in choosing the central idea, and in organizing subject matter?
3. Evidences of desirable habits and attitudes.
  - (a) Posture.
  - (b) Respect for the rights of others.
  - (c) Checking up their own work.
  - (d) Assuming leadership.
  - (e) Promptness, orderliness and courtesy.



- (f) Attentiveness.
- (g) Good attitude toward criticism.
- (h) Self-control.
- (i) Use of complete sentence in speaking or writing.

## NOTES

1. Did the teacher or the pupils do most of the talking?
2. Were the study periods directed by definite blackboard assignments?
3. Every human being is possessed of the desire to play—to construct, to gain the approval of others. Every human being has curiosity and imagination more or less active, tendencies to fear and to fight. To which of these desires or instincts did the teacher appeal in getting responses from her pupils?

## MUSIC APPRECIATION

Children should hear good music and should learn to love it and express themselves through it. If they are taught to listen to the message of beautiful music they will be given the power to live more abundantly. Fortunately, the phonograph makes it possible for rural children to enjoy the richest contribution to the world's music. Miss Vosseller, of Flemington, prepared the following list of twenty-five records for the use of the rural schools.

## HUNTERDON COUNTY RURAL SCHOOLS, 1923-1924

## MUSIC WE WANT TO KNOW

1. Gavotte Suite in D Major—Bach.
2. Turkish March—Ludwig von Beethoven.
3. Hungarian Dance No. 5—Johannes Brahms.
4. Prelude to Opera "Carmen"—Georges Bizet.
5. Largo, New World Symphony—Anton Dvorak.
6. Old Kentucky Home—Stephen Foster.
- 7-13. Folk songs—
  - American—Deep River.
  - Irish—Believe Me of All Those Endearing Young Charms.
  - Scotch—Annie Laurie.
  - Irish—Wearing of the Green.
  - French—Au clair de la lune.
  - Italian—O Solo Mio.
  - Russian—Volga Boat Song.
14. Anitra's Dance—Edvard Greig.
15. Hallelujah Chorus—G. F. Handel.
16. Surprise Symphony—Josef Haydn.
17. Libesfreud (Old Vienna Waltz)—Fritz Kreisler.
18. Minuet from G. Minor Symphony—Wolfgana A. Mozart.
19. Overture, Midsummer Night's Dream—Felix Mendelssohn.
20. From an Indian Lodge—Edward MacDowell.
21. Serenade—Franz Schubert.
22. Gypsy Life—Robert Schumann.
23. Marche Slave—Peter Tschaikowsky.
24. Invitation to the Waltz—Karl Maria von Weber.
25. Pilgrim's Chorus—Richard Wagner.

*Manette Myers Lawson, Hunterdon County*—In my work as helping teacher in Hunterdon County for the school year of 1923-24 my fundamental principle has been the training of teachers in service. This has been done by getting right ideas and right practice in teaching skills. Some of the agencies of supervision I have used in South Hunterdon have been teachers' meetings, observation and criticism of instruction, typed and duplicated plans, suggestions, instructions and circular letters. . . .

In organizing the rural schools of South Hunterdon, the four-group system in this county was again employed. This plan, which combines the eight grades into the four groups (designated A, B, C and D) almost halves the work of the one-room school teacher, provides longer recitation periods and has proved its value in many ways. I have explained at length our four-group program in previous reports. . . .

A contest in art appreciation was given by the Flemington Women's Club. A list of the artists studied is attached. These contests and the necessary study preparatory to them are proving a refining influence in our rural schools and communities. . . .

#### PICTURES WE WANT TO KNOW

1. Aurora—Guido Reni.
2. Sistine Madonna—Raphael.
3. The Gleaners—Millet.
4. Dance of the Nymphs—Corot.
5. Song of the Lark—Jules Breton.
6. Madame LeBrun and Her Daughter—Elizabeth LeBrun.
7. The Helping Hand—E. Ranouf.
8. The Horse Fair—Rosa Bonheur.
9. "To the Right into Line"—Lambert.
10. End of the Day—Adan.
11. Sir Galahad—Geo. Frederick Watts.
12. Shoeing the Horse—Landseer.
13. Angel Heads—Reynolds.
14. Blue Boy—Gainsborough.
15. Pilgrims Going to Church—Geo. H. Boughton.
16. The Wave—James.
17. Portrait of His Mother—Whistler.
18. Lincoln Statue—Augustus St. Gaudens.
19. Prophets—(Jeremiah Isaiah Habakuk) Sargent.
20. The Peace Pipe—E. Irving Couse.
21. A Reading from Homer—Alma Tadema.
22. Children of Charles I—VanDyck.
23. Lone Wolf—Kowalski.
24. Melon Eaters—Murillo.
25. Avenue of Trees—Hobbema.

*Dorothy B. Smith, Mercer County*—Since the teachers of the county had taken an extension course in the teaching of English during the first half-year, preparatory to working out a county course of study, it seemed worth while to lay especial stress upon the teaching of that subject. It is the privilege of each district to prepare a program for the County Teachers' Club. My

schools felt that their best contribution would be the results of their study and the following program was presented in March:

1. How May Language Games Do More Than Correct Speech Errors?  
Miss Wiltse, 1st Grade.
2. What Technical Work Do You Expect in the First Three Grades?  
Miss Dennish, 2d Grade.
3. Are We Getting Actual Accomplishment from Our Supplemental Material?  
Miss Errickson, 3d Grade.

While this seemed a primary program, many grammar grade teachers found it interesting to review the foundation of a subject in which all were interested.

Teachers' meetings have been problems to us because of the distance, but we have had monthly group meetings in each district, and semi-monthly meetings in each building. The monthly meetings considered larger, more general, problems, such as health programs, field days, etc., while, as the need varied, the type of discussion varied with it in the buildings. From this we plan to work out a series of teachers' meetings which will bring help and inspiration to our classrooms.

*Ida L. Johnson Vocke, Monmouth County*—I did much of the attendance work myself, visiting the homes at noon or after school hours and found time spent this way very profitable. The attendance this year was better than ever before, all townships being above 90 per cent, Freehold Township having gained 9 per cent. over last year. . . .

It was decided to give the seventh and eighth grade intelligence tests in the fall, that the pupils in this group might be properly placed early in the school year. These tests helped greatly in regrouping the pupils.

Other country-wide tests were given, the helping teacher always conducting the tests in her own territory. These tests are not used for the purpose of compiling statistics, but to help the teacher make better class adjustments or show her own weakness in teaching the subject matter required.

The helping teachers made the mid-year and final examination questions for the fourth, fifth, sixth and seventh grades. We had them printed so that each child had a copy. . . .

Eighty-five per cent. of the schools bought pictures for their classrooms with money raised by pupil activities.

*Kathryn M. Parker, Monmouth County*—Late in the year we evolved a plan for organizing our work in demonstration teaching and observation. It has worked out so well that we expect to follow it during the coming year even more closely. The plan was this. We sent to the county superintendent's office each Monday morning a schedule of our work for the coming week, namely, the schools we were to visit each day and for what purpose, whether to teach, or to observe. In the schools where we wished to teach a letter was sent telling the teachers that we expected to be in their school on that day and would teach a certain length of time and observe the remaining time, and to send us an outline of the work that they would particularly like to have help with on that day. In that way we could go before the teachers and children with carefully planned lessons and give them more real help than if we had

waited until we got there in the morning to find out what they wished us to do on that day. The old idea that our teachers should not know when we are coming seems not the right one to me as most of our teachers are conscientious workers all of the time whether we are there or not. Of course, it is not possible to follow this plan rigidly as so many other things come up that a helping teacher must do, but it is possible to follow it to quite an extent and brings good results. . . .

Township commencements were held during the last week of school. Great care has been taken this year in the promotions to high schools so that only the pupils who had really performed creditable work would be advanced to the high school. During the past year the work of our pupils in the freshman classes in the various high schools has been closely watched and we are glad to say that last year's class acquitted themselves much better than some of the classes of previous years. We have even better hopes for this year's class.

*Charlotte E. Wilson, Monmouth County*—A plan used again this year for helping our teachers, is through giving standard tests. We have, for several years past, used a standard intelligence test during April or May to aid in determining pupils' fitness for promotion. Each year, we have used some others also, including silent reading, spelling, and composition.

This year, in October, we gave to all seventh and eighth grade pupils the Illinois test. We found it took a good deal of time to give the tests, score them, and to interpret the results; but we felt it was time well spent for the help and encouragement it gave to the teachers. As the Illinois test has an intelligence section, a silent reading test, and also one in the fundamental processes of arithmetic, we were able to use the results in planning new programs of work for classes and for individuals. One teacher having a class of six, seventh and eighth grade pupils had been quite discouraged, as their general progress was not satisfactory. We studied the tests together, and found that many of these children had, according to the tests, mental ages of one or two years lower than their actual ages. The scores in arithmetic were well above the mental age medians, while the reading scores were low, both in speed and in comprehension. The teacher enjoys teaching arithmetic and was encouraged to find that her pupils showed good standing in that subject. She saw that teaching in reading was needed, and we planned for new, definite work in silent reading to begin that very day. At a subsequent visit I took the whole group for a demonstration in a silent reading lesson. This case seems a good illustration of the practical value of standard tests. If the helping teacher, simply from observation, had told the teacher that she was giving too much attention to arithmetic, and not enough to reading, her response might have been quite different, but studying the test results, she realized at once what was needed, and said, "I see that I must have been giving more emphasis to arithmetic, because I like to teach it. Now, I must teach reading." It seems quite evident that we need more reading taught in upper grades, as well as in the lower ones, as shown by these tests. One of my own aims for January and February was to demonstrate silent reading lessons in grades four to eight, in every school excepting those where the teachers were already giving much thought and time to this type of work.

*Etta Donahay, Morris County*—Standard tests in reading and arithmetic were given to all children in October and again in May. An achievement test embracing all elementary subjects was given to the seventh and eighth grades in February. These tests have been welcomed by the teacher since they furnished a means of comparing the attainment of her classes with that in other schools, and since they reveal the strongest and weakest points in her teaching. The children on the whole responded eagerly to the game of measuring their achievement with hundreds of other children of their respective grades. A careful study of results gave the helping teacher valuable information that has resulted in benefit to the schools.

For many reasons it seemed best for most of the demonstration lessons to be given by the helping teacher this year. I gave a number of lessons in history, reading, English composition and English grammar in the several schools. The Stirling teachers, each of whom teaches but one grade, spent a day in the Speedwell Avenue School at Morristown. The principal and teachers of the Speedwell Avenue School took great pains to arrange a program designed to be a full day of demonstration teaching. The Stirling teachers profited greatly by the visit.

*Evelyn G. Garabrant, Morris County*—One big aim has been to reduce eighth grade graduation failures. Since it is desirable to send only thoroughly prepared boys and girls to high school, much effort has been made to improve the quality of teaching done in the lower and intermediate grades, so that only a well prepared seventh grade is sent on to eighth grade work. By adopting such a policy less eighth grade failures will ensue and stronger, better high school pupils will result. . . .

The grammar school teachers had demonstration lessons in arithmetic and reading (7th and 8th grades), and in oral English preparatory to written composition (5th and 6th grades).

Frequent meetings of teachers and helping teacher in just the group of one particular school have been especially helpful. In this manner, it has been easier to get across the really personal hints and suggestions which so often arise. It has seemed as though it was only through direct contact of teacher and helping teacher that the big good can come. Individual differences loom so large, and direct attack seems the best and only way to meet them.

*Sara B. Hernberg, Ocean County*—The teaching of the Constitution was given more attention than heretofore, due to your enthusiastic appeal at the county institute. Dramatization was used to vitalize the teaching of the Convention. Tests were given which showed marked improvement over the work of the previous year. Constitution Week was observed in schools having advanced grades. . . .

In the eight years of my experience as helping teacher I have never witnessed such an overwhelming interest in school work. . . .

There are eighty-six boys and girls from this territory engaged in some form of extension work. . . .

The Junior Red Cross is keeping the ideal of service before the children and is helping the school to achieve "the real end of education" which, as some one has said, is "not life, nor the living, but *living* together." It does this by giving the children experience in "living together" in a spirit of mutual service

and in working together in an organized way for common social ends. It does this not only within the school and in the local community, but also on a national and international scale.

*Harriet A. Simpson, Ocean County*—Fourteen hundred and fifty-nine children were weighed and measured in 28 schools and a notice was sent to each child to take home, giving height, weight and normal weight, so that the parents might be interested.

Three hundred sixty-five were found to be 7 per cent. or more underweight. This is about the average found in other communities.

Thirteen hundred medical inspector's records were examined and the following defects found: tonsils and adenoids 292, dental defects 578, defective vision 37, defective hearing 3, other defects 3.

Twenty-five children were operated on at the Paul Kimball Hospital for the removal of tonsils and adenoids.

Four children were examined for defective vision and arrangements made for further examination for glasses.

Sixty-two health talks were given in the classrooms and the care of the teeth particularly emphasized.

Thirteen talks were given to adult groups.

The dental ambulance will be operated for two months this fall, giving the pupils in the remote districts an opportunity to have their teeth attended.

*Clare Bartlett, Passaic County*—Every year must see special emphasis upon reading. There are discouraging aspects regarding this subject, not the least of which is when a teacher thinks she can substitute a short cut process in place of consistent thoroughness in beginning reading. Memorizing and other bad habits result. . . . Silent reading in grades from one to eight has been given emphasis.

Instead of adding more supplementary readers, we are aiming to get suitable books on world travel, history, natural science, biographies and good stories of adventure and other stories adapted to the older and younger children to serve as collateral reading and to strengthen the work in other subjects. These will also serve as an incentive to do more independent reading both in and out of school. Nearly every school has added some new reference and library books this year.

The work in the fundamentals in number has been more thorough and the pupils are showing progress in accuracy and speed. The work is being more closely related to the experiences of the children and even in the necessary drill lessons there are signs of lessening the routine and substituting quick interesting games, devices with definite purpose and getting the essentials over in much more enjoyable and effectual means than in many instances previously.

To be brief, the work has been characterized by worthwhile purposes and presented in such ways that it has carried over to the majority of the groups.

*Mae Stillwell, Salem County*—Since I started helping teacher work I have found many teachers woefully weak in subject matter, so I decided this year to try to remedy this. I called a teachers' meeting. This group consisted of several new teachers, several who had had a year of experience and two who had had several years of experience. When I called the meeting I was care-

ful to say nothing that would reveal the real purpose that I had in mind—that of teaching subject matter. What I said was, "Last year we had a series of demonstration lessons, one in teaching beginners to read, another on teaching composition, another on teaching history, etc. This year I thought it might be well to take up the teaching of arithmetic. If we worked with a group of pupils, we would be able to take up only one type of problem, so I thought we might get more out of this meeting if we picked out different types of problems and explained them as we would to a seventh or eighth grade class." With this idea in mind, I had picked out several types of problems. Each teacher was equipped with a book, pencil and paper. After announcing the page and number of the example, I asked the teachers to solve the problem. After several minutes I passed around the room, apparently to see who was finished, but really to see who had solved the problem correctly, as I did not want to cause embarrassment by calling upon some one who did not have it correct. I asked a teacher who I knew had solved it correctly, to place her work on the blackboard and explain it to the rest as if they were seventh or eighth grade pupils. We then discussed the problem until I am sure that it must have been understood by every one in the room. We then took another problem in the same way. I took my turn explaining problems, too.

*Georgiene Dismant, Somerset County*—Two years ago the plan of having the teachers write in a blank book what they were going to teach in each class day by day even if in some cases it were only page and number, but a type of problem or name of content with it, has proved worthwhile. The teachers that have remained in the section and are proving worthwhile say that they could not get along without using this plan. They find it is valuable as a check on their progress and useful for purpose of definite review. . . .

The plan of sending out mimeographed tests from the office every two months or thereabouts, to be used in grades three to eight which had been inaugurated in this form last year was again used by request. The teachers who had remained asked for a repetition of the same. The extra work which it made for them they claimed was more than made up by the check on their work. As each pupil was given a copy of the test it did not necessitate a waste in time and effort in placing them on the blackboard.

*Laura M. Sydenham, Somerset County*—In common with other counties, Somerset continues to show increasing interest in its agricultural contests. This year we have added a mechanical department which includes the large number of boys in the manual training departments of the county schools. The Armory in Somerville is a lively place on exhibition day. Cars are parked everywhere about the Court House and visitors seem to be everywhere. Parents and members of boards of education make this their opportunity for either sociability or the discussion with us of more serious matters. Children point with pride to their own efforts and then pass around to the exhibits of others and so exercise judgment in comparing one with the other. There is always someone to explain the winning points and to tell wherein the other is not so good. We feel that a mere exhibit without effort toward growth and improvement in results is of little value. . . .

The value of demonstration work has been shown by its immediate effect upon the teachers' work and the direct results obtained in the classroom. At one of our demonstration lessons we had the pleasure of having Mr. Shaffer with us, also a board member and a parent. The teacher who was very capable and very sprightly showed, with a backward class, how to make spelling a live subject in which pupils are interested; how to create the dictionary habit; the value of blackboard work by pupil and teacher; the opportunity to improve English. Above all perhaps was the interest displayed in playing the games which were to fix the spelling of the designated words in the pupil's mind and develop attention and concentration.

*Florence L. Farber, Sussex County*—The area of Sussex County is 543 square miles.

Number of supervised townships .....	15
Number of supervised teachers .....	57
Number of one-room schools .....	47
Number of two-room schools .....	5
Number of supervised pupils .....	1,417
Distance traveled in the year .....	8,099.1
Other expenses, hotel, carfare, meals and postage	\$57.89

There were a few less inexperienced teachers to help get started, there being eighteen as against last year's twenty-one. . . .

Following the giving of standard tests in reading and arithmetic, and a national intelligence test, there were three meetings of the branches of the County Teachers' Club, at two of which the helping teacher explained the weaknesses shown by the tests. These were speed, comprehension and vocabulary difficulties principally in reading, and speed and accuracy difficulties in arithmetic. Speed and comprehension tests in reading, speed and accuracy tests in arithmetic given by the teacher as a part of the arithmetic work once each week were urged. Making of vocabulary lists also was recommended. The results in all of these showed great improvement.

*Ethel M. Alexander, Union County*—We have tried to raise the standard of our classes and I believe that there has been a marked improvement. We gave standard reading tests to the pupils of all grades from three to eight. Those who were away below the median were given special attention so that their standard was raised. In some schools special reading classes were formed and the pupils made marked progress. We placed stress on comprehension because they often read orally with marked expression, but the thought contained meant nothing to them. All classes were given phonetic drills to enable them to pronounce the new words. These pupils were greatly pleased with their progress.

The English work was stressed again. We are progressing slowly but surely. This year we hope to print some round robins of the stories and poems from our county and exchange with others. . . .

The work on the Federal Constitution was stressed from the beginning and the pupils did excellent work.

Demonstration lessons by the teachers with marked ability were given in primary reading, geography, English and history. Each teacher attended at



least two of these county demonstration lessons. The criticisms and educational talks given at these demonstration lessons **were very helpful and interesting.**

*M. Melissa Cook, Warren County*—In order that, as a body, the teachers and pupils might be concentrating on definite fields of mental work, the subjects of English, reading, spelling and arithmetic were selected for special study and emphasis during the year.

Realizing that perhaps one of the most urgent needs of teachers was to give more thought and attention to character development, I suggested early in the year that each teacher list desirable habits of conduct that she wanted her class to form, and that she consider how she could help in the formation of such habits. I asked that habits of careful work and courtesy be the starting points. I wanted especially to stress for beginning teachers the necessity for helping the children establish a definite standard of both oral and written work. In order to establish such standards, it would be necessary for a teacher to plan class and seat work, to make clear definite assignments, and to finally accept nothing but the best work from each child. One school adopted as its motto: "Nothing but the Best". . . .

My work with teachers and pupils in the schoolroom followed the usual lines of such supervision—observation, demonstration teaching, suggestions for housekeeping, suggestions for conduct and near the end of my visit a talk with the teacher concerning her work. For a beginning teacher, a summary of the discussion was made by giving her written suggestions for use in future work. This summary was kept in her register and checked on my next visit.

*Vera M. Telfer, Warren County*—Probably one of the most far-reaching helps we have been able to give our boys and girls this year has been along the line of civics—through the organization of these young citizens into Young American Clubs. Nowadays, we all recognize the fact that young children are citizens just as adults are, and that what is needed is not training *for* citizenship, but training *in* citizenship. Certain fundamental civic virtues, such as helpfulness, cleanliness, self-control, happiness, honesty, make for good citizenship now as well as in years to come. The boy or girl who becomes habitually industrious, reliable and honest now is likely to become a grown-up citizen of whom America may well be proud.

The object of the Young American organizations in our schools is as follows:

- (1) To establish in our boys and girls of Young America *ideals* of good citizenship.
  - (a) Through the making of their own rules of behavior or Laws of Right Living.
  - (b) Through the use of appropriate stories, poems, talks, memory gems, compositions and songs illustrative of good citizenship.
- (2) To create *habits* of good citizenship through practice in living up to their own laws, through bearing responsibilities and dealing with problems of citizenship in their own school.
- (3) To make it the style to be good citizens because of *pupil public opinion* rather than because of the teacher's orders, i. e., to lead them.

- (a) To have a sense of responsibility for the good of all.
- (b) To feel a sense of personal injury when something wrong happens.
- (c) To feel a sense of pride in the successful carrying on of the affairs of Young America.

The citizens of Young America have adopted a Preamble to their Constitution as follows:

"We, the pupils of ..... School, in order to become more healthy, happy and helpful citizens, do ordain and establish the Golden Rule and the Laws of Right Living as the Constitution for Young America."

At their regular meetings they gradually have built up their Constitution which consisted of a detailed list of self-made rules of conduct under the Laws of Health, Happiness, Helpfulness, Fair Play, Self-Control, Honesty, Work, Kindness, Self-Reliance and Loyalty.

## REPORT OF STATE SUMMER SCHOOLS

PREPARED BY

WILLIAM A. ACKERMAN,

*Director of State Summer Schools**Session of 1924*

The State Summer Schools at Ocean City, Glassboro and Newton covered a term of five weeks, six days a week, from Monday, June 30, to Saturday, August 2. The accredited schools, six in number, held summer sessions and certified their records to the State Board of Examiners for teacher certification. The Ocean City School attained, this year, the satisfaction of being housed in the beautiful and entirely adequate new building in which all sessions of the summer school, including demonstration classes and conference activities were held.

## DEMONSTRATION SCHOOLS

The demonstration school is the center of activities in any well directed teacher training summer school. We were able, this year, to bring these activities into the fullest effect by placing in charge of the demonstration schools several of the best teacher training experts in this State, who gave practically their full time to the preparation and direction of observation and demonstration teaching. At Newton the value of demonstration schools was lost for the first two weeks because of a quarantine of local children on account of scarlet fever.

## SPECIAL COURSES

The school at Ocean City maintained, as heretofore, certain advanced courses intended for certification of special teachers and for credit above and beyond the normal school grade. Distinctive additions this year were courses for prospective junior high school teachers and for teachers of printing. The junior high school course opened a field in which we see a large opportunity. The courses included the principles underlying teaching in the junior high schools, the teaching of mathematics in junior high

schools and the teaching of social sciences in junior high schools.

The course in printing is one of several in the United States that is approved by the Typothetæ of America. This course was given without expense to the State to a group, not large, but representing five States and including some of the most progressive school printing instructors in the Union.

#### ENTRANCE CONDITIONS AND CREDIT

As is usual when qualifying standards are increased, the new certification rules brought to the summer schools more beginning students than ever before were enrolled. Approximately five hundred beginners attended the State Summer Schools and Rutgers Summer School. These all took the courses in school management, physical education, reading and arithmetic, in which, so far as possible, the content of subject matter was stressed. Three hundred and eleven of them had taken the normal school entrance examinations in June with results as follows:

Per cent. passed in arithmetic .....	58
Per cent. passed in English .....	90
Per cent. passed in spelling .....	99
Per cent. averaging 70 or above in all subjects ....	68
Per cent. securing normal school standing by exceeding the minimum mark of 60 and average of 70 ....	55

These records are interesting because the applicants were not required to be recommended by the high school principal. Some, undoubtedly, had not taken review courses in the subjects examined and altogether they certainly represented all grades of student ability. Their entrance examination records ran about 10 per cent. below the normal school, and though the summer school instructors endeavored on this account to be consciously and fairly critical the students all proved to be good workers and secured a rather high percentage of credits as follows:

	<i>Ocean City</i>	<i>Glassboro</i>	<i>Newton</i>
Per cent. passed in school management .....	94	99	90
Per cent. passed in physical education .....	98	93	95
Per cent. passed in reading .....	94	98	83
Per cent. passed in arithmetic .....	95	93	77
Per cent. of courses passed in the entire school ..	94	94	91

The following table shows the registrations by subjects in the summer school curriculum :

	<i>Ocean City</i>	<i>Glassboro</i>	<i>Newton</i>
School management .....	102	171	65
Physical education .....	152	263	108
Reading .....	98	169	69
Arithmetic .....	123	207	86
English .....	34	53	13
Geography .....	45	50	21
History and civics .....	77	108	40
Penmanship and spelling .....	15	24	19
Music .....	54	60	17
Drawing .....	72	56	23
Industrial arts .....	63	68	38
Literature for grades .....	36	53	37
Psychology .....	86	103	69
Science .....	75	108	78
History of education .....	57	65	42
Principles of education .....	6	19	0
Methods of teaching .....	32	18	0
Educational measurements .....	6	0	0
Problems of junior high school teaching ..	13	0	0
Junior high school mathematics .....	9	0	0
Junior high school social science .....	6	0	0
Sewing .....	18	0	0
Printing .....	5	0	0

#### CONFERENCES

At each summer school a conference was held under the auspices of the Mothers' Congress and Parent-Teacher Associations of New Jersey. These conferences were intended to acquaint parents with the viewpoints and present day methods employed in the schools, and to bring to the prospective teachers the consciousness of the interest and help available from parent organizations.

At Ocean City, during the third week of July, the Annual Schoolmen's Conference was attended by approximately two hundred of the superintendents and supervising principals in the State. This conference aimed to determine what are the powers and attitudes that should be expected of those who graduate from our high schools, and what are the objectives, and the subjects most contributing thereto, in our public education. The speakers included: Mr. Cox, Mr. Enright, Mr. C. Cameron Beck, of the

New York Stock Exchange, Senator C. E. Case, of Somerville, Superintendent Frank C. Cody, of Detroit, Assistant Commissioner L. L. Jackson, Principal W. A. Wetzel, of the Trenton High School, and Mr. J. H. W. Grimm, Assistant Attorney-General of the United States.

#### RECOMMENDATIONS

1. With the increase in the number of students that will come to the summer schools under the revised certification rules, it is urgent that the budget of the present summer schools be increased by at least five thousand dollars. The salaries paid our New Jersey State summer teachers are 25 per cent. lower than the salaries paid in similar schools in our neighboring States.

2. Summer schools naturally should use the buildings and equipments of the State normal schools. A beginning has been made at Glassboro. Next year an additional summer school should be opened at either the Newark or the Montclair Normal School, for which an additional appropriation of at least five thousand dollars will be required.

3. The fact that the certification rules of the State Board of Examiners do not provide for the application of normal school entrance standards to the State summer school registrants does not indicate that such requirement is not desirable. Hitherto no way has been found of dealing justly in this matter between those who enter the profession through summer schools in New Jersey and those who enter through the summer schools in the neighboring States. It would be possible, I think, to require that every teacher who has not had successful teaching experience and who desires to teach in New Jersey shall study at a New Jersey summer school during at least the first session of the series of summer school courses required under our rules. At this session, then, we might exact of her those tests of intellectual and personal fitness for teaching that we have determined to set up at normal school. It will be understood that the teacher has the privilege, as before, of using for succeeding summer school study any approved teacher training summer school that may be convenient and desirable.

## REPORT OF THE STATE BOARD OF EXAMINERS

PREPARED BY

MISS LOUISE PRECHT

*Secretary of State Board of Examiners*

Four meetings of the State Board of Examiners were held during the year.

Examinations for teachers' certificates were held in August, November and April. The statistics relating to these examinations accompany this report.

On recommendation of the State Board of Examiners, the State Board of Education, at its meeting held February 9, 1924, adopted a general revision of the rules concerning the certification of teachers in New Jersey.

The revision provides for the elimination, gradually until April, 1927, of all examinations for certificates, and the substitution therefor of summer school, normal school or university credits.

## TEACHERS' CERTIFICATES GRANTED DURING 1923-1924

## STATE CERTIFICATES

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Special State (Renewals) .....	..	3	3
Special State (Permanent) .....	..	3	3
Second Grade State (Renewals) .....	1	..	1
Second Grade State (Permanent) .....	1	6	7
Third Grade State (Renewals) .....	12	20	32
Third Grade State (Permanent) .....	12	31	43
Permanent Supervisors .....	37	17	54
Limited Supervisors .....	34	9	43
City Licenses (Renewal) .....	..	13	13
<i>Limited Secondary</i>			
Incomplete .....	28	62	90
Examination .....	31	81	112
Endorsement .....	40	125	165
Renewal .....	12	115	127
Permanent Secondary .....	44	137	181
<i>Limited Elementary</i>			
Examination .....	18	255	273
Renewal .....	19	312	431

<i>Permanent Elementary</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Examination .....	8	201	209
Endorsement .....	15	275	290

*Permanent Training School Certificates*

Newark .....	..	30	30
Paterson .....	..	211	211
Jersey City .....	..	982	982
Elizabeth .....	..	182	182
Camden .....	..	121	121
Trenton .....	..	257	257
Hoboken .....	..	10	10
Bayonne .....	..	26	26

*Limited Training School Certificates*

Jersey City .....	..	176	176
Paterson .....	..	1	1
Two-year Pennsylvania Endorsements .....	6	57	63
Permanent Endorsement (Specials) .....	2	35	37
Normal Life .....	..	5	5
Normal Life (granted by New Jersey normal schools) .....	59	1095	1154

*Limited Special State*

Examination .....	68	200	268
Endorsement .....	52	219	271
Renewals .....	73	231	304
Permanent Special State .....	80	207	287
Evening School Certificates .....	17	69	86

*Limited Vocational*

Endorsement .....	..	7	7
Renewal .....	14	22	36

*Permanent Vocational*

Permanent Vocational .....	13	3	16
Permanent Vocational Supervisors .....	1	..	1

## COUNTY CERTIFICATES

First Grade County (Permanent) .....	11	57	68
First Grade County (Renewal) .....	..	10	10
Second Grade County (Permanent) .....	1	17	18
Second Grade County (Renewal) .....	..	13	13
Third Grade County (Permanent) .....	..	1	1
Third Grade County (Renewal) .....	..	7	7
Special County (Permanent) .....	..	1	1
Special County (Renewal) .....	2	8	16

## SUMMARY OF STATE CERTIFICATES

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Limited .....	267	1192	1459
Renewals .....	120	798	918
Permanent .....	272	4084	4356
Total .....	659	6074	6733



## SUMMARY OF COUNTY CERTIFICATES

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Renewals .....	2	31	33
Permanent .....	12	65	87
	<hr/>	<hr/>	<hr/>
Total .....	14	96	120
Temporary certificates .....	58	321	379

## GENERAL SUMMARY

State Certificates granted, renewed and made permanent .....	6733
County Certificates renewed and made permanent .....	120
Temporary Certificates .....	379
	<hr/>
Total .....	7232
Total number of examination papers written in August, 1923 .....	3547
Total number of examination papers written in November, 1923 ....	3445
Total number of examination papers written in April, 1924 .....	2640
	<hr/>
Total .....	9632
Applicants in August, 1923 .....	1047
Applicants in November, 1923 .....	1338
Applicants in April, 1924 .....	1219
	<hr/>
Total .....	3604

# REPORT OF THE BUREAU OF ACADEMIC CREDENTIALS

PREPARED BY

WILLIAM A. ACKERMAN

*Chief of the Bureau of Credentials*

The following table indicates the number of qualifying academic certificates issued during the year, the total number issued to date and the increase or decrease over 1923:

<i>Type of Certificate</i>	<i>Report</i>		<i>1923-24</i>		<i>Increase</i>	<i>Total Certifi- cates Issued to Date</i>
	<i>New Jersey Certificates Issued</i>	<i>Certified to Other States</i>	<i>Certificates Issued 1924</i>	<i>Certificates Issued 1923</i>		
Accountancy .....	37	18	55	76	*21	328
Chiropody .....	3	2	5	5	—	168
Dentistry .....	153	12	165	168	*3	1810
Law .....	390	151	541	514	27	3390
Medicine .....	274	17	291	249	42	3976
Nursing .....	464	92	556	496	60	1432
Optometry .....	24	1	25	57	*32	211
Pharmacy .....	242	61	303	301	2	786
Miscellaneous ...	20	28	48	32	16	77

\*Decrease

Respectfully submitted,

JOHN ENRIGHT,  
*Commissioner of Education.*

PART II.

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SUMMARY OF STATISTICS

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For year ending June 30, 1924

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# SUMMARY OF STATISTICS, 1923-1924

## RECAPITULATION OF COSTS OF PUBLIC SCHOOLS

	Receipts	Increase or Decrease	Expenditures	Increase or Decrease
A—State Administration .....	\$165,592.30	\$2,787.61 D	\$163,331.87	\$2,887.48 I
B—County Administration .....	227,326.04	7,477.87 I	226,221.44	5,389.41 I
C—State Institutions .....	2,588,404.38	375,142.62 I	2,542,620.88	631,678.06 I
D—Teachers' Pension and Annuity Fund .....	1,712,949.00	663,949.00 I	1,712,949.00	663,949.00 I
E—State School Fund Expenses .....	4,673.93	673.93 I	2,522.00	66.15 D
F—Current Expenses of Schools within the districts (not including tuition transfers) .....	49,758,701.94	2,896,129.68 I	49,200,487.94	3,986,291.93 I
G—Repairs and Replacements of Public School Buildings within the districts ..	2,623,406.59	325,131.45 I	2,724,596.07	519,270.33 I
I—School Libraries .....	52,519.35	10,828.81 D	54,568.38	6,057.75 I
J—Manual Training Instruction within the districts .....	1,645,754.55	150,617.46 I	1,581,737.57	144,553.76 I
K—Vocational Education within the districts .....	608,773.45	6,393.03 I	660,363.74	74,780.17 I
L—Continuation School Expenses within the districts .....	311,502.10	6,025.45 I	316,894.03	39,469.60 I
M—Evening Schools for Foreign-born expenses within the districts .....	87,082.75	17,350.02 I	82,101.41	19,509.15 I
N—Teachers' Libraries expenses within the districts .....	800.00	.....	800.00	.....
O—County Vocational School expense .....	238,254.42	14,793.97 I	227,543.92	4,521.21 I
P—1—Redemption of and interest on bonds and payments to sinking fund within the districts .....	8,787,160.95	1,710,572.55 I	8,679,227.03	1,608,634.00 I
Total for expenses of schools, 1923-1924 .....	\$68,812,901.84	\$5,496,691.61 I	\$68,175,974.88	\$7,042,976.79 I

### BALANCE STATEMENT

Total for expenses of schools, 1923-1924 .....	\$68,812,901.84	.....	\$68,175,974.88	.....
P—2—For payments of notes incurred for previous year's expenses .....	494,061.51	\$3,059,637.79 D	490,265.28	\$3,494,468.31 D
H—Lands, buildings and equipment of public schools within the districts (Capital Outlay). .....	15,486,480.13	6,808,476.30 D	19,258,236.64	163,870.26 I
F—1—Tuition fees paid from district to district .....	1,753,558.14	222,287.78 I	1,753,558.14	222,287.78 I
Balance on hand beginning of year and close of year (also amounts lapsed into State Treasury) .....	14,415,839.10	4,095,354.88 I	11,284,805.78	3,988,446.34 D
Total .....	\$100,962,840.72	\$53,779.82 D	\$100,962,840.72	\$53,779.82 D

Excess of expenditures over receipts made possible by balance carried over from previous year.

# COMMISSIONER OF EDUCATION.

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## SUMMARY OF STATISTICS

For the School Year Beginning July 1st, 1923, and Ending  
June 30th, 1924.

RECEIPTS	1923-1924	Increase or decrease
<b>A—State Administration—</b>		
(1) State Board of Education, expenses.....	\$4,000.00 .....	
(2) State Board of Examiners, expenses.....	14,420.00 .....	\$600.00 I
(3) Office of Commissioner of Education, salaries.....	96,464.00 .....	2,036.00 D
(4) Office of Commissioner of Education, other expenses .....	50,708.39 .....	1,381.61 D
Total .....	\$165,592.39	2,787.61 D
<b>B—County Administration—</b>		
(1) County Superintendents, salaries.....	\$84,000.00 .....	
(2) County Superintendents, expenses.....	42,549.66 .....	2,984.23 I
(3) Helping Teachers and other County Officers, salaries and expenses.....	100,776.38 .....	4,493.64 I
Total .....	227,326.04	7,477.87 I
<b>C—State Institutions—</b>		
(1) State Normal School at Glassboro:		
Appropriated by State for current expenses,	\$122,900.00 .....	13,400.00 D
Appropriated by State, Capital Outlay...	1,000.00 .....	1,000.00 I
(2) State Normal School at Newark:		
Appropriated by State for current expenses,	199,299.00 .....	18,895.00 I
Appropriated by State, Capital Outlay...	3,000.00 .....	3,000.00 I
(3) State Normal School at Trenton:		
Appropriated by State for current expenses,	211,240.00 .....	81,086.34 D
Appropriated by State, Capital Outlay...	28,500.00 .....	46,500.00 D
Appropriated by State, emergency fund...	12,000.00 .....	12,000.00 I
Received for tuition and board.....	92,887.52 .....	92,887.52 I
(4) State Normal School at Montclair:		
Appropriated by State for current expenses,	168,595.00 .....	13,520.00 I
Appropriated by State, Capital Outlay...	13,000.00 .....	9,000.00 I
Received for tuition and board.....	30,000.00 .....	30,000.00 I
(5) State Normal School at Paterson:		
Appropriated by State for current expenses,	30,000.00 .....	30,000.00 I
(6) New Jersey School for the Deaf:		
Appropriated by State for current expenses,	211,240.00 .....	33,622.25 I
Appropriated by State, Capital Outlay...	234,756.00 .....	49,644.00 D
Received for tuition and board.....	1,047.00 .....	1,047.00 I
(7) Manual Training and Industrial School for Colored Youth at Bordentown:		
Appropriated by State for current expenses,	125,874.00 .....	38,261.63 D
Appropriated by State, Capital Outlay...	234,500.00 .....	84,650.00 I
Received for tuition and board.....	41,923.72 .....	41,923.72 I
(8) Summer Schools for Training of Teachers:		
Appropriated by State for current expenses,	20,000.00 .....	5,000.00 I
(9) Training of Vocational Teachers:		
Appropriated by State for current expenses,	56,451.14 .....	1,489.10 I
(10) State Agricultural College:		
Appropriated by State for current expenses,	750,200.00 .....	226,000.00 I
Total .....	2,588,404.38	375,142.62 I
<b>D—Teachers' Pension and Annuity Fund—</b>		
(1) For operating expenses (Treas. office)....	\$5,650.00 .....	
(2) For current pensions.....	1,707,299.00 .....	658,299.00 I
(Matching payments of teachers during year and increase in reserve.)		
Total .....	1,712,949.00	658,299.00 I
<b>E—State School Fund Expenses.....</b>	4,673.93	673.93 I
<b>F—Current Expenses of Public Schools in Districts—</b>		
(1) Apportioned by State from R. R. Tax....	\$2,962,505.57 ✓ .....	279,953.56 D
(2) Apportioned by State from State School Tax .....	10,538,268.04 ✓ .....	766,799.02 I
(3) Apportioned from State School Fund by State .....	450,000.00 ✓ .....	50,000.00 I

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1st, 1923, and Ending  
June 30th, 1924.

RECEIPTS—(Continued)	1923-1924	Increase or decrease
<b>F—Current Expenses of Public Schools in Districts—</b> (Continued)—		
(4) From District Taxes and borrowed on authorized notes .....	\$35,267.703.47	\$2,230,894.91 I
(5) From Surplus Revenue Fund.....	27,650.15	421.86 D
(6) From Re-apportioned balances of State moneys .....	14,635.29	14,445.29 I
(7) One per cent Emergency Fund.....	39,950.00	39,950.00 I
(8) From Interest on deposits within districts.	168,551.65	3,551.25 D
(9) Returned Insurance Premiums.....	16,708.36	24,761.33 D
(10) Sale of school books and other sources.	245,078.73	22,355.82 I
(11) Tuition Receipts .....	1,783,208.82	293,660.42 I
Total .....	\$51,512,260.08	\$3,118,417.46 I
<b>G—Repairs and Replacements of Public School Buildings in Districts—</b>		
(1) From District Taxes.....	\$2,429,273.46	315,035.49 I
(2) From Other Sources.....	194,133.13	10,095.96 I
Total .....	2,623,406.59	325,131.45 I
<b>H—For Land, Buildings and Equipment of Public Schools in Districts—</b>		
(1) From District Tax.....	\$1,649,498.42	254,964.83 D
(2) From sale of bonds or notes.....	13,621,790.00	6,360,609.11 D
(3) From Other Sources.....	215,191.71	192,902.36 D
Total .....	15,486,480.13	6,808,476.30 D
<b>I—For School Libraries—</b>		
(1) From State .....	\$5,599.12	796.88 D
(2) From District Tax.....	40,113.79	11,432.03 D
(3) Other Sources .....	6,896.44	1,400.10 I
Total .....	52,519.35	10,828.81 D
<b>J—For Manual Training in Public Schools:</b>		
(1) From State .....	\$506,039.66	64,460.77 I
(2) From District Tax and borrowed on notes.	1,093,136.26	83,643.90 I
(3) From Federal Government.....	10,742.65	1,777.80 I
(4) Other Sources .....	35,833.98	734.99 I
Total .....	1,645,754.55	150,617.46 I
<b>K—Vocational Education—</b>		
(1) From State .....	\$150,100.97	8,031.14 I
(2) From Federal Government.....	23,742.89	4,859.06 I
(3) From District Taxes and borrowed on authorized notes .....	415,403.62	12,928.14 D
(4) Other Sources .....	19,526.06	6,430.97 I
Total .....	608,773.45	6,393.03 I
<b>L—Continuation Schools—</b>		
(1) From District Tax and borrowed on authorized notes .....	\$266,081.42	6,076.38 D
(2) From Federal Government.....	25,301.24	14,370.71 I
(3) From State .....	16,233.08	6,155.24 D
(4) Other Sources .....	3,886.36	3,886.36 I
Total .....	311,502.10	6,025.45 I
<b>M—Evening Schools for Foreign-born Residents—</b>		
(1) From State .....	\$35,915.37	9,415.26 I
(2) From District Tax and borrowed on authorized notes .....	47,872.92	10,202.01 I
(3) Other sources .....	3,294.46	2,267.25 D



SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1st, 1923, and Ending  
June 30th, 1924.

RECEIPTS—(Continued)	1923-1924		Increase or decrease
N—Teachers' Libraries—			
(1) From State .....	\$400.00		
(2) From subscriptions .....	400.00		
Total .....		\$800.00	
O—County Vocational Schools—			
(1) From State .....	\$26,897.97		\$921.20 D
(2) From County Taxes and borrowed on authorized notes .....	188,385.00		30,431.00 I
(3) From Federal Government .....	13,646.22		2,735.66 D
(4) Other Sources .....	9,325.23		11,980.17 D
Total .....		238,254.42	14,793.97 I
P—For Redemption of and Interest on Bonds and Notes within the District and Payments to Sinking Funds—			
(1) From District Tax .....	\$9,147,943.52		1,319,955.49 D
(2) Accrued interest on bond issues .....	133,278.91		29,109.75 D
Total .....		9,281,222.46	1,349,065.24 D
Balance on hand beginning of year .....		14,415,839.10	4,095,354.88 I
Grand total receipts during year and balance .....		\$100,062,840.72	53,779.82 D
EXPENDITURES			
A—State Administration—			
(1) State Board of Education, expenses ....	\$3,416.79		\$728.05 I
(2) Office of Commissioner of Education:			
Salary of Commissioner .....	\$10,000.00		
Salary, Assist. Commissioners..	26,000.00		
Salary, Business Manager .....	5,500.00		
Salary, Other Special Assts. ....	30,160.00		2,700.00 D
Clerical Services .....	24,804.00		1,654.00 I
Blanks, stationery and printing, .....	23,954.74		2,865.27 I
Incidental expenses .....	18,781.40		4,280.21 D
Teachers' Institutes .....	3,914.58		1,048.76 I
Continuation Schools .....	3,679.18		3,679.18 I
(3) State Board of Examiners, expenses ....	146,773.90		2,267.00 I
	13,141.18		107.57 D
Total .....		\$163,331.87	2,887.48 I
B—County Administration—			
(1) County Superintendents, salaries .....	\$82,999.96		1,000.04 D
(2) County Superintendents, expenses .....	42,445.10		1,895.81 I
(3) Helping Teachers, salaries .....	78,234.30		3,652.30 I
(4) Helping Teachers, expenses .....	16,393.98		586.33 I
(5) County Truant Officer, salary and expense, .....	3,148.10		255.01 I
(6) County Supervisor of Child Study, salary and expense .....	3,000.00		
Total .....		226,221.44	5,389.41 I
C—State Institutions—			
(1) State Normal School at Glassboro .....	\$116,557.61		111,604.60 I
(2) State Normal School at Newark .....	196,973.87		20,633.91 I
(3) State Normal School at Trenton .....	341,091.19		79,260.04 I
(4) State Normal School at Montclair .....	204,454.40		48,658.80 I
(5) State Normal School at Paterson .....	27,505.44		27,505.44 I
(6) New Jersey School for the Deaf .....	445,762.69		9,528.94 D
(7) Industrial School for Colored Youth .....	386,782.40		118,132.94 I
(8) Summer Schools for Training of Teachers, .....	19,941.18		5,316.84 I
(9) Training of Vocational Teachers .....	53,361.10		3,594.43 I

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1st, 1923, and Ending  
June 30th, 1924.

EXPENDITURES—(Continued)	1923-1924		Increase or decrease
<b>C—State Institutions—(Continued)—</b>			
(10) State Agricultural College .....	\$750,200.00		\$226,000.00 I
Total .....		\$2,542,629.88	631,678.06 I
<b>D—Teachers' Pension and Annuity Fund—</b>			
(1) Office expenses (Treas. office) .....	\$5,650.00		
(2) For current pensions, matching payments of teachers and for reserve .....	1,707,299.00		658,299.00 I
Total .....		1,712,949.00	658,299.00 I
<b>E—State School Fund—</b>			
(1) Expenses of Administration .....		2,522.60	66.15 D
<b>F—Current Expenses of Schools within the Districts</b>			
(1) Expended for administration, instruction, operation and auxiliary agencies in public day schools exclusive of costs of manual training and vocational training, .....	\$50,492,714.85		4,164,181.60 I
(2) Expenditures for evening schools in districts .....	299,041.96		46,698.47 I
(3) Expenditures for summer schools in districts .....	162,289.27		2,300.36 D
Total .....		50,954,046.08	4,208,579.71 I
(The term "current expenses" as provided for in the School Law does not cover all expenses of operating day schools. To obtain the total operating expenses of day schools, there must be added to the cost given above the expenses of repairs and replacement of buildings and equipment, account G, and the manual training and vocational costs in day schools for instruction, repair and replacement and other expenses, items 1, 2 and 4 of accounts J and K; also costs of school libraries, account I.)			
<b>G—Repairs and Replacements of Public Schools within the Districts—</b>			
(1) For Ordinary repairs .....	\$1,887,283.46		336,469.05 I
(2) For repairs and replacement of furniture and equipment .....	762,328.59		177,516.36 I
(3) For leasing school buildings .....	42,743.29		13,836.00 D
(4) Repairs to outhouses .....	32,240.73		19,120.92 I
Total .....		2,724,596.07	519,270.33 I
<b>H—For Lands, Buildings and Equipment of Public Schools within the Districts—</b>			
(1) For Purchase of Land .....	\$1,569,658.09		382,764.97 D
(2) For erecting and enlarging schools .....	15,685,818.67		490,153.99 I
(3) Extraordinary repairs .....	979,939.28		158,804.46 D
(4) New equipment .....	1,022,820.60		215,285.70 I
Total .....		19,258,236.64	163,870.26 I
<b>I—School Libraries within the Districts .....</b>		54,568.38	6,057.75 I
<b>J—Manual Training Instruction within the Districts—</b>			
(1) Instruction expense day schools .....	\$1,491,784.00		130,903.80 I
(2) Repairs and Replacements to Equipment .....	38,794.52		10,740.27 I
(3) New equipment (Capital Outlay) .....	36,245.09		3,502.99 I
(4) Other expenses, day schools .....	10,864.09		895.04 I
(5) Instruction expenses, evening schools .....	4,049.87		1,488.34 D
Total .....		1,581,737.57	144,533.76 I
<b>K—Vocational Instruction within the Districts—</b>			
(1) Instruction expense, day schools .....	\$419,210.88		28,319.22 I
(2) Repairs and replacements to equipment .....	25,938.42		7,332.30 I

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1st, 1923, and Ending  
June 30th, 1924.

EXPENDITURES—(Continued)	1923-1924	Increase or decrease
<b>K—Vocational Instruction within the Districts—</b> (Continued)—		
(3) New equipment (Capital Outlay) .....	\$14,290.90 .....	\$7,753.75 I
(4) Other expenses, day schools .....	55,803.91 .....	12,328.73 I
(5) Instruction expenses, evening schools .....	144,715.98 .....	19,913.90 I
(6) New equipment, evening schools (Capital Outlay) .....	493.65 .....	867.73 D
Total .....	\$660,363.74	74,780.17 I
<b>L—Continuation Schools—</b> (1) Instruction expenses .....	316,894.03	39,469.60 I
<b>M—Evening Schools for Foreign-born Residents—</b> N—Teachers' Libraries .....	82,101.41	19,509.15 I
O—County Vocational Schools—	800.00 .....	
(1) Instruction expense .....	\$159,947.84 .....	23,488.07 I
(2) Repair and replacements of equipment .....	13,560.02 .....	7,051.20 I
(3) New equipment (Capital Outlay), .....	7,100.03 .....	6,774.13 D
(4) Other expenses .....	46,926.43 .....	19,243.93 D
Total .....	227,543.92	4,521.21 I
<b>P—Redemption of and Interest on Bonds and Notes and Payments to Sinking Fund within the District—</b> (1) Redemption of and Interest on Bonds ....	\$7,911,867.01 .....	1,649,045.65 I
(2) Payments to sinking fund .....	767,360.02 .....	40,411.56 D
(3) Payment of principal and interest on notes, .....	490,265.28 .....	3,494,468.31 D
Total .....	9,169,492.31	1,885,834.22 D
Balance on hand at close of year and amounts lapsed into State Treasury .....	11,284,805.78	3,988,446.34 D
Total payments, amounts lapsed and balance .....	\$100,962,840.72	53,779.82 D
<b>COST OF EDUCATION</b>		
(Based on expenses of maintaining the public day schools)		
Administrative expenses—districts .....	\$1,639,491.64 .....	\$104,451.31 I
Instruction expense .....	39,947,552.65 .....	2,517,098.15 I
Operation of school plant .....	5,794,556.00 .....	693,276.47 I
Maintenance of school plant .....	2,996,936.45 .....	351,300.03 I
Transportation expense .....	1,301,818.56 .....	114,211.35 I
Medical inspection .....	763,102.52 .....	101,269.90 I
Leasing schoolrooms .....	42,743.29 .....	13,836.00 D
Other expenses .....	716,784.14 .....	307,993.10 I
	\$53,202,985.25	4,175,764.31 I
Average yearly cost per pupil based on total enrollment in day schools .....	77.55	4.20 I
Average yearly cost per pupil based on attendance in day schools .....	95.84	4.07 I

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1st, 1923, and Ending  
June 30th, 1924.

ENROLLMENT AND ATTENDANCE	1923-1924	Increase or decrease
<b>DAY SCHOOLS ONLY</b>		
Boys enrolled in day schools .....	348,754	8,344 I
Girls enrolled in day schools .....	337,251	9,270 I
Total enrollment in day schools .....	686,005	17,614 I
Total number of days present .....	104,371,408	3,180,897 I
Average daily attendance .....	555,119	20,825 I
Average attendance of each pupil .....	152 days	1 day I
Possible number of days attendance .....	113,630,565½	2,725,089½ I
Total number of days absent .....	9,259,157½	455,807½ D
Average absence of each pupil .....	14 days	1 day D
Per cent of attendance .....	.91851	.....
Total attendance in day and evening schools, including all allowances as per law (not actual attendance) .....	106,422,594	3,086,524 I
Total number of times tardy .....	772,948½	13,702½ D
Sum of number of teaching sessions, as reported in all registers .....	6,141,059½	214,377½ I
Pupils neither absent nor tardy .....	32,070	6,666 I
Sessions truant .....	71,027	150½ I
Total number of days transported .....	5,195,138½	540,213½ I
Pupils transported from without the district for whom cost of transportation is paid .....	15,013	115 I
Pupils transported from within the district for whom cost of transportation is paid .....	23,696	2,050 I
Cases of suspension or expulsion during year .....	2,037	56 D
Number of pupils enrolled in:		
Rural schools—one room .....	14,353	1,041 D
Rural schools—two room .....	14,299	1,745 D
Kindergarten .....	42,660	624 I
Grade I .....	99,057	4,254 I
Grade II .....	72,718	455 I
Grade III .....	72,248	2,762 I
Grade IV .....	69,411	4,484 I
Grade V .....	65,465	2,035 I
Grade VI .....	58,368	1,721 I
Grade VII .....	49,198	1,161 I
Grade VIII .....	39,554	559 I
Grade IX .....	33,463	2,130 I
Grade X .....	22,155	311 D
Grade XI .....	15,200	1,100 I
Grade XII .....	11,793	1,476 I
Subnormal classes .....	3,010	247 I
Training classes .....	112	109 D
Anemic classes .....	688	49 D
Backward and incorrigible classes .....	884	225 I
Classes for blind .....	45	18 I
Classes for deaf .....	119	6 I
Day vocational classes .....	2,404	398 I
*Americanization classes .....	.....	653 D
Other special classes .....	1,205	271 I
Number of children public schools will seat .....	663,764	23,313 I
<b>EVENING SCHOOLS</b>		
Number of evenings schools were maintained, including legal holidays and institute days .....	69	4 I
Number of weeks schools were maintained .....	20	2 I
Male pupils enrolled .....	18,183	3,606 I
Female pupils enrolled .....	11,689	1,315 I
Total pupils enrolled in evening schools .....	29,872	4,921 I
Total attendance (1 night—½ day) .....	628,441	118,844 I
Men teachers .....	320	15 I
Women teachers .....	387	53 I
Total teachers employed in evening schools .....	707	48 I
Total salaries of evening school teachers .....	\$248,087.98	\$49,534.86 I
Average salary per night paid to men teachers .....	4.37	.34 I
Average salary per night paid to women teachers .....	3.42	.18 D
Amount expended for all other salaries, supplies,		

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1st, 1923, and Ending  
June 30th, 1924.

NUMBER OF TEACHERS—DAY— EVENING	1923-1924			Increase or decrease		
	Men	Women	Total	Men	Women	Total
Total number of teachers, day and evening .....	3,319	19,374	22,693	175 I	874 I	1,049 I
Superintendents .....	39	.....	39	.....	.....	.....
Assistant Superintendents (an assistant superintend- ent 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) .....	14	3	17	1 I	1 I	2 I
Approved Supervising Principals .....	65	4	69	4 D	1 I	3 D
Unapproved Supervising Principals (those who devote their time to supervision of instruction of a group of schools) .....	86	4	90	4 I	1 I	5 I
Non-teaching Principals (those who devote their time to supervision of instruction of a school) .....	317	223	540	8 I	17 I	25 I
Supervisors (those who direct and assist teachers in matters pertaining to instruction other than super- vising and non-teaching principals) .....	10	72	82	1 D	7 D	8 D
Special Supervisors (those who direct and assist teachers in matters pertaining to instruction in special subjects) .....	97	318	415	13 I	29 I	42 I
Teachers Rural Schools—One Room (a rural school is one located either in the open country or village, the majority of whose pupils are the children of farmers and others living in the open country) ....	68	365	433	10 D	7 D	17 D
Teachers Rural Schools—Two Room (teachers consid- ered in the one and two room rural school tables are not considered in the grade teachers' tables) ..	58	351	409	2 D	31 D	33 D
Kindergarten teachers .....	.....	757	757	.....	36 I	36 I
Teachers—Grades I-IV .....	5	7,481	7,486	3 D	337 I	334 I
Teachers—Grades V-VIII .....	282	5,468	5,750	27 I	284 I	311 I
Teachers—Grades VII-IX Jr. High .....	53	237	290	13 I	2 I	15 I
Teachers—Grades IX-XII .....	1,008	1,950	2,958	48 I	126 I	174 I
Short Term Teachers (a teacher 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) .....	9	57	66	2 D	7 D	9 D
Substitute Teachers (one not assigned to a regular class or one teaching a class for less than four months) .....	1	44	45	1 D	26 D	27 D
Special Teachers—Ungraded, Backward and Incorrige- ble Classes .....	10	81	91	1 I	22 I	23 I
Special Teachers—Subnormal Classes .....	5	202	207	.....	9 I	9 I
Special Teachers—Deaf Classes .....	.....	15	15	.....	1 I	1 I
Special Teachers—Blind Classes .....	.....	6	6	.....	2 I	2 I
Special Classes—Unclassified .....	99	467	566	4 I	17 D	13 D
Manual Training Teachers—Day (including super- visors and teachers devoting full time to the work; Those not devoting full time are classed as regular day school teachers and not manual train- ing teachers) .....	332	338	670	20 I	32 I	52 I
Manual Training Teachers—Evening .....	22	3	25	2 I	1 D	1 I
Vocational School Teachers—Day .....	85	64	149	6 I	4 I	10 I
Vocational School Teachers—Evening .....	185	127	312	38 I	27 I	65 I
Regular Evening School Teachers (teachers considered in the day school tables and teaching in the eve- ning schools are considered in this table) .....	312	385	697	27 I	49 I	76 I
Teachers in Evening Schools for Foreign-born Resi- dents (receiving State Aid) .....	*66	170	236	27 I	48 I	75 I
Teachers in Evening Schools for Foreign-born Resi- dents (not receiving State Aid) .....	.....	.....	.....	20 D	37 D	57 D
Teachers—Continuation Schools (full time) .....	35	80	115	1 D	3 I	2 I
Teachers—Continuation Schools (part time) .....	56	68	124	20 D	25 D	45 D
Helping Teachers .....	.....	34	34	.....	1 I	1 I
Untrained teachers, men and women .....	.....	.....	3,736	.....	.....	57 I
Trained teachers, men and women .....	.....	.....	17,584	.....	.....	882 I

\*Includes teachers for Americanization Classes in Essex and Hudson Counties.

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1st, 1923, and Ending  
June 30th, 1924.

SALARIES OF TEACHERS	1923-1924		Increase or decrease	
	Men	Women	Men	Women
Average salary per year paid to all day school teachers (21,367) not including superintendents, assistant superintendents or evening school teachers of any kind, .....	\$1,757.40		\$57.90 I	
Average salary per month paid to all day school teachers .....	191.02		8.28 I	
Average salary per year paid to all day school teachers, including bonuses .....	1,761.48		55.30 I	
Average salary per month paid to all day school teachers, including bonuses .....	191.46		8.00 I	
Average salary per year paid to—				
Superintendents .....	\$5,705.64		\$232.90 I	
Assistant Superintendents .....	5,514.28	\$5,000.00	214.28 I	\$1,600.00 I
Approved Supervising Principals .....	3,519.57	2,715.00	265.13 I	55.00 D
Unapproved Supervising Principals .....	3,474.30	2,950.00	171.25 I	233.33 D
Non-teaching Principals .....	3,556.47	2,654.48	136.91 I	97.21 I
Supervisors .....	3,969.00	2,663.19	271.37 I	248.05 I
Special Supervisors .....	2,319.59	1,911.48	160.75 I	55.77 I
Rural School Teachers—One Room .....	1,048.13	1,023.86	27.63 I	32.71 I
Rural School Teachers—Two Room .....	1,226.37	1,095.35	46.62 I	29.83 I
Kindergarten Teachers .....		1,652.74		79.48 I
Elementary Teachers:				
Grades I-IV .....	1,048.80	1,511.39	72.55 I	33.83 I
Grades V-VIII .....	1,691.42	1,669.26	26.80 I	52.93 I
Junior High School Teachers:				
Grades VII-IX .....	2,108.91	2,081.83	2.03 I	51.98 I
High School Teachers:				
Grades IX-XII .....	2,378.50	2,035.81	68.51 I	80.32 I
Short Term Teachers .....	1,050.00	1,080.32	140.91 I	38.75 I
Substitute Teachers .....	2,175.00	1,247.84	1,173.00 I	77.83 I
Special Teachers—Sub-normal Classes .....	1,970.00	1,986.13	129.00 I	55.70 I
Special Teachers—Ungraded, Backward and Incur- rigible Classes .....	1,902.50	1,578.93	8.06 I	54.43 I
Special Teachers—Deaf Classes .....		2,234.26		5.16 D
Special Teachers—Blind Classes .....		2,617.33		478.33 I
Special Teachers—Unclassified .....	2,400.40	1,895.36	254.04 I	102.21 I
Manual Training Teachers—Day Schools .....	2,127.01	1,781.74	14.42 D	55.70 I
Vocational School Teachers—Day Schools .....	2,435.23	2,144.47	39.91 I	57.98 I
Continuation School Teachers, full time—day ....	2,166.43	1,896.82	143.93 I	79.64 I
Continuation School Teachers, part time—day (per hour basis) .....	2.05	1.84	.44 D	.35 D
Helping Teachers .....		2,323.53		59.00 I
Average salary per night paid to—				
Manual Training Teachers .....	\$3.91	\$3.50	.25 D	.18 I
Vocational Teachers .....	4.77	4.49	.35 I	.25 I
Regular Evening School Teachers .....	4.40	3.38	.55 D	1.12 D
Evening School for Foreign-born Residents .....	3.77	3.22	.33 D	.92 D

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1st, 1923, and Ending  
June 30th, 1924.

SCHOOL TERM	1923-1924	Increase or decrease
Average time schools were maintained (A school month is 20 days) .....	9 mos. 8 days	1 day D
<b>SCHOOL DISTRICTS, HOUSES, ETC.</b>	1923-1924	Increase or decrease
School districts .....	511	4 I
Buildings owned .....	2,134	26 I
Buildings rented .....	76	7 D
Total school buildings .....	2,210	19 I
Classrooms .....	17,214	447 I
Buildings completed during year .....	45	1 D
Buildings enlarged or remodeled during year .....	55	4 I
One-room buildings .....	579	12 D
Two-room buildings .....	322	4 D
Three-room buildings .....	67	2 I
Four-room buildings .....	238	3 D
Five or more room buildings .....	1,004	36 I
<b>VALUATION OF SCHOOL PROPERTY</b>		
Total value of school property .....	\$170,547,848.24	\$18,751,536.04 I
Average value of New Jersey school buildings .....	77,170.97	7,889.23 I
<b>GRADUATES OF STATE NORMAL SCHOOLS</b>		
Trenton .....	320	36 I
Montclair .....	272	54 I
Newark .....	517	56 I
Glassboro .....	55	55 I*
Paterson .....	62	62 I*

\* New schools.

## SOURCES OF INCOME.

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

1. Income from State School Fund,.....	\$450,000.00
Apportioned to counties on basis of day's attendance.	
2. Appropriation by Legislature from State Funds for General Purposes,.....	10,183.05
3. Appropriation by Legislature from Railroad Tax for General Purposes,.....	4,567,181.20
4. Appropriation by Federal Government,.....	98,080.70
Teacher Training and payments to districts.	
5. Appropriation from State Railroad Tax,....	3,063,781.95
Apportioned to counties on basis of ratables.	
6. State School Tax,.....	10,538,268.04
90% apportioned to counties on basis of ratables; 10% apportioned to counties arbitrarily by State Board.	
7. Emergency Fund,.....	39,950.00
Apportioned to needy districts.	
8. Interest on surplus Revenue Fund,.....	27,650.15
Apportioned to districts by County Superintendents on general plan.	
9. Local Appropriations,.....	50,543,885.88
Used for current expenses, buildings and repairing, etc.	
10. Other Sources,.....	2,834,441.87
Appropriated for special purposes.	

## SCHOOL PROPERTIES.

The reported valuation of school properties increased during the year from \$151,796,312 to \$170,547,848. Reported valuations for the past ten years are in round numbers, as follows:

1915.....	\$64,000,000	1920.....	\$102,000,000
1916.....	69,000,000	1921.....	116,000,000
1917.....	74,000,000	1922.....	133,000,000
1918.....	79,000,000	1923.....	151,000,000
1919.....	83,000,000	1924.....	170,000,000

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



# CHIEF DISBURSEMENTS FOR THE LAST FIVE YEARS

	1920	1921	1922	1923	1924	Increase or decrease
Salaries of teachers .....	\$20,916,549.51	\$28,141,400.65	\$32,005,953.95	\$34,805,655.08	\$37,550,407.53	\$2,744,752.45 I
Operation of school plant, including janitors' services .....	3,709,351.42	4,474,729.78	4,771,746.65	5,101,279.53	5,794,556.00	693,276.47 I
Maintenance of school plant .....	1,478,169.94	1,874,910.82	2,464,301.33	2,645,636.42	2,996,936.45	351,300.03 I
Purchase of land and erection of buildings....	5,467,458.29	12,464,293.89	14,279,157.00	19,106,953.19	19,258,236.64	151,283.45 I
Transportation of pupils to other districts and within the district .....	781,259.14	1,015,285.76	1,082,120.39	1,187,607.21	1,391,818.56	114,211.35 I
Medical inspection .....	410,003.38	513,901.48	589,514.67	661,832.62	763,102.52	101,269.90 I
Manual Training .....	*975,542.59	1,104,659.68	1,265,473.35	1,431,645.60	1,174,576.82	257,068.78 D
Vocational Training .....	*331,395.97	419,119.66	382,172.81	459,510.11	358,511.28	100,998.83 D

\* Salaries included in this figure also in the first item.

# STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVER- ING A PERIOD OF FIVE YEARS

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SCHOOL REPORT.

	1920	1921	1922	1923	1924	Increase or decrease
Total enrollment of pupils in all schools, day and evening .....	623,284	640,765	678,734	693,342	715,877	22,535 I
This enrollment divided—						
Day schools .....	591,798	612,277	648,936	668,391	686,005	17,611 I
Evening schools .....	31,486	28,488	29,798	24,951	29,872	4,921 I
Boys in day schools .....	299,815	310,940	330,754	340,410	348,751	8,344 I
Girls in day schools .....	291,983	301,337	318,182	327,981	337,251	9,270 I
Boys in evening schools .....	19,311	16,657	17,327	14,577	18,183	3,606 I
Girls in evening schools .....	12,175	11,831	12,471	10,374	11,689	1,315 I
Average daily attendance in day schools .....	453,946	486,850	517,816	534,294	555,119	20,825 I
Average absence of each pupil in days .....	17	14	14	15	14	1 day D
Enrollment—						
Kindergarten .....	40,282	40,825	40,940	42,036	42,660	624 I
Primary schools* .....	276,408	284,647	294,056	301,479	313,434	11,955 I
Grammar schools* .....	181,864	190,015	199,596	207,109	212,585	5,476 I
High schools* .....	55,243	59,144	70,356	78,216	82,611	4,395 I
One-room rural schools .....	18,005	17,735	16,712	15,394	14,353	1,041 D
Two-room rural schools .....	15,434	14,774	15,715	16,044	14,299	1,745 D
Teachers, total number .....	18,873	19,784	20,874	21,644	22,693	1,049 I
Men .....	2,542	2,730	2,988	3,144	3,319	175 I
Women .....	16,331	17,054	17,886	18,500	19,374	874 I
Teachers—						
One-room rural schools, total .....	529	512	484	450	433	17 D
Men .....	62	74	81	78	68	10 D
Women .....	467	438	403	372	365	7 D
Two-room rural schools, total .....	421	432	427	442	409	33 D
Men .....	49	55	61	60	58	2 D
Women .....	372	377	366	382	351	31 D
Kindergarten, total .....	718	714	729	721	757	36 I
Primary schools, total .....	6,420	6,630	6,886	7,152	7,486	334 I
Men .....	4	9	9	8	5	3 D
Women .....	6,416	6,621	6,877	7,144	7,481	337 I
Teachers—						
Grammar schools, total .....	4,687	4,893	5,190	5,439	5,750	311 I
Men .....	196	190	240	255	282	27 I
Women .....	4,491	4,703	4,950	5,184	5,468	284 I
High schools, total .....	2,132	2,285	2,528	2,784	2,958	174 I
Men .....	735	764	871	960	1,008	48 I
Women .....	1,397	1,521	1,657	1,824	1,950	126 I
Manual training, total .....	516	509	583	618	670	52 I
Men .....	242	257	299	312	332	20 I
Women .....	274	252	284	306	338	32 I

\* Primary schools include grades I-IV, grammar schools include grades V-VIII, high schools include grades IX-XII.

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

	1920	1921	1922	1923	1924	Increase or decrease	
Salaries of teachers, total .....	\$20,916,549.51	\$28,141,400.65	\$32,005,953.95	\$34,805,655.08	\$37,550,407.53	\$2,744,752.45	I
Average salary per year, day schools, paid to teach- ers .....	1,177.20	1,504.41	1,627.72	1,699.50	1,757.40	57.90	I
One-room rural schools—							
Men .....	787.54	993.37	1,019.02	1,020.50	1,048.13	27.63	I
Women .....	769.00	984.66	1,006.59	991.15	1,023.86	32.71	I
Kindergarten, women .....	1,023.17	1,383.08	1,521.22	1,573.26	1,632.74	79.48	I
Primary schools—							
Men .....	1,082.50	1,168.78	1,056.55	976.25	1,048.80	72.55	I
Women .....	989.55	1,333.48	1,443.18	1,477.56	1,511.39	33.83	I
Grammar schools—							
Men .....	1,251.17	1,586.00	1,594.44	1,664.62	1,691.42	26.80	I
Women .....	1,097.51	1,459.09	1,539.40	1,616.33	1,669.26	52.93	I
High schools—							
Men .....	2,015.12	2,348.32	2,451.57	2,509.99	2,578.50	68.51	I
Women .....	1,302.36	1,702.43	1,866.16	1,955.49	2,035.81	80.32	I
Schools in session, days .....	181	190	189	189	188	1 day	D
School districts, number .....	493	504	506	507	511	4	I
School buildings .....	2,106	2,140	2,175	2,191	2,210	19	I
Valuation of school property .....	\$102,852,397.54	\$116,324,463.22	\$133,111,171.67	\$151,796,312.20	\$170,547,848.24	\$18,751,536.04	I
Buildings completed during year .....	21	27	40	46	45	1	D
One-room buildings .....	654	633	631	591	579	12	D
Graduates of State Normal Schools—							
Trenton .....	165	210	241	284	320	36	I
Montclair .....	174	172	191	218	272	54	I
Newark .....	277	319	347	461	517	56	I
Glassboro .....	..	..	..	..	55	*55	I
Paterson .....	..	..	..	..	62	*62	I
Totals .....	616	791	779	963	1,226	263	I

\* New schools.

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

COUNTIES	NUMBER RECEIVING \$800 OR MORE			TOTAL NUMBER TEACHERS IN THE COUNTY		
	1922	1923	1924	1922	1923	1924
Atlantic .....	595	643	700	601	651	700
Bergen .....	1669	1764	1871	1673	1769	1872
Burlington .....	439	483	510	454	486	510
Camden .....	1066	1146	1210	1073	1150	1217
Cape May .....	182	190	203	188	195	207
Cumberland .....	381	388	399	395	403	415
Essex .....	3766	3803	3934	3767	3804	3936
Gloucester .....	320	330	372	348	359	392
Hudson .....	3127	3126	3198	3127	3127	3198
Hunterdon .....	201	194	205	208	208	213
Mercer .....	831	889	892	832	889	892
Middlesex .....	941	982	1043	942	983	1044
Monmouth .....	744	779	812	747	782	812
Morris .....	511	539	573	524	551	585
Ocean .....	171	180	195	181	190	196
Passaic .....	1430	1499	1619	1431	1499	1619
Salem .....	194	193	213	220	219	220
Somerset .....	310	325	333	310	325	334
Sussex .....	173	171	184	176	178	189
Union .....	1233	1319	1416	1235	1322	1416
Warren .....	260	265	271	278	284	287
Totals .....	18544	19208	20153	18710	19374	20254

# STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

Teachers Receiving	1922			1923			1924		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than \$300 .....		3	3	1	4	5		2	2
\$300 to \$399 .....		1	1	1	3	4			
400 to 499 .....					2	2			
500 to 599 .....	2	2	4						
600 to 699 .....	6	26	32	2	34	36	2	11	13
700 to 799 .....	7	119	126	8	111	119	5	81	86
800 to 899 .....	14	241	255	17	198	215	8	156	164
900 to 999 .....	32	304	336	30	310	340	23	269	322
1000 to 1099 .....	46	919	965	46	747	793	39	700	739
1100 to 1199 .....	33	1000	1033	29	972	1001	29	1078	1107
1200 to 1299 .....	66	1927	1993	55	1635	1690	58	1626	1684
1300 to 1399 .....	33	1741	1774	29	1550	1579	36	1358	1394
1400 to 1499 .....	50	1888	1938	45	1825	1870	51	1811	1862
1500 to 1599 .....	76	1862	1938	91	1776	1867	85	1775	1860
1600 to 1699 .....	84	1597	1681	93	1583	1676	83	1428	1511
1700 to 1799 .....	69	1102	1171	61	1321	1382	93	1366	1459
1800 to 1899 .....	85	732	817	99	1187	1286	95	1326	1421
1900 to 1999 .....	69	636	705	68	657	725	67	927	994
2000 to 2499 .....	433	2188	2623	461	2669	3130	454	3130	3584
2500 to 2599 .....	307	309	616	369	454	823	380	699	1079
3000 and over .....	562	137	699	623	208	831	708	265	973

COMMISSIONER OF EDUCATION.

# ANALYSIS OF CURRENT EXPENSES FOR EDUCATION

July 1, 1923, to June 30, 1924

Salaries—City superintendents, supervising principals and teachers .....	\$34,938,310.69	70.0%
Operation of school plant .....	5,794,556.00	11.5%
Maintenance of school plant (includes apparatus) .....	2,996,936.45	5.9%
Administrative expenses in school districts .....	1,639,491.64	3.2%
Supplies, summer school expense .....	1,701,564.54	3.3%
Transportation expenses .....	1,301,818.56	2.5%
Textbooks .....	1,037,292.17	2.1%
Medical inspection, supplies and expenses .....	763,102.52	1.5%
	<hr/>	
	\$50,173,072.57	

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

July 1, 1923, to June 30, 1924.

State Administration of the Schools .....	\$160,508.22
	$\frac{1}{3}$ of 1%
Current expenses of the schools .....	50,173,072.57
	99 $\frac{2}{3}$ %

## ANALYSIS OF STATE ADMINISTRATION EXPENSES

State Board of Education Expenses .....	\$3,416.79
Salaries .....	108,352.38
Operation .....	26,594.09
Miscellaneous .....	22,144.96
Total .....	<u>\$160,508.22</u>

## ANALYSIS OF CURRENT EXPENSES

Salaries, Superintendents, Principals and Teachers .....	\$34,938,310.69
Operation .....	5,794,556.00
Maintenance of school plant (includes apparatus) .....	2,996,936.45
Administrative expenses of school districts ....	1,639,491.64
Supplies, summer school expenses .....	1,701,564.54
Transportation expense .....	1,301,818.56
Textbooks .....	1,037,292.17
Medical inspection, supplies and expenses ....	763,102.52
Total .....	<u>\$50,173,072.57</u>





PART III.

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SECTION A

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FINANCIAL AND OTHER STATISTICS BY COUNTIES

For the year ending June 30, 1924.

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### FINANCIAL STATISTICS BY COUNTIES

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TABLE 1.  
DISTRICT TAXES ORDERED FOR SCHOOL YEAR BEGINNING JULY 1, 1924.

DISTRICTS.	Current Expenses.	Manual Training.	Evening Schools for Foreign-Born Residents.	Vocational Schools.	Continuation Schools.	School Libraries.	Redemption of Bonds and Interest on Bonds.
Atlantic .....	\$1,579,022.58	\$49,700.00		\$39,500.00		\$600.00	\$265,915.73
Bergen .....	3,811,874.54	100,947.00	\$4,740.00	600.00	\$11,500.00	6,380.00	824,841.01
Burlington .....	898,516.82	11,695.00			1,500.00	130.00	80,125.40
Camden .....	2,124,467.19	53,000.00	3,000.00		31,975.00	105.00	494,557.23
Cape May .....	334,113.08	7,050.00				610.00	35,388.75
Cumberland .....	577,857.62	12,952.50			6,850.00	860.00	47,203.12
Essex .....	8,499,353.73	263,600.00	5,515.00	321,494.00	86,571.00	20,170.00	1,599,063.58
Gloucester .....	638,857.39	15,075.00			700.00	700.00	114,870.39
Hudson .....	6,262,746.15	240,339.00	25,650.60	91,967.00	64,730.00	5,730.00	1,680,677.69
Hunterdon .....	346,526.00	6,235.00				160.00	24,051.03
Mercer .....	1,737,694.01	62,862.38			21,881.17	1,940.00	343,206.45
Middlesex .....	1,977,505.92	53,650.00	6,750.00		12,600.00	1,915.00	307,008.27
Monmouth .....	1,438,437.05	36,660.00		3,300.00		1,460.00	269,757.43
Morris .....	1,083,094.01	27,342.60		300.00	1,200.00	350.00	219,396.01
Ocean .....	349,969.27	4,700.00				230.00	76,242.75
Passaic .....	3,086,926.09	108,880.00	3,750.00	64,478.54	60,625.00	510.00	71,009.41
Salem .....	280,890.00	7,900.00				400.00	30,308.00
Somerset .....	596,610.00	12,150.00	150.00			50.00	57,238.75
Sussex .....	327,685.00	10,300.00		5,000.00		300.00	40,010.00
Union .....	2,676,335.28	76,425.00	2,345.00	35,975.00	19,300.00	1,520.00	239,953.39
Warren .....	434,900.00	8,525.00			1,500.00	150.00	38,366.87
<b>Total .....</b>	<b>\$39,063,383.73</b>	<b>\$1,169,988.48</b>	<b>\$51,900.60</b>	<b>\$562,614.54</b>	<b>\$320,232.17</b>	<b>\$44,270.00</b>	<b>\$6,799,191.86</b>

TABLE 1.  
DISTRICT TAXES ORDERED FOR SCHOOL YEAR BEGINNING JULY 1, 1924—Continued.

DISTRICTS.	Payment to Sinking Fund.	Redemption of and Interest on Authorized Notes.	Outhouses and Water Closets.	Leasing, Repairing and Refurnishing School Buildings.	Purchase of Land, Erecting, Enlarging, Altering and Furnishing School Buildings.	Total Amount of Taxes Ordered Raised.	Net Valuation Taxable.	Rate of Local District School Tax.
Atlantic .....	\$6,061.87	\$4,669.00		\$164,494.00	\$3,300.00	\$2,113,263.18	\$254,715,000.00	.76
Bergen .....	71,228.82	27,880.29	\$100.00	25,875.00	9,469.00	5,155,346.66	277,499,056.00	1.857
Burlington .....	3,943.63	20,529.50		34,450.00	9,450.00	1,060,340.35	57,536,131.00	1.048
Camden .....	41,373.92	9,200.00		129,375.00		2,887,053.34	233,311,483.00	1.237
Cape May .....	1,042.49	3,300.00		9,268.50	2,000.00	392,712.52	59,713,390.00	.6577
Cumberland .....	5,572.46	29,073.90		33,050.00	22,000.00	726,420.70	47,239,366.00	1.537
Essex .....	132,850.65			523,385.00	153,904.00	11,695,908.97	1,051,000,580.00	1.11
Gloucester .....	1,591.68	8,125.00	2,250.00	32,661.84	15,837.65	829,968.95	50,574,132.00	1.64
Hudson .....	125,839.21	5,750.00		514,616.00	20,500.00	9,038,545.68	973,924,771.00	.929
Hunterdon .....	573.95	500.00		11,925.00	6,800.00	396,771.58	25,541,478.00	1.50
Mercer .....	43,638.08			128,850.00	3,452.62	2,343,584.71	221,380,147.00	1.0585
Middlesex .....	15,305.31	22,899.00		120,448.01	18,500.00	2,536,581.51	151,774,754.00	1.67
Monmouth .....	9,374.87	28,392.00		115,376.00	17,300.00	1,859,961.35	153,504,948.00	1.212
Morris .....	4,943.31	57,336.89	1,280.00	91,838.75	75.00	1,487,156.57	80,108,721.00	1.86
Ocean .....	551.09	8,000.00	1,000.00	21,937.50	6,353.14	468,983.66	30,622,722.50	1.535
Passaic .....	1,319.33	8,647.50		113,923.11	9,000.00	3,529,069.18	339,193,003.00	1.04
Salem .....		2,652.50		24,250.00	200.00	343,600.50	33,007,024.00	1.032
Somerset .....	7,530.73	7,832.00		24,050.00	5,500.00	712,011.48	48,787,508.00	1.469
Sussex .....	1,478.28	3,100.00		26,920.00		414,853.28	28,253,453.00	1.46
Union .....	29,644.79	73,729.58		167,807.69	5,000.00	3,328,035.73	308,884,567.00	1.08
Warren .....		6,950.00		23,700.00		514,091.87	39,033,024.00	1.32
<b>Total .....</b>	<b>\$593,924.32</b>	<b>\$319,538.26</b>	<b>\$4,630.00</b>	<b>\$2,599,015.40</b>	<b>\$308,572.41</b>	<b>\$51,837,261.77</b>	<b>\$4,465,614,036.50</b>	<b>1.16</b>

**TABLE 2.**  
**CURRENT EXPENSE FUNDS.**  
**RECEIPTS FROM STATE AND COUNTY FUNDS FOR CURRENT EXPENSE.**

DISTRICTS.	\$450,000 State School Fund. Appropriation.	90% State School Tax.	10% State School Tax Reserve Fund.	Interest on Surplus Revenue.	Reapportioned Balances.	Emergency Fund.	County Taxes for County Superintendent's Expenses and Secretary's Salary.	Railroad Tax.
Atlantic .....	\$12,838.23	\$434,481.88	\$31,359.01	\$534.18	.....	.....	\$1,701.45	\$144,532.67
Bergen .....	36,954.56	591,617.54	83,280.01	1,795.08	.....	\$6,500.00	2,126.00	192,592.11
Burlington .....	10,754.13	125,687.03	26,557.20	4,363.96	.....	14,700.00	3,020.00	40,605.92
Camden .....	24,404.75	466,902.93	59,032.88	1,379.71	.....	.....	1,966.56	151,474.27
Cape May .....	3,280.65	104,309.95	8,880.07	750.00	.....	1,000.00	1,700.00	33,868.64
Cumberland .....	9,280.07	92,756.56	21,756.95	1,766.13	.....	6,750.00	1,690.00	29,813.47
Essex,* .....	95,711.35	2,207,078.10	210,888.31	.....	.....	.....	4,091.65	714,662.52
Gloucester .....	7,628.99	108,903.44	19,075.70	1,811.50	.....	.....	1,800.00	35,318.70
Hudson .....	80,050.32	2,208,860.60	171,494.95	.....	.....	.....	2,500.00	708,716.54
Hunterdon .....	4,431.16	62,471.01	11,235.56	.....	.....	.....	1,500.00	20,374.43
Mercer .....	19,426.75	455,317.69	43,910.14	716.06	.....	.....	1,900.00	145,669.29
Middlesex,* .....	23,216.80	344,873.02	53,047.05	.....	.....	.....	2,700.00	112,337.46
Monmouth .....	17,161.85	354,097.85	42,105.93	2,471.16	\$1,096.91	.....	1,950.00	114,378.80
Morris .....	11,671.43	182,050.06	27,207.15	2,700.00	.....	.....	1,683.33	58,481.04
Ocean .....	3,524.83	69,523.06	8,873.80	904.10	.....	7,000.00	1,700.00	22,481.59
Passaic .....	37,512.95	680,308.19	79,785.93	1,168.38	.....	.....	1,900.00	220,307.71
Salem .....	5,009.94	81,860.56	12,601.24	2,099.46	.....	4,000.00	1,416.66	26,380.76
Somerset .....	6,858.86	113,940.15	16,264.46	2,869.09	.....	.....	1,500.00	36,397.21
Sussex .....	3,825.45	68,023.36	9,274.74	2,321.34	.....	.....	1,640.00	22,289.08
Union .....	30,011.53	679,857.65	65,073.52	.....	13,538.38	.....	1,850.00	205,363.12
Warren .....	6,385.40	84,946.54	14,626.27	.....	.....	.....	1,714.01	27,737.12
<b>Total .....</b>	<b>\$450,000.00</b>	<b>\$9,521,937.17</b>	<b>\$1,016,330.87</b>	<b>\$27,650.15</b>	<b>\$14,635.29</b>	<b>\$39,950.00</b>	<b>\$42,049.66</b>	<b>\$3,063,781.95</b>

90% State School Tax.

\* Exclusive of \$1,390.61 in County Vocational School.      Exclusive of \$1,200.00 in County Vocational School.

TABLE 2.  
CURRENT EXPENSE FUNDS—*Continued.*

RECEIPTS FROM DISTRICT TAXES, RAILROAD TAX AND OTHER SOURCES FOR CURRENT EXPENSE.

DISTRICTS.	District Taxes and Authorized Notes.	FROM OTHER SOURCES.					Total Receipts for the Year.
		Interest on Deposits.	Sale of Books.	Tuition Fees.	Return Premiums Fire Insurance.	Other Sources.	
Atlantic .....	\$1,070,359.39	\$12,085.98	\$515.39	\$64,866.89	\$386.79	\$9,927.37	\$1,792,585.23
Bergen .....	3,404,070.92	20,146.32	765.09	292,017.10	2,680.02	32,661.61	4,670,146.36
Burlington .....	761,343.40	3,293.69	275.87	110,919.34	2.04	15,796.33	1,117,318.91
Camden .....	1,859,334.84	8,145.93	421.54	124,251.00	6,051.08	960.40	2,704,385.89
Cape May .....	262,343.69	1,147.84	9.72	24,812.41	.....	662.44	442,765.41
Cumberland .....	564,245.54	2,386.72	509.70	43,439.17	82.33	426.23	774,902.87
Essex .....	8,228,249.89	22,009.25	1,159.60	79,603.38	228.24	32,584.20	11,596,266.49
Gloucester .....	546,880.20	2,521.54	86.07	100,267.14	1,749.97	8,583.15	834,626.49
Hudson .....	5,754,481.26	13,213.87	445.20	98,732.81	503.02	43,783.71	9,082,782.28
Hunterdon .....	294,039.79	763.19	1.00	72,280.40	181.08	2,697.43	469,975.05
Mercer .....	1,636,583.92	11,484.70	165.74	70,186.79	52.42	8,446.55	2,393,860.05
Middlesex .....	1,715,644.76	9,197.50	1.62	84,745.83	919.69	26,905.42	2,373,588.55
Monmouth .....	1,290,648.09	8,017.44	124.99	123,167.05	28.05	1,591.57	1,957,349.19
Morris .....	969,866.61	9,116.50	136.02	125,942.55	648.33	7,139.60	1,396,642.62
Ocean .....	322,594.09	1,405.74	31.12	36,899.14	.....	490.60	475,428.07
Passaic .....	2,757,492.32	7,739.86	1,454.25	76,790.86	1,944.35	12,729.79	3,879,134.59
Salem .....	272,843.90	1,651.05	19.00	36,904.25	71.35	515.73	445,373.90
Somerset .....	537,905.40	5,672.97	158.36	40,565.96	380.00	6,862.46	769,334.92
Sussex .....	279,655.19	1,894.20	45.56	45,813.43	151.35	1,321.11	436,854.81
Union .....	2,321,688.27	23,815.53	472.18	77,529.45	610.67	22,551.02	3,442,361.32
Warren .....	408,431.91	841.83	61.72	53,473.87	38.18	1,646.27	599,903.12
<b>Total .....</b>	<b>\$35,267,703.47</b>	<b>\$166,551.65</b>	<b>\$6,859.74</b>	<b>\$1,783,208.82</b>	<b>\$16,708.36</b>	<b>\$238,218.99</b>	<b>\$51,655,586.12</b>

TABLE 2.  
CURRENT EXPENSE FUNDS—*Continued.*

RECEIPTS FROM DISTRICT TAXES, RAILROAD TAX AND OTHER SOURCES—*Continued.*

DISTRICTS.	RECEIPTS.		Salaries of Superintendent, Supervising Principals, Supervisors, Principals and Teachers.	PAYMENTS.			
	Balance on Hand Beginning of Year.	Grand Total of Receipts and Balance on Hand Beginning of Year.		Teachers' Pension and Annuity Fund.	Teachers' Bonuses.	Salaries of Janitors, Engineers and Firemen.	Janitors' Contribution to Teachers' Pension and Annuity Fund.
Atlantic .....	\$132,507.10	\$1,925,092.33	\$1,150,254.44	\$43,689.95	\$2,372.50	\$114,014.00	\$1,374.11
Bergen .....	329,614.06	5,009,760.42	2,963,065.34	95,212.40	12,135.00	294,768.16	2,698.73
Burlington .....	108,942.00	1,226,260.91	653,382.63	19,221.14	1,072.50	51,782.52	156.45
Camden .....	190,709.28	2,895,095.17	1,803,192.55	66,397.85	460.00	182,223.83	2,496.85
Cape May .....	23,526.66	466,292.07	263,321.16	8,608.61	.....	23,871.69	173.05
Cumberland .....	54,144.66	829,047.53	483,533.12	16,605.87	320.00	31,162.35	191.66
Essex .....	351,847.14	11,948,113.63	8,571,287.16	286,448.45	7,481.67	601,368.06	8,813.75
Gloucester .....	50,880.89	885,507.38	460,937.24	14,386.46	3,900.00	37,294.56	437.24
Hudson .....	356,972.92	9,439,755.20	6,360,559.95	218,705.30	.....	633,566.10	12,757.57
Hunterdon .....	25,271.35	495,246.38	236,476.62	8,114.07	4,683.00	12,298.40	.....
Mercer .....	40,273.11	2,434,133.16	1,544,022.46	58,196.37	500.00	130,982.46	1,181.39
Middlesex .....	111,671.37	2,485,260.12	1,602,979.70	45,154.18	11,557.50	138,946.25	2,121.65
Monmouth .....	106,817.65	2,064,166.84	1,174,731.06	38,016.91	5,883.00	99,673.41	843.27
Morris .....	75,868.23	1,472,510.85	842,575.90	26,368.60	7,875.00	75,210.90	1,535.96
Ocean .....	27,973.30	503,401.37	251,937.08	8,793.20	2,700.00	18,901.66	164.12
Passaic .....	264,944.56	4,144,079.15	2,814,626.45	87,087.72	4,365.00	230,615.57	3,255.42
Salem .....	10,506.02	455,879.92	244,878.17	7,740.58	10,375.00	17,286.99	503.53
Somerset .....	55,690.88	825,025.80	476,050.71	14,452.76	3,790.00	33,110.09	199.54
Sussex .....	37,272.86	474,127.67	220,406.84	6,438.29	2,205.00	12,955.21	.....
Union .....	297,759.42	3,740,120.74	2,473,488.64	82,083.00	.....	219,905.36	3,495.68
Warren .....	25,163.16	625,066.28	346,603.47	11,611.48	1,695.00	21,582.03	99.86
Total .....	\$2,688,356.80	\$54,343,942.92	\$34,938,310.69	\$1,161,335.19	\$86,173.17	\$2,982,419.60	\$42,499.23

TABLE 2.  
CURRENT EXPENSE FUNDS—*Continued.*  
PAYMENTS FROM CURRENT EXPENSE FUNDS—*Continued.*

DISTRICTS.	Fuel.	Transportation of Pupils to Other Districts.	Transportation of Pupils Within the District.	Tuition Fees.	Expenses of Superintendent.	Expenses of Supervising Principal, Supervisors, Principals and Teachers.	Text Books.
Atlantic .....	\$80,069.76	\$24,491.28	\$30,556.35	\$55,231.77	\$27,097.46	\$2,397.23	\$50,961.26
Bergen .....	199,808.78	49,106.19	26,129.14	317,385.26	2,457.47	27,712.06	96,735.44
Burlington .....	40,672.91	47,301.15	60,906.73	110,964.05	240.74	2,208.28	27,047.68
Camden .....	106,739.92	41,904.42	15,451.26	145,191.00	10,520.19	8,503.40	83,541.29
Cape May .....	20,562.22	13,000.60	14,752.68	21,441.61	1,671.01	571.34	11,000.65
Cumberland .....	31,076.40	19,392.10	48,129.78	29,023.50	503.80	480.75	19,243.80
Essex .....	271,492.10	14,432.20	43,671.13	27,748.51	11,733.77	36,571.19	172,851.23
Gloucester .....	37,695.59	34,060.22	35,543.46	101,642.52	.....	2,111.01	20,618.90
Hudson .....	330,545.10	3,713.34	23,896.02	70,285.44	18,357.08	40,378.78	164,802.29
Hunterdon .....	19,528.33	43,770.06	9,748.75	69,288.69	487.74	392.07	13,054.11
Mercer .....	77,005.34	24,409.97	50,795.47	76,279.21	13,481.19	15,973.93	47,829.00
Middlesex .....	99,532.46	32,180.49	45,786.78	122,578.15	3,267.47	15,821.54	46,190.55
Monmouth .....	79,245.91	51,137.70	72,379.13	116,470.29	2,704.37	6,186.75	41,580.35
Morris .....	62,168.93	48,899.80	43,532.13	119,525.61	.....	4,844.57	31,864.51
Ocean .....	18,606.83	31,837.30	18,850.10	34,819.31	.....	2,517.70	9,336.88
Passaic .....	105,036.14	19,382.45	22,908.45	96,491.17	8,075.52	763.94	74,834.60
Salem .....	17,390.06	27,452.18	21,127.76	42,900.50	45.53	280.32	12,059.26
Somerset .....	35,727.12	27,240.56	21,771.34	60,461.44	.....	4,524.16	13,619.96
Sussex .....	18,558.10	49,652.03	18,457.60	56,795.93	.....	1,468.81	10,693.80
Union .....	117,671.63	9,632.59	13,820.85	27,358.65	13,339.48	10,134.59	73,253.96
Warren .....	25,417.52	28,561.38	19,045.64	48,375.50	15.99	769.93	16,172.65
<b>Total .....</b>	<b>\$1,794,611.15</b>	<b>\$644,558.01</b>	<b>\$657,260.55</b>	<b>\$1,753,558.14</b>	<b>\$113,998.81</b>	<b>\$185,612.35</b>	<b>\$1,037,292.17</b>



TABLE 2.  
CURRENT EXPENSE FUNDS—*Continued.*  
PAYMENTS FROM CURRENT EXPENSE FUNDS—*Continued.*

DISTRICTS.	Supplies and Other Expenses of Instruction.	Apparatus Purchased with Current Expense Funds.	Janitors' Supplies.	Light, Water and Power.	Medical Inspection, Salaries, Supplies and Other Expenses.	Compulsory Attendance, Salaries, Supplies and Other Expenses.	Salary of District Clerk or Secretary.
Atlantic .....	\$45,121.97	\$30,813.73	\$12,269.96	\$21,152.34	\$31,294.11	\$10,997.55	\$11,772.08
Bergen .....	119,755.97	56,351.58	33,919.42	58,645.34	51,396.21	24,572.50	38,275.04
Burlington .....	29,301.55	3,618.35	5,569.10	7,229.19	14,942.69	4,021.55	8,538.95
Camden .....	71,298.26	5,884.96	12,694.61	19,319.65	32,792.74	15,093.27	12,796.39
Cape May .....	12,611.58	1,437.33	2,631.89	3,993.40	6,359.75	2,521.14	4,381.18
Cumberland .....	22,452.73	2,094.41	3,463.98	4,796.53	10,057.53	2,784.53	4,975.00
Essex .....	255,782.08	52,026.64	37,721.07	113,845.94	176,859.73	75,207.33	32,019.98
Gloucester .....	26,610.80	3,013.37	4,978.67	4,731.20	9,645.57	2,579.15	6,592.95
Hudson .....	173,517.77	28,599.52	74,658.39	100,994.92	162,512.31	102,491.58	30,177.79
Hunterdon .....	12,778.18	932.87	1,771.90	1,777.22	2,657.38	960.45	3,215.00
Mercer .....	53,625.29	11,232.70	10,373.08	13,196.77	44,817.05	20,582.97	9,500.00
Middlesex .....	54,765.63	22,126.53	13,826.09	17,095.01	26,275.50	11,319.94	15,255.39
Monmouth .....	55,427.43	12,528.34	11,276.69	18,280.95	25,943.14	14,044.41	14,847.50
Morris .....	41,506.70	6,878.43	8,243.61	10,604.08	22,299.53	6,332.08	10,096.32
Ocean .....	11,495.37	3,403.52	1,922.92	2,912.97	6,878.81	1,095.23	3,754.62
Passaic .....	81,538.28	9,775.26	18,368.15	35,449.22	59,595.04	29,201.55	13,125.00
Salem .....	11,395.27	430.64	1,733.68	1,451.60	2,693.98	1,204.15	3,735.20
Somerset .....	18,804.58	3,862.17	4,830.30	6,448.24	8,322.12	4,104.05	6,145.00
Sussex .....	13,782.92	2,759.12	808.10	1,351.59	3,256.54	1,368.52	3,470.95
Union .....	93,613.66	17,193.37	19,863.13	45,562.30	56,297.85	23,951.75	18,923.70
Warren .....	17,689.86	1,596.31	2,971.84	4,846.37	6,094.64	2,123.92	5,025.10
Total .....	\$1,222,789.97	\$276,280.15	\$283,896.58	\$493,684.83	\$763,102.52	\$357,457.62	\$256,623.44

TABLE 2.  
CURRENT EXPENSE FUNDS—*Continued.*  
PAYMENTS FROM CURRENT EXPENSE FUNDS—*Continued.*

DISTRICTS.	Salary of Custodian of School Monies.	All Other Salaries, Supplies and Other Expenses of Board of Education and Business Offices.	Insurance Premiums.	Wages of Other Employees.	Lectures and Recreation.	For Evening Schools, Sec. 202 and 455. 1921 Edition.	
						Salaries: Supervisors, Principals and Teachers.	All Other Salaries, Supplies and Expenses.
Atlantic .....	\$2,064.37	\$10,191.52	\$12,153.75	\$27,102.69	\$10,477.44	\$6,996.50	
Bergen .....	9,414.06	33,893.20	52,043.67	11,605.30	6,215.87	5,844.29	
Burlington .....	2,797.50	6,938.18	6,517.90	2,810.10	302.41		
Camden .....	2,937.67	20,246.01	15,604.64	1,984.23	1,026.13	3,381.00	\$612.12
Cape May .....	1,508.22	3,434.69	5,672.72	1,006.52	1,313.50		
Cumberland .....	1,200.00	6,905.34	3,900.44	3,432.59	12.66		
Essex .....	3,765.00	196,056.73	28,274.63	25,101.72	77,599.88	114,599.75	23,017.65
Gloucester .....	2,117.50	3,740.93	10,877.78	2,974.00	928.85		
Hudson .....	10,835.98	77,348.96	63,302.63	71,052.41	27,713.58	48,302.58	12,812.36
Hunterdon .....	1,070.00	2,329.89	2,276.55	3,058.14		400.00	
Mercer .....	2,750.00	40,876.23	18,505.75	5,670.55	2,305.94	17,892.50	5,754.70
Middlesex .....	5,157.19	10,263.53	15,817.71	5,509.46	796.73	4,248.10	154.32
Monmouth .....	3,570.00	15,058.03	18,699.46	5,438.40	3,928.98	240.00	
Morris .....	4,047.50	10,755.54	21,152.38	2,180.64	2,140.87	1,274.00	239.84
Ocean .....	1,172.50	3,225.23	3,625.83	3,134.23	733.58		
Passaic .....	3,650.00	34,831.01	12,091.01	12,695.62	6,127.77	26,826.60	4,439.76
Salem .....	747.50	2,268.18	2,038.33	451.12	319.31		
Somerset .....	2,490.00	3,152.60	5,196.35	1,310.69	725.44		
Sussex .....	1,120.00	2,748.33	2,315.79	701.54	650.80		
Union .....	3,145.00	39,178.17	23,694.41	6,328.98	5,131.23	19,417.85	2,588.04
Warren .....	1,699.87	1,743.22	4,646.78	3,895.68	352.23		
<b>Total</b> .....	<b>\$67,259.86</b>	<b>\$525,185.54</b>	<b>\$328,408.51</b>	<b>\$197,444.61</b>	<b>\$149,703.55</b>	<b>\$249,423.17</b>	<b>\$49,618.79</b>

**TABLE 2.**  
**CURRENT EXPENSE FUNDS—Continued.**  
**PAYMENTS FROM CURRENT EXPENSE FUNDS—Continued.**

DISTRICTS.	Special Summer Schools.		Interest on Temporary Loans.	Telephone Service.	Incidental Expenses.	Salary, Helping Teachers.	Expenses of Helping Teacher.
	Salaries: Supervisors, Principals and Teachers.	All Other Salaries, Supplies, and Expenses.					
Atlantic .....			\$863.65	\$952.39	\$4,255.48	\$2,400.00	\$500.00
Bergen .....	\$4,944.06	\$20.00	469.30	10,003.10	10,897.20	9,500.00	1,809.38
Burlington .....			763.53	1,331.40	3,194.88	6,784.30	1,500.00
Camden .....			1,671.74	2,471.22	2,062.73	4,600.00	1,000.00
Cape May .....			281.08	154.90	317.20	2,400.00	500.00
Cumberland .....	1,295.00	20.00	469.20	1,071.48	15.35	4,800.00	1,000.00
Essex .....	75,904.00	5,694.76	53.56	11,077.52	8,121.38	2,400.00	450.76
Gloucester .....	550.00		392.10	643.38	2,003.75	4,800.00	1,000.00
Hudson .....	37,427.19	516.18	190.00	10,021.73	28,987.62		
Hunterdon .....			255.12	287.65	3,122.09	4,700.00	1,000.00
Mercer .....	6,227.50	768.26		3,529.08	1,465.02	1,750.00	199.84
Middlesex .....	4,842.50	270.00	229.42	2,494.82	7,509.86		
Monmouth .....			774.19	3,317.82	1,319.81	7,000.00	1,500.00
Morris .....			788.40	2,585.11	658.82	4,100.00	925.00
Ocean .....			348.52	497.62	93.77	4,800.00	1,000.00
Passaic .....	8,961.00	535.82	9,509.68	2,341.30	5,662.26	2,400.00	500.00
Salem .....			393.81	276.95	108.67	2,000.00	500.00
Somerset .....	1,880.00		4,184.92	1,190.08	1,077.31	4,800.00	1,000.00
Sussex .....	959.00		465.74	305.10	443.56	2,400.00	500.00
Union .....	11,178.00	305.00		6,527.32	5,471.67	2,000.00	500.00
Warren .....			414.28	657.92	2,385.05	4,600.00	1,000.00
<b>Total .....</b>	<b>\$154,159.25</b>	<b>\$8,130.02</b>	<b>\$22,428.24</b>	<b>\$61,737.89</b>	<b>\$89,073.48</b>	<b>\$78,234.30</b>	<b>\$16,393.98</b>

TABLE 2.  
CURRENT EXPENSE FUNDS—Continued.  
PAYMENTS FROM CURRENT EXPENSE FUNDS—Continued.

DISTRICTS.	COUNTY EXPENSES.					Total Expenditures During the Year.	Total Balance at Close of Year.	Grand Total of Expenditures During the Year, and Balance on Hand at Close of Year.
	Salary County Truant Officer.	Expenses of County Truant Officer.	Salary Supervisor of Child Study.	Expenses of Supervisor of Child Study.	Expenses County Superintendent.			
Atlantic .....					\$751.45	\$1,826,491.39	\$88,606.94	\$1,925,092.33
Bergen .....					540.00	4,650,015.46	379,744.96	5,000,760.42
Burlington .....	\$1200.00	\$700.00			500.00	1,129,638.36	97,222.55	1,226,200.91
Camden .....					500.00	1,466.56	195,128.68	2,805,095.17
Cape May .....					500.00	434,190.75	32,092.32	468,292.07
Cumberland .....					1,100.00	776,009.90	72,947.63	829,047.53
Essex .....					500.00	11,373,582.98	574,530.65	11,948,113.63
Glooucester .....					500.00	838,637.29	46,870.06	885,507.35
Hudson .....					500.00	8,391,530.77	468,224.45	9,469,755.20
Hunterdon .....					500.00	461,584.28	33,312.10	495,246.38
Mercer .....					500.00	2,513,584.02	120,749.14	2,434,153.16
Middlesex .....					500.00	2,587,273.87	97,986.25	2,485,260.12
Monmouth .....	\$40.00	408.10	\$2,500.00	\$500.00	500.00	1,308,243.40	156,321.44	2,464,166.84
Morris .....					500.00	1,183.33	49,616.76	1,472,519.85
Ocean .....					500.00	1,422,894.09	52,480.17	1,503,401.37
Passaic .....					500.00	430,921.20	289,212.39	4,144,079.15
Salem .....					386.44	3,844,866.76	20,359.35	455,879.92
Somerset .....					500.00	916.65	52,854.27	825,025.80
Sussex .....					500.00	1,000.00	33,457.46	474,127.67
Union .....					1,370.00	440,670.21	293,304.83	3,740,120.74
Warren .....					714.01	3,446,815.91	41,458.75	625,066.28
Total .....	\$2940.00	\$1,108.10	\$2,500.00	\$500.00	\$10,900.90	\$31,544.20	\$3,246,973.36	\$54,343,942.92

**TABLE 3.**  
**MANUAL AND INDUSTRIAL TRAINING.**  
**RECEIPTS.**

DISTRICTS.	State Appropriation.	District Tax.	Federal Appropriation.	Subscriptions, Entertainments, Etc.	Sale of Manual Training Materials.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....	\$18,542.71	\$47,000.00			\$208.22	\$65,750.93	\$13,999.14	\$79,750.07
Bergen .....	79,471.01	108,557.26		1,282.78	2,458.97	191,770.02	44,222.76	235,992.78
Burlington .....	22,553.45	16,900.00	\$1,100.00	2,061.05	559.62	43,165.12	*2,418.78	40,746.34
Camden .....	20,463.65	29,743.52		274.00	400.55	50,881.72	17,556.87	68,438.59
Cape May .....	6,833.43	6,500.00			101.42	13,434.85	2,673.87	16,108.72
Cumberland .....	13,189.85	12,897.44	2,544.84		917.62	29,549.75	5,900.53	35,450.28
Essex .....	55,508.26	228,568.97		400.00	5,354.94	289,832.17	14,135.91	303,968.08
Gloucester .....	12,462.82	11,175.00		1,141.00	750.66	24,489.89	7,504.42	31,994.31
Hudson .....	50,699.75	252,442.09		330.03	2,154.85	305,626.72	60,262.78	365,889.50
Hunterdon .....	5,501.35	5,250.00	1,250.00		1,754.08	13,755.43	1,154.60	14,910.03
Mercer .....	15,965.70	52,654.58	1,050.00	225.87	865.44	79,761.59	8,879.81	79,641.40
Middlesex .....	30,837.15	48,500.00		534.38	1,406.72	81,338.25	15,233.41	96,571.66
Monmouth .....	34,118.17	35,080.00		1,771.79	525.72	71,495.68	9,978.32	81,474.00
Morris .....	21,598.17	27,207.40		1,019.41	254.59	50,079.57	9,582.35	59,661.92
Ocean .....	4,331.60	4,200.00				8,531.60	5,477.55	14,009.15
Passaic .....	22,063.19	103,350.00		1,084.39	3,626.62	129,524.50	16,480.67	146,005.17
Salem .....	9,059.15	8,475.00	2,389.51		369.99	20,293.65	7,796.29	28,089.94
Somerset .....	14,809.28	12,850.00		20.00	2,360.34	30,639.62	8,385.70	38,425.32
Sussex .....	8,560.93	8,200.00	1,400.00	301.39	473.68	18,936.06	5,806.55	24,742.55
Union .....	51,621.24	65,885.00		181.76	2,232.39	119,920.39	17,787.84	137,708.23
Warren .....	7,848.80	7,700.00	1,008.30	20.00		16,577.10	1,789.29	18,366.39
<b>Total .....</b>	<b>\$506,039.66</b>	<b>\$1,093,136.26</b>	<b>\$10,742.65</b>	<b>\$9,608.26</b>	<b>\$26,227.72</b>	<b>\$1,645,754.55</b>	<b>\$272,189.88</b>	<b>\$1,917,944.43</b>

Deficit.

TABLE 3.  
MANUAL TRAINING AND INDUSTRIAL FUNDS—Continued.  
PAYMENTS—DAY SCHOOLS.

DISTRICTS.	Salaries of Supervisors, Principals and Teachers.	Teachers' Pension and An- nuity Fund.	Teachers' Bounties.	Material and Supplies.	Repairs and Replacements.	New Equipment (Capital Outlay).	All Other Expense.	Total Expenditures, Day Schools.
Atlantic .....	\$13,487.57	\$1,543.66		\$14,735.47	\$5,433.32	\$3,032.85	\$42.82	\$68,265.69
Bergen .....	133,622.45	4,195.21		32,485.64	3,637.40	2,641.61	701.92	177,284.23
Burlington .....	19,442.04	546.96		4,674.84	335.38	9,009.46	225.91	34,294.59
Camden .....	17,864.23	596.32		31,798.48	710.61	274.00	6.18	51,249.82
Cape May .....	9,527.25	300.01		3,666.71	134.04	156.80	4.51	13,789.32
Cumberland .....	21,179.57	573.79		7,038.06	929.21		468.12	30,188.78
Essex .....	209,384.84	6,181.38	\$421.88	59,045.03	2,739.78	5,682.34	43.30	283,498.55
Gloucester .....	16,492.70	441.00		4,305.19	1,161.81		1,396.91	23,797.61
Hudson .....	231,885.79	8,479.83		55,479.83	10,924.70	3,580.53	440.10	310,790.78
Hunterdon .....	7,262.48	287.52		2,744.66	133.41		600.00	11,028.07
Mercer .....	49,655.87	1,924.51		12,813.96	1,477.89	1,654.04	1,137.09	68,063.36
Middlesex .....	58,454.85	1,652.40		14,284.96	1,233.75	674.29	1,356.64	77,716.92
Monmouth .....	46,890.11	1,545.33	50.00	9,845.15	1,369.64	77.53	312.18	60,085.94
Morris .....	36,448.47	1,078.02		9,161.84	923.18	579.50	1,085.27	49,216.28
Ocean .....	5,299.65	116.85		1,612.35	236.59	3,449.00		10,713.75
Passaic .....	91,146.86	2,560.10		14,801.13	2,834.90		314.35	111,863.34
Salem .....	15,525.99	509.59	200.00	2,381.66	75.70		70.40	18,763.34
Somerset .....	17,560.03	553.00		5,668.68	699.58	2,523.46	1,608.48	28,613.23
Sussex .....	12,521.76	448.24	50.00	1,077.69	197.61		326.01	15,221.31
Union .....	82,590.92	1,922.45		25,981.14	3,440.23	2,140.20	636.60	116,711.54
Warren .....	13,061.53	412.29		2,344.77	55.88	769.48	87.30	16,731.25
Total .....	\$1,138,704.36	\$35,872.46	\$721.88	\$316,485.30	\$38,794.52	\$36,245.09	\$10,864.09	\$1,577,687.70

TABLE 3.  
MANUAL TRAINING AND INDUSTRIAL FUNDS—*Continued.*  
PAYMENTS—EVENING SCHOOLS.

DISTRICTS.	Salaries of Supervisors, Principals and Teachers.	Material and Supplies.	Repairs and Replacements.	New Equipment (Capital Outlay).	All Other Expense.	Total Expenditures—Even- ing Schools.	Total Expenditures—Day and Evening Schools.	Balance on Hand at Close of Year.	Grand Total of Expendi- tures During the Year and Balance on Hand at Close of Year.
Atlantic .....							\$68,265.69	\$11,484.38	\$79,750.07
Bergen .....							177,284.23	58,708.55	235,992.78
Burlington .....							34,294.59	6,451.75	40,746.34
Camden .....							51,249.82	17,188.77	68,438.59
Cape May .....							13,789.32	2,519.40	16,308.72
Cumberland .....							30,188.78	5,261.50	35,450.28
Essex .....		\$3,281.87				\$3,281.87	286,780.42	17,187.66	303,968.08
Gloucester .....							23,797.61	8,196.70	31,994.31
Hudson .....	\$768.00					768.00	311,558.78	54,330.72	365,889.50
Hunterdon .....							11,028.97	3,881.96	14,910.93
Mercer .....							68,063.36	11,578.04	79,641.40
Middlesex .....							77,716.92	18,854.74	96,571.66
Monmouth .....							60,085.94	21,388.06	81,474.00
Morris .....							49,216.28	10,445.64	59,661.92
Ocean .....							10,713.75	3,295.40	14,009.15
Passaic .....							111,663.34	34,341.83	146,005.17
Salem .....							18,763.34	9,326.60	28,089.94
Somerset .....							28,613.23	9,812.09	38,425.32
Sussex .....							15,221.31	9,521.24	24,742.55
Union .....							116,711.54	20,996.69	137,708.23
Warren .....							16,731.25	1,635.14	18,366.39
<b>Total .....</b>	<b>\$768.00</b>	<b>\$3,281.87</b>				<b>\$4,049.87</b>	<b>\$1,581,737.57</b>	<b>\$336,206.86</b>	<b>\$1,917,944.43</b>

**TABLE 4.**  
**EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS.**  
**RECEIPTS.**

DISTRICTS.	State Appropriation.	District Tax.	All Other Sources.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....					\$23.65	\$23.65
Bergen .....	\$5,228.59	\$6,325.00	\$1,152.25	\$12,705.84	2,918.64	15,624.48
Burlington .....	592.36	1,814.01		2,406.37		2,406.37
Camden .....						
Cape May .....						
Cumberland .....						
Essex .....	1,673.02	1,000.00	801.24	3,474.26		3,474.26
Gloucester .....						
Hudson .....	16,762.01	25,413.12	20.00	42,195.13	7,321.48	49,516.61
Hunterdon .....						
Mercer .....						
Middlesex .....	5,023.97	6,250.00	198.68	11,382.65	3,306.85	14,689.50
Monmouth .....	1,201.67	1,854.06	676.00	3,731.73	178.03	3,909.76
Morris .....	220.79	250.00		470.79	312.57	783.36
Ocean .....						
Passaic .....	3,626.57	3,300.00	82.50	7,009.07	543.95	7,553.02
Salem .....						
Somerset .....	73.27	150.00	53.99	277.26	84.13	361.39
Sussex .....						
Union .....	1,513.12	1,516.73	399.80	3,429.65	*448.76	2,980.89
Warren .....						
<b>Total .....</b>	<b>\$35,915.37</b>	<b>\$47,872.92</b>	<b>\$3,294.46</b>	<b>\$87,082.75</b>	<b>\$14,240.54</b>	<b>\$101,323.29</b>

Deficit.



TABLE 4.  
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS—*Continued.*  
PAYMENTS.

DISTRICTS.	Salaries, Principals and Teachers.	Text Books and Supplies.	Janitors' Salaries.	Other Expenditures.	Total Expenditures During the Year.	Balance on Hand at Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand at Close of Year.
Atlantic .....						\$23.65	\$23.65
Bergen .....	\$9,698.50	\$658.54	\$591.50	\$251.38	\$11,199.92	4,424.56	15,624.48
Burlington .....							
Camden .....	1,791.50	224.87	390.00		2,406.37		2,406.37
Cape May .....							
Cumberland .....							
Essex .....	2,776.50	204.58	463.00		3,444.08	30.18	3,474.26
Gloucester .....							
Hudson .....	34,614.00	863.96	2,186.00	2,375.43	40,039.39	9,477.22	49,516.61
Hunterdon .....							
Mercer .....							
Middlesex .....	7,473.75	383.32	792.56	1,836.80	10,486.43	4,203.07	14,689.50
Monmouth .....	3,056.00	9.02	397.00	21.35	3,483.37	426.39	3,909.76
Morris .....	448.00	10.95			458.95	324.41	783.36
Ocean .....							
Passaic .....	6,163.00	251.35	402.00	702.11	7,518.46	34.56	7,553.02
Salem .....							
Somerset .....	250.00	61.39	50.00		361.39		361.39
Sussex .....							
Union .....	2,193.50	8.22	486.89	14.44	2,703.05	277.84	2,980.89
Warren .....							
<b>Total .....</b>	<b>\$68,464.75</b>	<b>\$2,676.20</b>	<b>\$5,758.95</b>	<b>\$5,201.51</b>	<b>\$82,101.41</b>	<b>\$19,221.88</b>	<b>\$101,323.29</b>

TABLE 5.  
VOCATIONAL SCHOOL FUNDS.  
RECEIPTS.

DISTRICTS.	State Appropriation.	District Tax.	Federal Appropriation.	All Other Sources.	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 .....	\$20,000.00	\$38,400.00	\$3,029.99	\$172.56	\$61,602.55	\$14,022.47	\$76,525.02
Bergen .....		300.00	122.40		422.40	603.79	1,026.19
Burlington .....							
Camden .....							
Cape May .....						71.14	71.14
Cumberland .....							
Essex .....	48,948.97	293,873.07	1,248.88	3,544.06	287,614.93	14,422.74	302,037.67
Glocester .....							
Hudson .....	46,072.00	48,150.55	8,516.61	3,650.10	106,389.16	\$5,623.62	102,021.78
Hunterdon .....							
Mercur .....							
Middlesex .....						1,006.97	1,006.97
Monmouth .....	1,300.00	3,300.00	2,700.00	117.60	7,617.60	3,124.76	10,742.36
Morris .....		300.00			300.00	157.94	457.94
Ocean .....							
Pasaic .....	28,380.00	48,680.00	7,380.00	6,938.66	91,479.26	19,678.02	111,157.28
Salem .....							
Somerset .....							
Sussex .....	5,000.00	5,000.00	744.47	3,205.19	13,949.66	2,773.32	16,722.98
Union .....	57,500.00	57,500.00		1,888.89	39,388.89	1,740.21	41,129.10
Warren .....							
Total .....	\$150,100.97	\$415,403.62	\$23,742.80	\$19,526.06	\$608,773.45	\$144,148.98	\$752,922.43

TABLE 5.  
VOCATIONAL SCHOOL FUNDS—*Continued.*  
PAYMENTS—DAY SCHOOLS.

DISTRICTS.	Salaries of Director Super- visors, Principals and Teachers.	Teachers' Pension and An- nuity Fund.	Teachers' Bonuses.	Material and Supplies.	Repairs and Replacements.	New Equipment, Extensions and New Department (Capital Outlay).	Rentals and All Other Expense.	Total Expenditures—Day Schools.
Atlantic .....	\$40,594.31	\$1,184.19		\$8,941.49	\$6,063.47		\$4,441.25	\$61,224.71
Bergen .....	748.00			21.90				769.90
Burlington .....								
Camden .....								
Cape May .....								
Cumberland .....								
Essex .....	145,010.45	3,411.84		22,172.50	4,214.93	\$13,724.90	33,836.16	222,370.78
Gloucester .....								
Hudson .....	79,247.03	3,942.72		14,955.51	6,788.25		9,177.44	113,210.95
Hunterdon .....								
Mercer .....								
Middlesex .....								
Monmouth .....	5,260.04	97.54		302.65	3.56		1,943.79	7,007.58
Morris .....								
Ocean .....								
Passaic .....	38,644.53	1,193.31		4,835.18	8,438.85		5,688.01	58,799.88
Salem .....								
Somerset .....								
Sussex .....	7,762.13	238.84	\$150.00	3,746.09	337.49		705.26	12,939.81
Union .....	31,216.42	859.93		5,574.28	91.87	566.00	12.00	38,320.50
Warren .....								
Total .....	\$348,482.91	\$10,028.37	\$150.00	\$60,549.60	\$25,938.42	\$14,290.90	\$55,803.91	\$515,244.11

TABLE 5.  
VOCATIONAL SCHOOL FUNDS—*Continued.*  
PAYMENTS—EVENING SCHOOLS.

DISTRICTS.	Salaries of Director, Supervisors, Principals and Teachers.	Materials and Supplies.	Repairs and Replacements.	New Equipment, Extensions and New Department. (Capital Outlay.)	Rentals and All Other Expense.	Total Expenditures—Evening Schools.	Total Expenditures—Day and Evening.	Balance on Hand at Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand Close of Year.
Atlantic .....	\$11,120.00	\$487.04				\$11,607.04	\$72,831.75	\$3,603.27	\$76,525.02
Bergen .....							769.00	256.29	1,026.10
Burlington .....									
Camden .....									
Cape May .....								71.14	71.14
Cumberland .....								805.68	302,037.67
Essex .....	66,475.75	3,394.26	\$876.38	\$403.65	\$7,711.17	78,861.21	301,231.99		
Gloucester .....									
Hudson .....	27,453.50	2,663.02			2,246.50	32,363.02	145,573.97	46,447.81	192,021.78
Hunterdon .....									
Mercer .....								1,050.97	1,050.97
Middlesex .....							7,607.58	3,134.78	10,742.36
Monmouth .....							258.91	179.03	437.94
Morris .....	196.00	62.91							
Ocean .....									
Passaic .....	14,904.50	2,068.64	4,382.31		520.00	21,875.45	80,675.33	30,481.95	111,157.28
Salem .....									
Somerset .....									
Sussex .....							12,939.81	3,783.17	16,722.98
Union .....	120.00				34.00	154.00	38,474.50	2,654.60	41,129.10
Warren .....									
<b>Total .....</b>	<b>\$120,269.75</b>	<b>\$8,675.87</b>	<b>\$5,258.69</b>	<b>\$403.65</b>	<b>\$10,511.67</b>	<b>\$145,119.63</b>	<b>\$660,363.74</b>	<b>\$92,558.69</b>	<b>\$752,922.43</b>

TABLE 6.  
FUNDS—CONTINUATION SCHOOLS AND CLASSES.  
RECEIPTS.

DISTRICTS.	State Appropriation.	District Tax.	Federal Appropriation.	Subscriptions, Sales and Other Sources.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....	...	\$3,156.48	\$3,348.20	...	\$6,504.68	\$891.86	\$7,396.54
Bergen .....	...	11,630.00	631.16	...	12,099.41	7,821.12	20,890.53
Burlington .....	...	3,992.47	343.01	\$1,338.25	4,377.35	...	4,377.35
Camden .....	...	24,743.70	2,066.53	41.87	26,810.23	1,891.24	28,701.47
Cape May .....	...	...	...	...	...	...	...
Cumberland .....	...	4,850.00	1,303.43	26.36	6,179.79	318.90	6,498.73
Essex .....	\$16,253.08	64,636.22	1,440.83	73.00	82,406.73	2,441.23	84,847.96
Gloucester .....	...	46,221.53	6,876.01	57.11	53,194.65	30,716.37	83,871.02
Hudson .....	...	...	...	...	...	...	...
Hunterdon .....	...	10,793.44	2,095.50	1,033.94	19,924.88	3,206.56	23,131.44
Mercer .....	...	12,263.34	2,398.73	1,250.63	13,942.10	1,566.83	17,508.93
Middlesex .....	...	1,196.25	...	...	1,196.25	...	1,196.25
Monmouth .....	...	1,571.00	...	...	1,571.00	235.24	1,806.24
Morris .....	...	...	...	...	...	...	...
Ocean .....	...	60,873.99	2,744.32	63.20	63,681.51	3,204.76	66,886.27
Passaic .....	...	...	...	...	...	...	...
Salem .....	...	...	...	...	...	...	...
Somerset .....	...	...	...	...	...	...	...
Sussex .....	...	13,100.00	2,053.52	...	15,153.52	3,679.72	18,833.24
Union .....	...	1,600.00	...	...	1,600.00	548.99	2,148.99
Warren .....	...	...	...	...	...	...	...
<b>Total .....</b>	\$16,253.08	\$266,081.42	\$25,301.24	\$3,886.36	\$311,502.10	\$56,522.88	\$368,024.98

TABLE 6.  
FUNDS FOR CONTINUATION SCHOOLS AND CLASSES—Continued.  
PAYMENTS.

DISTRICTS.	Salaries of Supervisors, Principals and Teachers.	Teachers' Pension and Annuity Fund.	Teachers' Bonuses.	Materials and Supplies.	Repairs, Replacements and New Equipment.	All Other Expense.	Total Expenditures During the Year.	Balance on Hand Close of Year.	Grand Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic .....	\$4,605.84	\$114.16		\$292.67	\$29.50		\$4,942.17	\$2,474.27	\$7,396.44
Bergen .....	14,032.18	316.79		440.33	153.52	\$10.35	14,972.17	3,847.36	20,820.35
Burlington .....	3,411.38	88.62		384.34			3,884.34	493.01	4,377.35
Camden .....	23,440.18	908.13		912.70			25,351.01	3,350.46	28,701.47
Cape May .....	3,489.44	41.36		1,061.92			6,582.66	783.91	6,498.75
Cumberland .....	61,350.73	1,237.29		6,451.93	4,242.55	5,206.44	78,588.94	6,279.02	\$4,817.96
Essex .....									
Gloucester .....	52,981.70	1,462.87		3,287.39	444.00	774.74	58,361.30	24,919.72	\$3,871.02
Hudson .....									
Hunterdon .....	19,938.92	736.37		888.26	1,282.06	17.00	22,862.61	268.83	23,131.44
Mercer .....	12,818.35	430.50		625.50	2.15		13,898.50	3,612.43	17,508.93
Middlesex .....	1,128.00			68.25			1,196.25		1,196.25
Monmouth .....	1,248.98						1,248.98	557.26	1,806.24
Morris .....									
Ocean .....	49,404.18	1,520.56		3,671.50	5,024.14	6,622.32	66,242.70	643.57	66,886.27
Passaic .....									
Salem .....									
Somerset .....									
Sussex .....	14,089.10	507.45		1,280.29	55.69	1.87	15,943.40	2,889.84	18,833.24
Union .....	2,200.20	49.80					2,250.00	*101.01	2,148.99
Warren .....									
Total .....	\$296,039.18	\$7,543.84		\$19,384.08	\$11,294.21	\$12,692.72	\$316,894.03	\$51,130.35	\$368,024.98

Deficit.

TABLE 7.  
SCHOOL LIBRARIES AND APPARATUS FUNDS.  
RECEIPTS.

DISTRICTS.	State Library Commission.	District Taxes.	All Other Sources.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....	\$160.00	\$610.00	\$156.11	\$926.11	\$679.80	\$1,605.91
Bergen .....	520.00	6,752.43	889.75	8,142.18	3,582.52	11,724.70
Burlington .....	220.00	1,192.09	190.00	1,602.09	384.22	1,986.31
Camden .....	100.00	555.00	34.06	689.06	729.49	1,418.55
Cape May .....	200.00	714.98	.....	914.98	713.97	1,628.95
Cumberland .....	590.00	485.00	226.35	1,301.35	363.04	1,664.39
Essex .....	530.00	14,430.00	241.31	15,201.31	16,583.08	31,784.39
Gloucester .....	420.00	650.00	437.80	1,507.80	716.18	2,223.98
Hudson .....	190.00	4,650.00	12.13	4,852.13	620.55	5,472.68
Hunterdon .....	250.00	65.41	319.75	635.16	359.73	994.89
Mercer .....	170.00	1,900.00	283.25	2,353.25	200.65	2,553.90
Middlesex .....	170.00	1,510.00	95.50	1,775.50	1,326.18	3,101.68
Monmouth .....	450.00	3,253.85	163.56	3,867.35	1,126.29	4,993.64
Morris .....	90.00	550.00	85.04	725.04	823.37	1,548.41
Ocean .....	270.00	380.00	190.00	840.00	512.26	1,352.26
Passaic .....	130.00	558.53	1,186.01	1,874.54	471.09	2,345.63
Salem .....	200.00	200.00	95.07	495.07	251.23	746.30
Somerset .....	259.12	60.00	66.00	385.12	350.57	735.69
Sussex .....	30.00	276.50	44.96	351.46	161.78	513.24
Union .....	440.00	1,170.00	2,041.94	3,651.94	1,269.83	4,921.77
Warren .....	120.00	150.00	157.97	427.97	579.09	1,007.00
Total .....	\$5,509.12	\$40,113.79	\$6,896.44	\$52,519.35	\$31,804.92	\$84,324.27

TABLE 7.  
SCHOOL LIBRARIES AND APPARATUS FUNDS—*Continued.*  
PAYMENTS.

DISTRICTS.	Salary of Librarian.	Library Books.	Apparatus.	Educational Works of Art.	Total Expenditures.	Balance on Hand Close of Year.	Grand Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic .....	\$349.35	\$562.40	\$10.00	\$13.50	\$935.25	\$670.66	\$1,605.91
Bergen .....	3,820.00	4,014.74	521.14	130.50	8,486.38	3,238.32	11,724.70
Burlington .....	550.00	886.18	210.36	12.00	1,658.54	327.77	1,986.31
Camden .....		387.70	36.00		423.70	994.85	1,418.55
Cape May .....	56.00	816.00	29.83		901.83	727.12	1,628.95
Cumberland .....	20.55	1,188.54	46.15	20.00	1,275.24	389.15	1,664.39
Essex .....	11,816.28	7,481.06	282.35	87.00	19,666.69	12,117.70	31,784.39
Gloucester .....		1,119.75	150.51	64.15	1,334.41	889.57	2,223.98
Hudson .....	2,130.00	1,328.41	1,148.40	52.00	4,658.81	813.87	5,472.68
Hunterdon .....		603.20	14.75	3.00	620.95	373.94	994.89
Mercer .....	1,550.00	676.67	55.20		2,281.87	272.03	2,553.90
Middlesex .....		1,876.48	175.15		2,051.63	1,050.05	3,101.68
Monmouth .....	1,810.32	1,791.87	12.00	93.55	3,707.74	1,285.90	4,993.64
Morris .....		403.94	165.69	28.95	598.58	949.83	1,548.41
Ocean .....		705.53	30.00	49.12	844.65	507.61	1,352.26
Passaic .....		680.36	260.75	430.90	1,372.01	973.62	2,345.63
Salem .....		341.75	35.00		376.75	369.55	746.30
Somerset .....		255.90			255.90	479.79	735.69
Sussex .....		270.00	25.60	.59	296.19	217.05	513.24
Union .....		1,842.66	134.20	243.00	2,219.86	2,701.91	4,921.77
Warren .....	140.00	363.94	71.91	25.55	601.40	405.60	1,007.00
Total .....	\$22,242.50	\$27,657.08	\$3,414.99	\$1,253.81	\$54,568.38	\$29,755.89	\$84,324.27



**TABLE 8.**  
**FUNDS FOR REDEMPTION OF AND INTEREST ON BONDS.**  
**RECEIPTS.**

DISTRICTS.	District Taxes for Redem- tion of Bonds.	District Taxes for Interest on Bonds.	District Taxes for Sinking Fund.	Accrued Interest on Bond Issues, or Other Sources.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts Dur- ing the Year and Balance on Hand Beginning of Year.
Atlantic .....	\$78,497.21	\$152,888.60	\$6,798.63	\$19,771.77	\$257,956.21	\$10,617.81	\$268,574.02
Bergen .....	242,284.57	439,944.08	86,353.05	28,939.14	797,520.84	15,349.56	812,870.40
Burlington .....	40,038.33	34,097.63	4,787.77	3,615.00	82,538.73	11,231.24	93,769.97
Camden .....	111,825.00	285,900.57	39,341.79	28,658.21	465,725.57	13,735.15	479,460.72
Cape May .....	11,400.00	30,108.75	3,190.00		44,698.75	1,308.40	46,007.15
Cumberland .....	22,900.00	33,933.28	7,352.08		64,185.36	1,369.30	65,554.66
Essex .....	368,975.00	1,069,240.69	226,731.40	19,183.02	1,714,130.11	11,560.75	1,725,690.86
Gloucester .....	62,241.25	58,561.63	2,602.29	687.43	124,092.60	1,303.40	125,396.00
Hudson .....	1,233,500.00	1,181,367.72	113,294.97		2,528,162.69		2,528,162.69
Hunterdon .....	13,100.00	14,824.41	691.47	208.83	28,824.71	749.36	29,574.07
Mercer .....	54,630.00	152,305.50	43,712.64		250,648.14	13,138.57	263,786.71
Middlesex .....	185,705.00	232,816.19	37,340.94	9,119.81	464,981.94	18,658.04	483,639.98
Monmouth .....	69,158.40	89,333.07	14,409.80	446.21	173,347.48	2,543.89	175,891.37
Morris .....	94,600.00	126,113.92	5,003.44	8,552.32	234,269.68	13,281.77	247,551.45
Ocean .....	46,000.00	57,062.51	535.34	1,063.30	104,661.15	11,124.75	115,785.90
Passaic .....	181,809.17	351,770.71	122,406.64	129.50	656,116.02	6,730.71	662,846.73
Salem .....	23,370.00	8,088.50			31,458.50	4,891.05	36,349.55
Somerset .....	26,000.00	19,766.25	8,596.97	8,118.91	62,482.13	324.17	62,806.30
Sussex .....	29,470.00	17,867.00	1,470.46	1,000.00	49,807.46	*2,075.88	47,731.58
Union .....	173,287.50	298,221.04	44,422.18	2,627.36	618,558.08	12,425.37	630,983.45
Warren .....	19,042.50	12,794.17		1,158.13	32,994.80	1,030.69	34,025.49
Total .....	\$3,087,833.93	\$4,797,006.22	\$769,041.86	\$133,278.94	\$8,787,160.95	\$149,298.10	\$8,936,459.05

\* Deficit.

TABLE 8.  
FUNDS FOR REDEMPTION OF AND INTEREST ON BONDS—*Continued.*  
PAYMENTS.

DISTRICTS.	Bonds Redeemed by District Taxes.	Interest on Bonds.	Payments to Sinking Fund.	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 .....	\$80,975.00	\$174,378.22	\$6,227.51	\$261,580.73	\$6,993.29	\$268,574.02
Bergen .....	242,896.71	450,716.91	87,838.17	781,451.79	31,418.61	812,870.40
Burlington .....	41,300.00	42,127.88	4,787.77	88,215.65	5,554.32	93,769.97
Camden .....	124,887.50	285,305.37	38,348.74	448,541.61	30,919.11	479,460.72
Cape May .....	11,900.00	30,083.75	3,190.00	45,173.75	833.40	46,007.15
Cumberland .....	21,700.00	33,036.75	7,735.35	62,472.10	3,082.56	65,554.66
Essex .....	367,975.00	1,009,925.06	226,731.40	1,604,631.46	31,059.40	1,725,690.86
Gloucester .....	51,666.66	65,258.11	2,602.29	119,527.06	5,868.94	125,396.00
Hudson .....	1,233,500.00	1,181,367.72	113,294.97	2,528,162.69	.....	2,528,162.69
Hunterdon .....	13,080.00	14,937.50	630.64	28,708.14	865.93	29,574.07
Mercer .....	54,630.00	151,345.83	43,712.64	249,688.47	14,098.24	263,786.71
Middlesex .....	164,300.00	260,508.75	35,340.94	460,149.69	23,490.29	483,639.98
Monmouth .....	66,700.00	102,706.45	14,409.80	183,816.25	*7,924.88	175,891.37
Morris .....	97,000.00	108,760.27	5,003.44	211,363.71	36,187.74	247,551.45
Ocean .....	31,750.00	48,218.56	535.34	80,503.90	35,282.00	115,785.90
Passaic .....	183,500.00	349,098.72	122,456.64	655,055.36	7,811.37	662,866.73
Salem .....	21,350.00	12,371.00	.....	33,721.00	2,628.55	36,349.55
Somerset .....	26,000.00	27,741.55	8,596.97	62,338.52	467.78	62,806.50
Sussex .....	28,000.00	18,177.00	1,455.23	47,632.23	99.35	47,731.58
Union .....	168,500.00	387,278.24	44,422.18	600,200.42	30,783.03	630,983.45
Warren .....	16,547.50	19,765.00	.....	36,312.50	*2,287.01	34,025.49
<b>Total .....</b>	<b>\$3,048,758.37</b>	<b>\$4,863,108.64</b>	<b>\$767,360.02</b>	<b>\$8,679,227.03</b>	<b>\$257,232.02</b>	<b>\$8,936,459.05</b>

\* Deficit.

TABLE 9.  
FUNDS FOR PAYMENT OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE  
OF THE DISTRICT, OR OTHER EVIDENCES OF INDEBTEDNESS (EXCLUSIVE  
OF BONDS).

RECEIPTS.

DISTRICTS.	District Taxes for Notes Authorized by a Vote of the District, or Other Evidences of Indebtedness.	District Taxes for Interest on Notes Authorized by a Vote of the District or Other Evidences of Indebtedness.	Other Sources.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....	\$8,000.00	.....	.....	\$8,000.00	*\$2,496.64	\$5,503.36
Bergen .....	77,599.59	\$2,859.83	.....	\$80,459.42	50.00	\$80,509.42
Burlington .....	20,417.67	4,215.28	.....	33,626.95	580.20	34,207.15
Camden .....	2,000.00	475.00	\$1,200.00	3,675.00	203.20	3,878.20
Cape May .....	12,000.00	247.94	.....	12,247.94	.....	12,247.94
Cumberland .....	32,623.01	240.00	.....	32,863.01	*\$42.50	32,320.51
Essex .....	54,000.00	891.41	.....	54,891.41	6,000.00	60,891.41
Gloucester .....	19,200.00	95.41	.....	19,295.41	*\$204.21	19,091.20
Hudson .....	5,000.00	1,000.00	.....	6,000.00	.....	6,000.00
Hunterdon .....	16,924.70	1,100.00	.....	18,024.70	.....	18,024.70
Mercer .....	.....	.....	.....	.....	.....	.....
Middlesex .....	12,216.70	524.25	.....	12,741.01	.....	12,741.01
Monmouth .....	54,429.14	873.22	.....	55,302.36	2,425.80	57,728.16
Morris .....	28,950.00	970.55	.....	29,920.55	*1,828.75	28,091.80
Ocean .....	9,950.00	847.50	.....	10,797.50	*\$282.00	10,515.50
Passaic .....	14,903.40	279.17	.....	15,182.57	.....	15,182.57
Salem .....	12,200.00	146.90	.....	12,346.90	.....	12,346.90
Somerset .....	22,700.00	1,670.00	326.00	24,696.00	4,058.43	28,754.43
Sussex .....	11,725.00	600.00	.....	12,325.00	.....	12,325.00
Union .....	40,101.83	4,923.95	.....	45,025.78	4,818.62	49,844.40
Warren .....	6,000.00	580.00	.....	6,580.00	.....	6,580.00
Total .....	\$469,995.10	\$22,540.41	\$1,526.00	\$494,061.51	\$12,982.15	\$507,043.66

\* Deficit

TABLE 9.

FUNDS FOR PAYMENT OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE OF THE DISTRICT OR OTHER EVIDENCES OF INDEBTEDNESS (EXCLUSIVE OF BONDS)—*Continued.*

## PAYMENTS.

DISTRICTS.	Payment of Notes, Authorized by a Vote of the District or Other Evidences of Indebtedness.	Interest on Notes, Authorized by a Vote of the District 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 .....	\$6,900.00	\$275.00	\$7,175.00	*\$1,011.64	\$5,563.36
Bergen .....	81,349.59	2,909.83	84,259.42	*3,750.00	80,509.42
Burlington .....	29,411.67	4,215.28	33,626.95	580.20	34,207.15
Camden .....	2,000.00	.....	2,000.00	1,878.20	3,878.20
Cape May .....	12,000.00	247.94	12,247.94	.....	12,247.94
Cumberland .....	32,623.01	187.50	32,810.51	*290.00	32,520.51
Essex .....	60,000.00	\$91.41	60,891.41	.....	60,891.41
Gloucester .....	11,200.00	206.11	11,406.11	7,085.09	19,091.20
Hudson .....	5,000.00	1,000.00	6,000.00	.....	6,000.00
Hunterdon .....	16,713.90	1,151.90	17,865.80	158.90	18,024.70
Mercer .....	.....	.....	.....	.....	.....
Middlesex .....	12,216.76	524.25	12,741.01	.....	12,741.01
Monmouth .....	54,929.14	2,056.81	56,985.95	742.21	57,728.16
Morris .....	28,000.00	1,048.14	29,048.14	*956.34	28,091.80
Ocean .....	9,950.00	255.00	10,205.00	310.50	10,515.50
Passaic .....	14,903.40	279.17	15,182.57	.....	15,182.57
Salem .....	12,200.00	220.40	12,420.40	*73.50	12,346.90
Somerset .....	24,300.00	2,103.01	26,403.01	2,351.42	28,754.43
Sussex .....	11,550.00	591.46	12,141.46	183.54	12,325.00
Union .....	34,831.53	5,442.77	40,274.60	9,569.80	49,844.40
Warren .....	5,500.00	1,080.00	6,580.00	.....	6,580.00
Total .....	\$465,579.30	\$24,685.98	\$490,265.28	\$16,778.38	\$507,043.66

\* Deficit.

TABLE 10.  
FUNDS FOR REPAIRING, REFURNISHING AND LEAS ING SCHOOL BUILDINGS.  
RECEIPTS.

DISTRICTS.	District Taxes and Notes Authorized by the District.	Sale of Land and Buildings.	Sale of Furniture and Equip- ment.	Defacement of Property.	Fire Insurance.	All Other Sources.	Total Receipts During the Year.
Atlantic .....	\$145,862.11		\$1,479.25			\$9,329.26	\$156,670.62
Bergen .....	252,196.90	\$2,976.00	741.80	\$67.23		10,941.35	266,923.28
Burlington .....	64,276.47		33.91	14.18	\$250.00	2,789.88	67,364.44
Camden .....	152,866.09	45.00		21.64		1,068.49	154,001.22
Cape May .....	19,940.37			1.55		4,299.81	24,241.73
Cumberland .....	50,157.48	380.00	17.50			392.84	50,947.82
Essex .....	413,914.78	5,752.00	1,531.42	184.32	1,041.27	12,079.51	435,503.30
Gloucester .....	34,979.85	31.50	33.63			1,413.39	36,458.37
Hudson .....	442,002.71	100.00	255.25	8.50	253.64	746.31	443,366.41
Hunterdon .....	18,690.68	242.50	46.30			1,066.40	20,385.88
Mercer .....	94,737.06	30,176.00	243.40	11.19		9,305.93	135,073.58
Middlesex .....	130,700.00			15.20		914.88	131,630.08
Monmouth .....	82,682.82	8,645.00	54.06	11.61	193.02	5,471.65	97,058.16
Morris .....	83,833.08	3,832.00	119.25	1.25	36.48	4,767.61	92,589.67
Ocean .....	30,235.00		24.00			69.00	30,319.00
Passaic .....	108,034.23	4,100.00	62.50	22.47	1,673.97	2,928.48	116,821.65
Salem .....	18,080.10	733.50				5.00	18,818.60
Somerset .....	49,580.00	217.00	313.00			6,581.64	56,691.64
Sussex .....	14,044.85	30.00	9.45	.25		1,480.40	15,573.95
Union .....	202,472.86	2,200.00	200.00	5.00		41,751.71	246,629.57
Warren .....	19,986.02	239.00	25.75		5,950.00	136.85	26,337.62
<b>Total .....</b>	<b>\$2,429,273.46</b>	<b>\$59,699.50</b>	<b>\$5,190.47</b>	<b>\$364.39</b>	<b>\$9,398.38</b>	<b>\$119,480.39</b>	<b>\$2,623,406.59</b>

TABLE 10.  
FUNDS FOR REPAIRING, REFURNISHING AND LEASING SCHOOL BUILDINGS—*Cont.*

DISTRICTS.	Balance on Hand at Beginning of Year.	Total Receipts During the Year and Balance on Hand at Beginning of Year.	EXPENDITURE.					Total Expenditure During the Year.	Balance on Hand at Close of Year.	Total Expenditure During the Year and Balance on Hand at Close of Year.
			Ordinary Repairs.	Repairs and Replacements of Furniture and Equipment.	Leasing School Buildings.	Repairs and Replacements Outhouses.				
Atlantic .....	\$4,555.73	\$161,226.37	\$76,892.66	\$78,429.73	\$530.00	\$2,629.91	\$178,312.30	\$2,014.25	\$161,226.35	
Bergen .....	50,587.16	726,310.11	181,470.11	70,620.73	1,986.76	13,579.69	267,666.29	68,644.15	726,310.11	
Burlington .....	11,019.19	78,583.63	29,430.73	20,121.53	2,582.65	119.21	82,163.12	\$1,899.49	78,583.63	
Canden .....	55,413.34	150,536.68	85,678.89	51,661.10	2,611.30	170.00	143,625.49	7,569.19	150,536.68	
Cape May .....	1,998.83	26,240.50	19,647.36	4,070.45	730.00	.....	24,447.81	1,592.75	26,240.56	
Cumberland .....	2,447.07	53,394.80	18,015.40	30,187.01	3,651.21	2,844.00	53,856.41	*401.62	53,394.89	
Essex .....	100,819.89	536,523.19	397,399.35	87,591.94	2,210.00	.....	488,552.50	47,790.63	536,323.19	
Glocester .....	9,328.42	45,786.79	26,508.25	11,152.72	1,707.50	.....	39,752.47	6,328.32	45,786.79	
Hudson .....	23,497.64	406,864.67	514,726.03	90,553.99	2,292.50	.....	437,552.52	20,511.55	406,864.05	
Hunterdon .....	10,919.62	31,305.50	16,026.24	13,888.68	1,909.19	.....	30,194.46	1,111.04	31,305.50	
Mercer .....	37,304.87	172,378.45	25,876.46	25,826.42	6,999.19	.....	57,699.46	45,334.59	172,378.45	
Middlesex .....	17,123.95	148,754.03	127,709.69	27,076.46	6,222.50	1,906.57	150,614.72	*7,278.46	148,754.03	
Monmouth .....	*6,701.90	90,556.26	60,221.88	27,310.04	2,515.57	7,687.27	97,634.72	*7,278.46	90,556.26	
Morris .....	9,942.67	102,532.34	11,201.16	24,455.16	796.91	1,452.03	87,886.16	14,046.18	102,532.34	
Ocean .....	11,299.58	41,618.58	14,014.17	19,508.32	1,575.00	.....	33,675.44	8,901.94	41,618.58	
Passaic .....	10,636.16	127,447.81	86,692.01	24,667.26	7,475.00	.....	118,545.87	*72.19	127,447.81	
Salmon .....	2,568.19	21,416.79	15,473.72	4,667.26	.....	.....	21,488.98	8,157.41	21,416.79	
Somerset .....	5,451.25	32,142.80	23,370.28	29,905.45	477.50	32.23	53,985.48	6,434.90	32,142.89	
Sussex .....	18,702.91	64,276.86	16,326.53	10,576.91	625.00	313.52	27,811.96	29,705.69	64,276.86	
Union .....	23,992.18	270,621.75	150,660.81	94,681.38	3,137.50	1,346.97	249,826.66	41,790.49	270,621.75	
Warren .....	15,452.87	41,790.49	15,450.99	15,352.45	200.00	159.91	31,314.35	.....	41,790.49	
Total .....	\$306,321.74	\$2,989,728.33	\$1,887,283.46	\$792,328.59	\$42,743.29	\$32,240.73	\$2,724,596.07	\$265,132.56	\$2,989,728.33	

\* Deficit.

TABLE 11.

## FUNDS FOR PURCHASE OF LAND AND ERECTING, ENLARGING, REMODELING, FURNISHING AND EQUIPPING SCHOOL BUILDINGS.

## RECEIPTS.

DISTRICTS.	District Tax for Purchase of Land.	Sale of Bonds or Notes for Purchase of Land.	District Tax to Erect, Enlarge, Remodel, Furnish and Equip School Buildings.	Sale of Bonds or Notes to Erect, Enlarge, Remodel, Furnish and Equip School Buildings.	Fire Insurance and From All Other Sources.	Total Receipts During the Year.	Balance on Hand at Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....		\$8,500.00	\$12,390.50	\$349,480.54	\$1,464.17	\$371,775.21	\$356,772.04	\$728,547.25
Bergen .....	\$10,058.24	185,699.00	360,923.15	1,303,396.30	25,020.19	1,915,096.88	1,016,263.77	2,931,360.65
Burlington .....	200.00	6,850.00	17,522.05	313,066.53	5,645.05	343,283.63	12,277.61	355,561.24
Camden .....	509.00	777,513.84	20,360.36	565,054.00	20,457.02	1,383,885.82	989,961.33	2,373,847.15
Cape May .....		600.00	338.95	110,664.86	3,770.91	115,374.72	430,080.91	545,455.63
Cumberland .....	3,500.00		1,022.65	62,500.00	283.04	67,305.69	81,263.42	148,569.11
Essex .....	42,376.24	178,500.00	181,619.95	3,022,496.38	37,340.42	3,462,332.99	1,272,152.37	4,734,485.36
Gloucester .....		59,750.00	7,260.00	621,700.00	10,618.76	699,358.76	129,020.28	828,379.04
Hudson .....	10,000.00	191,332.91	763,851.08	595,000.00	13,615.96	1,573,829.95	3,004,034.46	4,577,864.41
Hunterdon .....	1,063.00			57,722.85	6,176.10	64,961.95	25,607.98	90,569.93
Mercer .....		36,083.76	7,400.00	1,636,393.70	17,571.01	1,697,448.47	129,660.43	1,827,108.90
Middlesex .....	3,165.08	24,000.00	32,500.00	656,750.56	13,711.10	730,156.74	283,803.56	1,013,960.30
Monmouth .....	1,109.80	199,765.51	85,000.00	422,822.22	2,068.50	710,766.03	39,012.22	749,778.25
Morris .....	1,000.00	2,600.00	8,121.22	441,822.40	10,487.79	464,031.41	289,362.70	753,394.11
Ocean .....	555.00	2,244.06		160,451.00	4,565.78	167,815.84	375,870.86	543,686.70
Passaic .....	1,000.00	173,239.45	9,000.00	541,710.09	4,338.11	729,287.65	617,162.29	1,346,449.94
Salem .....		2,800.00				2,800.00	200.92	3,000.92
Somerset .....			6,500.00	67,716.24	2,123.70	76,339.94	143,587.33	219,927.27
Sussex .....				33,652.20	2,744.25	36,396.45	37,316.24	73,712.69
Union .....	21,847.02	52,250.00	6,800.00	587,606.11	33,219.25	701,722.38	1,290,897.28	1,992,619.66
Warren .....		124,290.28	2,514.13	45,606.21		172,509.62	133,577.97	306,087.59
<b>Total .....</b>	<b>\$126,374.38</b>	<b>\$2,026,057.81</b>	<b>\$1,523,124.04</b>	<b>\$11,595,732.11</b>	<b>\$215,191.71</b>	<b>\$15,486,480.13</b>	<b>\$10,657,885.97</b>	<b>\$26,144,366.10</b>

**TABLE 11.**  
**FUNDS FOR PURCHASE OF LAND AND ERECTING, ENLARGING, ALTERING, REMOD-  
 ELING, FURNISHING AND EQUIPPING SCHOOL BUILDINGS—Continued.**  
**PAYMENTS.**

DISTRICTS.	Purchase of Land.	For Erecting and Enlarging School Buildings.	Extraordinary Repairs, Re- modeling Buildings and Improving Grounds.	New Furniture and Equip- ment.	Total Expenditures During the Year.	Balance on Hand at Close of Year.	Total Expenditure During the Year and Balance on Hand at Close of Year.
Atlantic .....	\$61,926.94	\$478,870.95	\$6,279.40	\$168,037.19	\$715,114.48	\$13,432.77	\$728,547.25
Bergen .....	137,059.54	1,624,705.07	53,686.93	31,227.48	1,846,679.02	1,084,681.63	2,931,360.65
Burlington .....	21,506.70	284,895.54	23,765.25	7,288.98	337,456.47	18,104.77	355,561.24
Camden .....	125,470.90	1,397,829.49	20,850.13	30,201.95	1,574,352.47	799,494.68	2,373,847.15
Cape May .....	5,000.00	433,146.71	.....	15,105.64	453,852.35	91,003.28	545,455.63
Cumberland .....	2,765.23	118,643.20	897.65	6,753.66	129,059.74	19,509.37	148,569.11
Essex .....	379,704.35	2,913,001.91	208,692.95	104,066.99	3,605,466.20	1,129,019.16	4,734,485.36
Gloucester .....	9,366.30	615,872.17	1,500.00	36,476.28	663,214.75	165,164.29	828,379.04
Hudson .....	52,330.58	2,181,104.29	472,882.48	291,231.83	2,997,549.18	1,580,315.23	4,577,864.41
Hunterdon .....	1,400.00	69,176.93	2,430.30	.....	73,007.23	17,562.70	90,569.93
Mercer .....	34,856.30	1,332,862.14	2,303.09	93,962.12	1,463,983.65	363,125.25	1,827,108.90
Middlesex .....	77,728.81	648,903.76	18,960.60	22,838.89	768,438.06	245,522.24	1,013,960.30
Monmouth .....	37,003.01	539,213.62	16,507.51	6,020.37	598,834.51	150,943.74	749,778.25
Morris .....	3,600.00	467,911.31	23,592.98	26,002.75	521,107.04	232,287.07	753,394.11
Ocean .....	475.00	334,345.97	1,934.17	9,693.38	346,448.52	197,238.18	543,686.70
Passaic .....	548,940.76	607,364.75	101,591.83	24,697.93	1,282,595.27	63,854.67	1,346,449.94
Salem .....	.....	2,789.00	.....	211.92	3,000.92	.....	3,000.92
Somerset .....	.....	190,446.04	303.00	661.12	191,410.16	28,517.11	219,927.27
Sussex .....	.....	62,448.37	1,482.34	1,614.26	65,544.97	8,167.72	73,712.69
Union .....	63,935.65	1,109,189.42	19,483.67	127,211.42	1,319,820.16	672,799.50	1,992,619.66
Warren .....	5,898.02	275,887.03	.....	19,516.44	301,301.49	4,786.10	306,087.59
<b>Total .....</b>	<b>\$1,569,658.09</b>	<b>\$15,685,818.67</b>	<b>\$979,939.28</b>	<b>\$1,022,820.60</b>	<b>\$19,258,236.64</b>	<b>\$6,886,129.46</b>	<b>\$26,144,366.10</b>



TABLE 12.

## SUMMARY OF RECEIPTS AND EXPENDITURES.

DISTRICTS.	Grand Total of All Receipts During the Year and Balances on Hand Beginning of Year.	Grand Total of All Expenditures During the Year.	Grand Total of All Balances on Hand at Close of Year.	Grand Total of Expenditures During the Year and Balances on Hand Close of Year.
Atlantic .....	\$3,254,304.50	\$3,115,648.76	\$138,655.74	\$3,254,304.50
Bergen .....	9,446,000.01	7,822,785.58	1,623,214.43	9,446,000.01
Burlington .....	1,835,292.90	1,710,368.02	124,924.88	1,835,292.90
Camden .....	6,003,802.90	4,947,314.96	1,056,487.94	6,003,802.90
Cape May .....	1,113,981.02	984,612.75	129,368.27	1,113,981.02
Cumberland .....	1,172,771.26	1,072,345.34	100,425.92	1,172,771.26
Essex .....	19,731,616.81	17,912,796.67	1,818,820.14	19,731,616.81
Gloucester .....	1,938,378.70	1,697,375.70	241,003.00	1,938,378.70
Hudson .....	17,715,417.94	15,471,577.41	2,243,840.53	17,715,417.94
Hunterdon .....	680,625.50	623,358.93	57,266.57	680,625.50
Mercer .....	4,802,733.96	4,247,307.84	555,426.12	4,802,733.96
Middlesex .....	4,277,278.18	3,882,869.33	394,408.85	4,277,278.18
Monmouth .....	3,240,236.89	2,921,597.71	318,639.18	3,240,236.89
Morris .....	2,668,318.42	2,321,080.84	344,237.58	2,668,318.42
Ocean .....	1,230,369.46	933,312.46	297,057.00	1,230,369.46
Passaic .....	6,629,953.57	6,183,697.67	446,255.90	6,629,953.57
Salem .....	557,830.32	524,691.76	33,138.56	557,830.32
Somerset .....	1,238,179.09	1,135,539.22	102,639.87	1,238,179.09
Sussex .....	684,152.57	622,288.14	61,864.43	684,152.57
Union .....	6,889,763.23	5,832,900.10	1,056,773.13	6,889,763.23
Warren .....	1,035,072.23	978,698.52	56,373.71	1,035,072.23
Total .....	\$96,146,079.46	\$84,945,257.71	\$11,200,821.75	\$96,146,079.46

TABLE 13.  
DISTRIBUTION OF OPERATING EXPENSES.  
ADMINISTRATION.

DISTRICTS.	Expenses Board of Education and Business Offices.	Salaries of Superintendents.	Expenses and Supplies of Superintendents.	Salaries and Expenses Attendance Officers.	Expenses of County Superintendent and Salary of County Superintendent's Secretary.	Total for Administration.
Atlantic .....	\$24,027.97	\$11,700.00	\$27,097.46	\$10,997.55	\$1,701.45	\$75,524.43
Bergen .....	81,582.30	6,000.00	2,457.47	24,572.50	2,126.00	116,738.27
Burlington .....	18,274.63	2,150.00	240.74	5,921.55	3,020.00	29,606.92
Camden .....	35,980.07	10,300.00	10,520.19	15,093.27	1,066.56	73,860.09
Cape May .....	9,324.09	6,800.00	1,671.01	2,521.14	1,700.00	22,016.24
Cumberland .....	13,980.34	6,601.60	503.80	2,784.53	1,690.00	24,750.27
Essex .....	241,841.71	79,550.00	11,733.77	75,207.33	4,091.65	402,424.46
Gloucester .....	12,451.38	.....	.....	2,579.15	1,800.00	16,830.53
Hudson .....	118,362.73	62,791.57	18,357.08	102,491.58	2,500.00	304,502.96
Hunterdon .....	6,614.89	3,200.04	487.74	960.45	1,500.00	12,763.12
Mercer .....	53,126.23	8,000.00	13,481.19	20,582.97	1,000.00	97,090.39
Middlesex .....	30,676.13	14,380.96	3,267.47	11,319.94	3,200.00	62,853.50
Monmouth .....	33,475.53	9,500.00	2,704.37	15,292.51	1,050.00	62,022.41
Morris .....	24,869.36	.....	.....	6,332.08	1,683.33	32,914.77
Ocean .....	8,152.65	1,995.23	.....	1,995.23	1,700.00	11,847.88
Passaic .....	51,696.01	19,000.00	8,075.52	29,201.55	1,900.00	100,783.08
Salem .....	6,750.88	3,800.00	45.53	1,204.15	1,312.10	13,112.66
Somerset .....	11,787.60	.....	.....	4,104.05	1,500.00	17,391.65
Sussex .....	7,339.23	.....	.....	1,368.52	1,640.00	10,347.80
Union .....	61,246.87	24,000.00	13,339.48	23,951.75	1,850.00	124,388.10
Warren .....	8,468.19	5,500.00	15.99	2,123.92	1,714.01	17,822.11
Total .....	\$849,668.84	\$273,373.17	\$113,998.81	\$360,605.72	\$42,445.10	\$1,639,491.64

TABLE 13.  
DISTRIBUTION OF OPERATING EXPENSES—*Continued.*  
INSTRUCTION.

DISTRICTS	KINDERGARTEN.		ELEMENTARY GRADES I TO VIII, INCLUSIVE.		
	Salaries of Supervisors and Supervising Principals.	Salaries of Women Teachers.	Salaries of Supervisors and Supervising Principals.	Salaries of Men Teachers.	Salaries of Women Teachers.
Atlantic .....	\$81.81	\$53,106.31	\$107,676.50	\$59,208.40	\$713,888.60
Bergen .....	9,869.35	108,205.43	201,810.71	145,740.94	2,120,392.50
Burlington .....		1,225.00	47,226.67	20,160.00	496,852.00
Camden .....	187.00	26,398.71	166,385.20	57,063.87	1,315,197.97
Cape May .....	140.00	2,300.00	9,120.00	34,598.00	159,957.62
Cumberland .....			19,742.00	29,444.79	325,475.13
Essex .....	8,633.30	424,959.25	505,018.86	466,166.51	5,611,726.58
Gloucester .....	275.30	3,300.00	22,367.42	14,234.02	327,805.77
Hudson .....	28,360.63	145,262.31	539,484.81	139,871.21	4,597,093.01
Hunterdon .....		2,500.00	4,700.00	23,887.05	141,836.60
Mercer .....	2,159.00	74,210.00	57,427.00	109,580.86	1,192,685.18
Middlesex .....	2,345.29	45,319.90	109,507.25	66,085.87	1,221,546.63
Monmouth .....	1,888.04	25,509.40	78,239.39	84,136.62	771,578.81
Morris .....	1,876.80	12,177.67	57,854.58	80,921.05	539,559.59
Ocean .....	850.00	6,750.00	20,862.43	19,880.64	159,418.02
Passaic .....	890.83	122,252.13	196,976.58	88,773.64	2,028,431.18
Salem .....	225.00	4,500.00	8,075.00	17,080.00	186,348.81
Somerset .....	1,569.00	15,400.00	36,848.62	36,089.95	306,929.13
Sussex .....	182.92	4,800.00	11,055.37	29,684.20	155,685.93
Union .....	12,766.55	110,409.81	209,931.16	88,607.11	1,593,457.55
Warren .....			8,529.44	16,800.00	228,144.55
<b>Total</b> .....	<b>\$72,300.82</b>	<b>\$1,188,585.92</b>	<b>\$2,418,868.99</b>	<b>\$1,628,014.73</b>	<b>\$24,194,010.96</b>

TABLE 13.  
DISTRIBUTION OF OPERATING EXPENSES—*Continued.*

DISTRICTS.	INSTRUCTION.						
	HIGH SCHOOL GRADES IX to XII, INC.			OTHER EXPENSES.			Total for Instruction.
	Salaries of Super- visors and Super- vising Principals.	Salaries of Men Teachers.	Salaries of Women Teachers.	Expenses of Super- visors and Super- vising Principals.	Text Books.	Other Expenses of Instruction.	
Atlantic . . . . .	\$12,998.19	\$110,130.00	\$174,958.31	\$2,897.23	\$50,961.26	\$59,857.44	\$1,345,764.05
Bergen . . . . .	43,930.49	178,134.85	403,646.13	30,521.44	96,735.44	152,241.61	3,191,228.89
Burlington . . . . .	24,263.33	24,602.00	86,970.57	3,708.28	27,047.68	33,976.39	766,031.92
Camden . . . . .	16,713.00	104,448.97	196,416.23	9,503.40	83,541.20	103,096.74	2,078,952.38
Cape May . . . . .	5,590.00	30,617.00	35,034.41	1,071.34	11,000.65	16,278.29	305,707.31
Cumberland . . . . .	9,402.50	36,145.54	100,110.79	1,480.75	19,243.80	29,490.82	570,536.12
Essex . . . . .	78,097.68	886,619.29	1,022,807.11	37,030.95	172,851.23	314,827.11	9,528,767.67
Gloucester . . . . .	8,807.28	32,629.15	91,538.46	3,111.01	20,618.90	30,916.08	555,603.39
Hudson . . . . .	72,792.63	580,686.78	653,287.92	40,378.78	164,802.29	228,997.60	7,191,017.97
Hunterdon . . . . .	6,850.00	19,100.00	59,450.00	1,392.07	13,054.11	15,522.84	288,292.67
Mercer . . . . .	10,314.00	109,839.14	91,034.03	16,173.77	47,829.00	66,443.25	1,777,695.23
Middlesex . . . . .	41,656.68	73,042.79	145,904.26	15,821.54	46,190.55	69,050.62	1,836,471.28
Monmouth . . . . .	27,120.69	103,402.82	175,238.64	8,186.75	41,580.35	65,270.58	1,382,152.00
Morris . . . . .	19,881.82	69,844.43	136,330.05	5,769.57	31,864.51	50,608.54	1,006,688.61
Ocean . . . . .	9,337.57	19,985.64	36,563.88	3,517.70	9,336.88	13,107.72	299,610.48
Passaic . . . . .	32,568.78	194,112.08	317,186.91	1,263.94	74,824.60	96,330.41	3,153,630.08
Salem . . . . .	5,200.00	12,413.64	43,586.88	780.32	12,059.26	13,686.93	303,955.84
Somerset . . . . .	13,619.80	43,100.00	64,250.00	5,524.16	13,619.06	24,473.26	560,823.88
Sussex . . . . .	5,231.71	13,050.00	26,750.00	1,958.81	10,693.80	15,460.61	272,593.35
Union . . . . .	63,171.41	186,430.41	353,311.01	10,631.59	73,253.96	119,594.80	2,821,568.36
Warren . . . . .	17,900.45	33,496.68	67,612.65	1,709.93	16,172.65	20,034.63	410,460.98
Total . . . . .	\$522,878.01	\$2,861,831.21	\$4,281,988.24	\$202,506.33	\$1,037,292.17	\$1,539,275.27	\$39,947,552.65

TABLE 13.  
DISTRIBUTION OF OPERATING EXPENSES—*Continued.*

DISTRICTS.	OPERATION.		Total for Operation of School Plant.	MAINTENANCE.		Libraries.	Salaries and Expenses of Medical Inspectors.
	Wages of Janitors, Engi-neers, etc.	Fuel, Light, Water, Power, and Janitors' Supplies.		Repairs and Replace-ments to Buildings and Furniture.	Total for Maintenance of School Plant.		
Atlantic .....	\$143,390.80	\$113,492.06	\$256,882.86	\$193,999.35	\$193,999.35	\$935.25	\$31,294.41
Bergen .....	309,072.19	292,373.54	601,445.73	325,668.51	325,668.51	8,486.38	51,396.21
Burlington .....	54,749.07	53,471.20	108,220.27	82,685.20	82,685.20	1,658.54	14,942.09
Camden .....	186,704.91	128,754.18	325,459.09	147,097.56	147,097.56	423.70	32,792.74
Cape May .....	25,051.26	27,187.51	52,238.77	25,289.18	25,289.18	901.83	6,359.75
Cumberland .....	34,786.69	30,336.91	74,123.51	51,670.03	51,670.03	1,275.24	10,057.53
Essex .....	635,283.53	423,059.11	1,058,342.64	539,697.71	539,697.71	19,606.69	176,859.73
Gloucester .....	49,765.80	47,405.46	88,111.26	41,956.15	41,956.15	1,334.41	9,645.57
Hudson .....	717,376.08	506,198.41	1,223,574.49	474,784.21	474,784.21	4,658.81	162,512.31
Hunterdon .....	15,356.54	23,077.45	38,433.99	31,080.71	31,080.71	629.95	2,637.38
Mercer .....	137,834.40	100,575.19	238,409.59	132,755.26	132,755.26	2,281.87	41,817.05
Middlesex .....	146,576.76	130,433.56	277,030.32	172,913.00	172,913.00	2,051.63	26,275.50
Monmouth .....	105,955.08	108,803.53	214,758.63	109,017.13	109,017.13	3,707.74	25,943.14
Morris .....	78,927.50	81,016.62	159,944.12	94,890.86	94,890.86	598.58	22,299.53
Ocean .....	22,200.01	23,502.72	45,702.73	36,890.46	36,890.46	844.65	6,878.81
Passaic .....	246,566.61	158,853.51	405,420.12	123,681.03	123,681.03	1,372.01	59,595.04
Salem .....	18,241.64	20,575.34	38,816.98	20,647.32	20,647.32	376.75	2,693.98
Somerset .....	34,626.32	47,005.66	81,632.98	58,069.73	58,069.73	255.90	8,522.12
Sussex .....	13,656.75	20,717.79	34,374.54	30,173.69	30,173.69	296.19	5,256.54
Union .....	229,730.02	183,097.06	412,827.08	267,322.76	267,322.76	2,219.86	56,207.85
Warren .....	25,577.57	33,235.73	58,813.30	32,766.54	32,766.54	601.40	6,094.64
Total .....	\$3,222,363.44	\$2,572,192.56	\$5,794,556.00	\$2,996,936.45	\$2,996,936.45	\$54,568.38	\$763,102.52

TABLE 13.  
DISTRIBUTION OF OPERATING EXPENSES—Continued.

DISTRICTS.	AUXILIARY AGENCIES.			MISCELLANEOUS.				
	Transportation.	Other Agencies.	Total for Auxiliary Agencies.	Leasing of School Rooms.	Other Expenses.	TUITION.		Insurance.
						Elementary Grades I to VIII.	High School Grades IX to XII.	
Atlantic .....	\$55,047.63	\$10,477.44	\$97,754.73	\$550.00	\$6,114.34	\$6,111.77	\$49,120.00	\$12,153.75
Bergen .....	75,235.33	6,215.87	141,333.79	1,986.76	22,071.52	10,162.75	307,322.51	52,043.67
Burlington .....	108,207.88	302.41	125,111.52	2,521.65	5,515.72	22,435.02	88,529.63	6,517.90
Camden .....	60,355.68	1,926.13	95,498.25	2,611.50	6,211.87	21,180.50	124,010.50	15,601.64
Cape May .....	27,753.28	1,313.50	36,328.36	730.00	757.69	4,460.03	19,981.61	5,672.72
Cumberland .....	67,521.88	12.66	78,867.31	2,210.00	2,024.15	4,864.00	24,159.50	3,900.44
Essex .....	58,103.33	77,599.88	332,229.63	3,631.21	19,295.76	7,952.83	19,795.68	28,274.63
Gloucester .....	69,603.68	928.85	81,512.51	1,707.50	4,436.14	24,202.15	77,440.37	10,877.78
Hudson .....	27,609.36	27,713.88	222,494.36	2,292.50	39,639.45	627.45	69,657.99	63,302.63
Hunterdon .....	53,518.81	.....	56,797.14	180.00	4,264.86	3,477.25	65,811.44	2,276.55
Mercer .....	75,205.44	2,305.94	124,610.30	6,999.19	6,131.19	10,484.00	65,795.21	18,505.75
Middlesex .....	77,967.27	796.73	107,091.13	622.50	11,590.74	26,506.15	96,072.00	15,817.71
Monmouth .....	123,516.83	3,928.98	157,096.69	2,515.57	5,724.00	26,430.50	90,039.79	18,699.46
Morris .....	92,431.93	2,140.87	117,470.91	796.91	5,117.60	30,506.01	89,019.60	21,152.38
Ocean .....	50,687.40	733.58	59,144.44	125.00	939.91	9,939.75	24,879.56	3,625.83
Passaic .....	42,290.90	6,127.77	109,885.72	7,475.00	17,727.59	1,066.72	95,424.45	12,091.01
Salem .....	48,579.94	319.31	51,969.08	1,348.00	759.83	3,224.95	39,675.55	2,038.33
Somerset .....	49,011.90	725.44	58,515.36	477.50	8,060.79	10,020.50	49,540.94	5,196.35
Sussex .....	68,100.63	650.80	74,313.16	625.00	1,540.41	18,755.00	38,040.93	2,315.79
Union .....	23,453.44	5,131.28	87,012.43	3,137.50	12,633.50	460.65	26,898.00	23,694.41
Warren .....	47,607.02	352.23	54,655.26	200.00	3,544.55	7,481.91	41,093.59	4,646.78
<b>Total .....</b>	<b>\$1,301,818.56</b>	<b>\$149,703.55</b>	<b>\$2,269,193.01</b>	<b>\$42,743.29</b>	<b>\$184,103.70</b>	<b>\$251,249.89</b>	<b>\$1,502,308.25</b>	<b>\$328,408.51</b>

**TABLE 14.**  
**COST OF EDUCATION.**

SHOWING COST OF EDUCATION PER PUPIL (DAY SCHOOLS ONLY).

DISTRICTS.	Total for Miscellaneous.	Grand Total Operating Expenses, Less Tuition.	Total Number of Pupils Enrolled in the District.	Average Daily Attendance of Pupils Attending School in the District.	Cost of Education Per Pupil Based On		Amount of Unpaid Bills June 30, 1924.
					Total Enrollment.	Average Daily Attendance.	
Atlantic .....	\$74,049.86	\$1,988,748.51	21,771	16,771	\$91.34	\$118.58	\$1,239.48
Bergen .....	393,587.21	4,752,517.14	59,585	49,097	79.76	96.80	17,412.16
Burlington .....	125,519.32	1,127,211.10	17,988	14,086	62.66	80.02	9,062.43
Camden .....	169,619.01	2,745,205.38	41,446	31,384	66.23	87.47	4,522.15
Cape May .....	31,602.05	448,740.27	6,363	4,654	70.52	96.42	1,852.40
Cumberland .....	37,158.09	811,081.83	14,481	11,597	56.01	69.03	201.77
Essex .....	78,950.11	11,912,633.71	137,219	113,745	86.81	161.73	147,273.36
Gloucester .....	118,663.94	801,035.26	13,827	10,499	87.93	76.29	4,603.87
Hudson .....	175,520.02	9,521,608.60	111,917	92,414	85.07	103.00	11,697.37
Hunterdon .....	76,010.10	434,089.07	7,008	5,123	61.94	84.73	1,067.76
Mercer .....	107,915.34	2,402,196.90	29,516	23,734	81.39	101.20	17,454.70
Middlesex .....	150,609.10	2,484,390.28	37,446	30,621	66.34	81.13	11,062.75
Monmouth .....	143,400.32	1,952,885.98	27,855	21,501	70.11	90.82	9,030.59
Morris .....	146,592.50	1,438,976.16	18,438	14,825	78.04	97.06	37,577.13
Ocean .....	59,510.05	457,886.73	6,052	4,787	75.65	75.65	263.19
Passaic .....	133,784.77	3,939,193.63	54,339	45,142	72.49	87.26	4,629.70
Salem .....	47,046.69	432,648.94	7,895	5,984	54.89	72.30	40.00
Somerset .....	74,196.08	790,161.24	11,131	8,677	70.98	31.06	.....
Sussex .....	61,277.13	426,283.74	5,881	4,508	72.48	94.56	.....
Union .....	66,826.15	3,752,586.23	45,977	37,754	81.62	99.39	24,918.48
Warren .....	56,966.83	582,909.55	9,870	8,186	59.06	71.21	3,207.44
<b>Total .....</b>	<b>\$2,308,813.64</b>	<b>\$53,202,985.25</b>	<b>686,005</b>	<b>555,119</b>	<b>\$77.55</b>	<b>\$95.84</b>	<b>\$307,096.73</b>

TABLE 15.  
STATEMENT OF INTEREST BEARING SCHOOL DEBT.

DISTRICTS.	Outstanding July 1, 1923.	Issued During Year.	Redeemed During the Year from District Taxes.	Redeemed During the Year from Sinking Funds.	Outstanding at the Close of School Year.	Amount of Money in Sinking Fund on June 30th, 1924.
Atlantic .....	\$3,781,229.00	\$441,600.00	\$87,875.00	\$1,500.00	\$4,133,454.00	\$370,874.60
Bergen .....	9,150,457.00	1,739,700.00	247,096.71	34,480.29	10,608,580.00	460,653.76
Burlington .....	1,228,150.00	271,985.05	73,835.05	3,200.00	1,423,100.00	47,373.30
Camden .....	5,245,487.50	1,383,300.00	126,887.50	6,000.00	6,495,900.00	437,302.53
Cape May .....	978,800.00	117,700.00	23,900.00	1,500.00	1,031,100.00	47,108.41
Cumberland .....	726,423.01	409,800.00	54,323.01	4,000.00	1,077,900.00	69,922.07
Essex .....	24,341,919.93	2,756,000.00	427,975.00	59,500.00	26,610,444.93	3,729,815.08
Gloucester .....	1,103,399.94	591,650.00	62,866.66	500.00	1,631,683.28	20,026.84
Hudson .....	25,840,206.69	1,997,000.00	1,238,500.00	6,000.00	26,592,766.69	2,764,693.46
Hunterdon .....	306,313.90	54,500.00	20,793.90	.....	331,020.00	984.93
Mercer .....	3,224,350.00	2,419,100.00	54,630.00	27,000.00	5,561,820.00	603,146.06
Middlesex .....	5,206,825.00	396,400.00	167,375.00	30,000.00	5,405,850.00	257,466.96
Monmouth .....	2,024,309.14	541,575.00	121,629.14	20,100.00	2,424,155.00	202,540.15
Morris .....	2,281,871.04	456,648.65	125,600.00	1,000.00	2,611,919.69	39,722.98
Ocean .....	823,400.00	165,700.00	41,700.00	.....	947,400.00	1,968.29
Passaic .....	7,717,653.40	1,288,000.00	233,403.40	122,900.00	8,649,350.00	1,014,382.55
Salem .....	273,650.00	17,100.00	33,550.00	.....	256,600.00	.....
Somerset .....	720,800.00	71,700.00	50,300.00	4,000.00	738,200.00	73,233.77
Sussex .....	375,100.00	42,652.20	39,550.00	.....	378,202.20	11,219.53
Union .....	8,788,930.33	649,220.00	203,331.83	11,000.00	9,214,818.50	520,326.67
Warren .....	698,847.50	123,000.00	22,047.50	5,000.00	794,800.00	.....
<b>Total .....</b>	<b>\$104,797,583.38</b>	<b>\$15,925,330.90</b>	<b>\$3,466,169.70</b>	<b>\$337,680.29</b>	<b>\$116,919,064.29</b>	<b>\$10,681,941.94</b>



**TABLE 16.**  
**SCHOOL BUILDINGS OWNED AND RENTED.**

DISTRICTS.	VALUE OF PROPERTY.				BUILDINGS.												
	Land.	Buildings.	Equipment.	Total Value.	Number Completed During Current Year.	Number Enlarged or Remodeled 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 Used.	Total Number of Class Rooms Not Used.	Total Number of Pupils' Seats, (Double Desks Count Two.)	Is Flag Displayed Daily?
Atlantic .....	\$774,344.43	\$5,418,212.44	\$539,120.36	\$6,722,677.23	1	1	28	16	5	6	34	2	...	631	11	23,967	Yes
Bergen .....	1,409,975.00	14,546,541.77	967,573.25	16,924,090.02	12	9	18	14	4	21	121	174	4	1,556	36	57,274	Yes
Burlington .....	150,925.00	2,619,121.97	274,690.00	3,044,736.97	...	...	...	...	...	...	...	...	...	...	...	...	...
Camden .....	898,436.00	7,465,193.86	637,656.31	9,001,286.17	3	1	25	24	4	38	61	151	4	1,050	15	39,806	Yes
Cape May .....	90,850.00	677,975.00	70,400.00	848,225.00	...	...	...	...	...	...	...	...	...	...	...	...	...
Cumberland .....	100,802.71	1,328,485.87	149,928.66	1,579,217.24	2	...	...	...	...	...	...	...	...	...	...	...	...
Essex .....	4,289,795.57	27,489,511.20	1,869,850.89	33,649,157.66	1	6	8	13	1	16	158	192	4	3,266	18	129,980	Yes
Gloucester .....	191,875.00	2,156,200.00	211,410.00	2,559,485.00	1	4	24	21	7	19	17	78	10	379	13	13,677	Yes
Hudson .....	4,894,257.44	28,985,213.11	2,568,310.27	36,447,780.82	...	4	3	...	...	2	112	114	3	2,598	5	106,814	Yes
Hunterdon .....	26,560.00	617,300.00	67,175.00	711,035.00	...	...	62	10	2	4	9	87	...	205	3	7,059	Yes
Mercer .....	501,600.00	5,779,911.00	478,777.00	6,760,288.00	2	1	11	7	2	16	52	62	3	722	12	26,116	Yes
Middlesex .....	652,755.00	8,318,688.00	477,405.79	9,448,251.79	...	...	28	16	5	15	62	122	4	913	20	31,756	Yes
Monmouth .....	452,450.00	4,249,500.00	338,260.00	5,040,150.00	3	2	45	32	4	16	48	139	6	727	16	26,883	Yes
Morris .....	344,026.45	3,688,117.97	340,863.03	4,372,947.45	4	3	43	28	...	23	32	122	4	529	45	18,879	Yes
Ocean .....	195,817.00	1,195,848.96	85,146.06	1,476,812.02	2	...	27	15	12	3	12	59	...	263	28	6,493	Yes
Passaic .....	1,483,988.40	10,479,643.24	915,675.51	12,879,307.15	1	4	10	13	3	1	71	98	...	1,291	22	51,048	Yes
Salem .....	77,640.00	571,150.00	65,837.00	714,627.00	...	1	33	9	3	7	15	54	11	265	6	8,176	Yes
Somerset .....	165,200.00	1,616,145.00	167,305.00	1,948,650.00	1	1	35	16	1	8	17	76	1	302	3	11,209	Yes
Sussex .....	34,350.00	792,200.00	108,125.00	934,675.00	...	...	54	7	3	2	9	75	...	183	6	7,115	Yes
Union .....	976,645.98	11,720,611.35	1,039,981.39	13,737,238.72	5	8	10	5	...	8	88	169	2	1,116	19	41,734	Yes
Warren .....	98,810.00	1,493,500.00	154,900.00	1,747,210.00	3	1	52	15	2	6	15	89	1	264	22	10,584	Yes
Total .....	\$17,811,106.98	\$141,208,470.74	\$11,528,270.52	\$170,547,848.24	45	55	579	322	67	238	1,004	2,134	76	17,211	347	663,764	Yes

TABLE 17.

## CLASS ROOMS, DAY SCHOOLS ONLY

DOES NOT INCLUDE ROOMS USED EXCLUSIVELY FOR MANUAL  
TRAINING.

DISTRICTS.	Number of Class Rooms Used for Kindergarten.	Number of Class Rooms Used for Elementary Grades.	Number of Class Rooms Used for High School Grades.	Number of Class Rooms Used for Vocational Classes.	Grand Total Number of Class Rooms Used.
Atlantic .....	25	488	108	10	631
Bergen .....	65	1,220	233	18	1,556
Burlington .....	4	375	70	19	468
Camden .....	18	911	109	12	1,050
Cape May .....		165	34		199
Cumberland .....		509	86		395
Essex .....	107	2,513	586		3,266
Gloucester .....	3	303	55	18	379
Hudson .....	67	2,094	404	33	2,598
Hunterdon .....	2	159	37	7	205
Mercer .....	32	566	124		722
Middlesex .....	28	749	134	2	913
Monmouth .....	14	573	140		727
Morris .....	9	410	110		529
Ocean .....	3	133	39	6	181
Passaic .....	72	1,058	145	16	1,291
Salem .....	4	168	31		203
Somerset .....	9	233	54	1	297
Sussex .....	2	142	31	8	183
Union .....	55	850	190	12	1,116
Warren .....	1	217	46		264
Total .....	530	13,636	2,795	162	17,173

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	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.	Men.	Women.	Average Salary—Men.	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Women.	Average—Men.
					Men.	Women.	Total.								
Atlantic .....	\$11,700.00	2	1	\$5,850.00	1	1	1	\$4,200.00		\$4,200.00		\$4,200.00		\$4,200.00	
Bergen .....	6,000.00	1	1	6,000.00											
Burlington .....	2,850.00	1	1	2,850.00											
Camden .....	10,300.00	2	2	5,150.00											
Cape May .....	6,800.00	2	2	3,400.00											
Cumberland .....	7,000.00	2	2	3,500.00											
Essex .....	43,700.00	6	6	7,283.33	6	6	6	36,000.00		2,500.00		7,000.00		6,000.00	
Gloucester .....															
Hudson .....	46,680.00	7	7	6,668.57	1	3	4	7,000.00	\$15,000.00	7,000.00	\$3,500.00	7,000.00	\$7,000.00	7,000.00	\$5,000.00
Hunterdon .....	3,300.00	1	1	3,300.00											
Mercer .....	8,000.00	1	1	8,000.00	4		4	19,000.00		4,500.00		5,500.00		4,750.00	
Middlesex .....	14,390.00	3	3	4,796.66											
Monmouth .....	9,500.00	2	2	4,750.00											
Morris .....															
Ocean .....															
Passaic .....	19,000.00	3	3	6,333.33	2		2	11,000.00		5,000.00		6,000.00		5,500.00	
Salem .....	3,800.00	1	1	3,800.00											
Somerset .....															
Sussex .....															
Union .....	24,000.00	4	4	6,000.00											
Warren .....	5,500.00	1	1	5,500.00											
Total .....	\$222,520.00	39	39	\$5,705.64	14	3	17	\$77,200.00	\$15,000.00	\$2,500.00	\$3,500.00	\$7,000.00	\$7,000.00	\$5,514.28	\$5,000.00

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS	APPROVED SUPERVISING PRINCIPALS.										
	NUMBER EMPLOYED.			Consider only those for whom an apportionment of \$600.00 is made. Where a Supervising Principal is employed by two or more school districts enter amount paid by each district, but count only one in number employed.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	3		3	\$7,700.00		\$2,500.00		\$2,700.00		\$2,566.66	
Bergen	8	1	9	34,700.00	\$2,400.00	3,600.00	\$2,400.00	5,000.00	\$2,400.00	4,357.50	\$2,400.00
Burlington	4		4	16,600.00		3,500.00		4,500.00		4,000.00	
Camden	4		4	10,903.60		2,000.00		3,350.00		2,725.00	
Cape May	3		3	7,850.00		2,000.00		3,500.00		2,616.66	
Cumberland	1		1	3,400.00		3,400.00		3,400.00		3,400.00	
Essex	6		6	31,750.00		4,250.00		6,000.00		5,201.66	
Gloucester	2	2	4	6,000.00	4,700.00	2,000.00	2,200.00	4,000.00	2,500.00	3,000.00	2,350.00
Hudson											
Hunterdon											
Mercer	4		4	12,750.00		2,500.00		3,750.00		3,187.50	
Middlesex	7	1	8	23,200.00	3,760.00	2,400.00	3,760.00	4,500.00	3,760.00	3,314.28	3,760.00
Monmouth	6		6	19,050.00		2,000.00		5,000.00		3,175.00	
Morris	9		9	25,747.30		1,200.00		4,500.00		2,860.81	
Ocean	2		2	7,300.00		3,000.00		3,700.00		3,650.00	
Passaic	2		2	9,350.00		3,500.00		5,850.00		4,675.00	
Salem	1		1	3,200.00		3,200.00		3,200.00		3,200.00	
Somerset	2		2	7,000.00		3,000.00		4,000.00		3,500.00	
Sussex											
Union											
Warren	1		1	2,875.00		2,875.00		2,875.00		2,875.00	
Total	65	4	69	\$228,772.30	\$10,860.00	\$1,200.00	\$2,200.00	\$6,000.00	\$3,760.00	\$3,519.57	\$2,715.00

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	UNAPPROVED SUPERVISING PRINCIPALS.										
	NUMBER EMPLOYED.			(Those who devote their time to supervision of instruction in 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	2		2	\$6,950.00		\$2,400.00		\$4,550.00		\$3,475.00	
Bergen	2		2	76,150.00		2,000.00		4,500.00		3,461.36	
Burlington											
Camden	6	1	7	23,000.00	\$1,900.00	2,300.00	\$1,900.00	5,000.00	\$1,900.00	3,833.33	\$1,900.00
Cape May											
Cumberland											
Essex	2		2	8,600.00		4,000.00		4,600.00		4,300.00	
Gloucester	4		4	12,100.00		2,100.00		3,600.00		3,025.00	
Hudson	6		6	23,765.00		3,000.00		5,400.00		3,960.83	
Hunterdon	2		2	6,750.00		3,000.00		3,750.00		3,375.00	
Mercer		2	2		6,500.00		3,000.00		3,500.00		3,250.00
Middlesex	4		4	13,150.00		2,500.00		4,500.00		3,287.50	
Monmouth	6		6	19,850.00		2,700.00		4,500.00		3,308.33	
Morris	7		7	26,750.00		3,000.00		5,500.00		3,821.43	
Ocean	3		3	7,100.00		2,200.00		2,600.00		2,366.66	
Passaic	2		2	5,000.00		2,200.00		2,800.00		2,500.00	
Salem	2		2	5,500.00		2,500.00		3,000.00		2,750.00	
Somerset	3		3	11,975.00		2,875.00		4,600.00		3,991.67	
Sussex	2		2	7,250.00		3,500.00		3,750.00		3,625.00	
Union	10	1	11	37,200.00	3,400.00	2,000.00	3,400.00	5,000.00	3,400.00	3,720.00	3,400.00
Warren	3		3	7,700.00		2,400.00		2,800.00		2,566.66	
Total	86	4	90	\$298,790.00	\$11,800.00	\$2,000.00	\$1,900.00	\$5,500.00	\$3,500.00	\$3,474.30	\$2,950.00

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	NON-TEACHING PRINCIPALS.										
	NUMBER EMPLOYED.			(Those who devote their time to 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	8	8	16	\$28,800.00	\$20,100.00	\$2,500.00	\$1,900.00	\$6,000.00	\$2,700.00	\$3,000.00	\$2,512.50
Bergen	28	31	59	83,375.00	71,835.00	1,800.00	1,800.00	4,500.00	3,825.00	2,977.68	2,317.25
Burlington	1	2	2	3,500.00	3,500.00	.....	1,700.00	.....	1,800.00	.....	1,750.00
Camden	11	18	32	37,800.00	44,150.00	2,250.00	2,100.00	3,300.00	4,000.00	2,700.00	2,452.77
Cape May	1	.....	1	1,900.00	.....	1,900.00	.....	1,900.00	.....	1,900.00	.....
Cumberland	1	3	4	2,700.00	5,225.00	2,700.00	1,425.00	2,700.00	2,000.00	2,700.00	1,741.66
Essex	83	31	114	331,128.00	87,195.00	2,000.00	2,100.00	5,800.00	4,500.00	4,025.63	2,812.74
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	71	38	109	290,403.16	119,400.00	2,200.00	2,300.00	7,000.00	4,500.00	4,000.18	3,142.10
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	10	21	31	35,200.00	61,180.00	2,650.00	1,980.00	5,000.00	3,400.00	3,520.00	2,913.33
Middlesex	15	9	24	44,125.00	20,450.00	2,200.00	1,600.00	4,000.00	2,775.00	2,941.66	2,272.22
Monmouth	11	4	15	30,975.00	8,700.00	2,000.00	2,000.00	3,400.00	2,900.00	2,815.90	2,175.00
Morris	11	4	8	11,500.00	8,875.00	2,200.00	1,625.00	3,700.00	2,650.00	2,875.00	2,218.75
Ocean	1	2	3	3,100.00	3,150.00	3,100.00	1,500.00	3,100.00	1,650.00	3,100.00	1,575.00
Passaic	33	30	63	114,556.00	80,525.00	1,800.00	2,025.00	5,200.00	3,400.00	3,471.21	2,084.16
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	3	.....	3	7,050.00	.....	1,800.00	.....	3,000.00	.....	2,350.00	.....
Sussex	3	.....	3	5,900.00	.....	1,700.00	.....	2,250.00	.....	1,966.66	.....
Union	30	22	52	93,345.00	57,605.00	1,500.00	1,750.00	4,600.00	3,200.00	3,111.50	2,621.14
Warren	1	.....	1	2,550.00	.....	2,550.00	.....	2,550.00	.....	2,550.00	.....
Total	317	223	540	\$1,127,401.16	\$591,950.00	\$1,500.00	\$1,425.00	\$7,000.00	\$4,500.00	\$3,556.47	\$2,654.48

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	SUPERVISORS.										
	NUMBER EMPLOYED.			(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. Does not include those engaged in manual training, vocational evening school, foreign-born evening school or continuation school work.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	1	5	6	\$5,500.00	\$13,700.00	\$5,500.00	\$2,300.00	\$5,500.00	\$3,100.00	\$5,500.00	\$2,740.00
Bergen .....		1	1		1,650.00		1,650.00		1,650.00		1,650.00
Burlington .....	2	5	7	5,300.00	11,200.00	2,000.00	1,800.00	3,300.00	2,500.00	2,650.00	2,240.00
Camden .....	1	2	3	3,400.00	5,000.00	3,400.00	1,600.00	3,400.00	3,400.00	3,400.00	2,500.00
Cape May .....											
Cumberland .....		1	1		1,800.00		1,800.00		1,800.00		1,800.00
Essex .....		2	2		6,700.00		2,900.00		3,800.00		3,350.00
Gloucester .....		1	1		1,300.00		1,300.00		1,300.00		1,300.00
Hudson .....	2	32	34	6,150.00	95,324.70	2,550.00	2,000.00	3,600.00	4,100.00	3,075.00	2,978.90
Hunterdon .....											
Mercer .....		2	2		4,650.00		1,700.00		2,950.00		2,325.00
Middlesex .....	2	4	6	4,250.00	10,000.00	2,050.00	2,350.00	2,200.00		2,125.00	2,500.00
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....	2	11	13	6,000.00	27,925.00	2,700.00	1,800.00	3,300.00	3,400.00	3,000.00	2,538.63
Salem .....											
Somerset .....											
Sussex .....		1	1		1,650.00		1,650.00		1,650.00		1,650.00
Union .....		4	4		9,100.00		1,800.00		3,000.00		2,275.00
Warren .....		1	1		1,750.00		1,750.00		1,750.00		1,750.00
Total .....	10	72	82	\$30,600.00	\$191,749.70	\$2,000.00	\$1,300.00	\$5,500.00	\$4,100.00	\$3,060.00	\$2,663.19

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	SPECIAL SUPERVISORS.										
	NUMBER EMPLOYED.			(Those who assist teachers in matters pertaining to instruction in special subjects. Drawing, penmanship, etc. Does not include those engaged in manual training, vocational evening school, foreign-born evening school or continuation school work.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	3	18	21	\$5,600.00	\$32,200.00	\$1,700.00	\$1,200.00	\$2,000.00	\$2,300.00	\$1,866.66	\$1,788.88
Bergen	2	16	18	5,300.00	30,375.00	2,600.00	1,250.00	2,700.00	2,700.00	2,650.00	1,898.43
Burlington	3	14	17	5,750.00	21,930.00	1,600.00	1,100.00	2,400.00	2,000.00	1,916.66	1,566.42
Camden	2	9	11	5,800.00	17,400.00	2,800.00	1,200.00	3,000.00	2,900.00	2,900.00	1,933.33
Cape May	1	13	14	2,000.00	17,700.00	2,000.00	1,000.00	2,000.00	1,700.00	2,000.00	1,361.54
Cumberland	28	53	81	\$1,255.00	132,810.00	700.00	1,300.00	4,500.00	4,500.00	2,901.96	2,505.84
Essex	2	13	15	2,950.00	18,350.00	1,200.00	1,100.00	1,750.00	1,800.00	1,475.00	1,411.53
Gloucester	16	38	54	45,050.00	81,651.34	1,600.00	1,300.00	4,100.00	3,600.00	2,815.63	2,148.72
Hudson	1	6	6	3,500.00	6,050.00	3,500.00	250.00	.....	1,600.00	.....	1,008.33
Hunterdon	1	8	9	600.00	22,450.00	600.00	2,400.00	3,500.00	3,100.00	3,500.00	2,806.25
Mercer	1	10	11	600.00	16,700.00	600.00	1,350.00	600.00	2,050.00	600.00	1,670.00
Middlesex	4	24	28	9,050.00	39,260.00	2,000.00	1,200.00	3,000.00	2,100.00	2,412.50	1,635.85
Monmouth	1	12	2	.....	3,400.00	.....	1,500.00	.....	1,900.00	.....	1,700.00
Morris	1	5	5	.....	9,000.00	.....	1,600.00	.....	2,100.00	.....	1,800.00
Ocean	3	7	10	10,400.00	14,850.00	3,400.00	1,900.00	3,600.00	2,150.00	3,466.67	2,121.42
Passaic	4	11	15	8,500.00	18,150.00	1,800.00	1,100.00	2,350.00	1,900.00	2,125.00	1,650.00
Salem	2	4	6	3,300.00	5,975.00	1,500.00	1,300.00	1,800.00	1,650.00	1,650.00	1,493.75
Somerset	25	64	89	54,745.00	114,700.00	650.00	1,200.00	3,675.00	2,975.00	2,189.80	1,792.18
Sussex	3	3	3	.....	4,900.00	.....	1,300.00	.....	1,900.00	.....	1,633.33
Union	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	97	318	415	\$244,400.00	\$607,851.34	\$600.00	\$1,000.00	\$4,500.00	\$4,500.00	\$2,519.59	\$1,911.48

\* Part time.



TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	TEACHERS, RURAL SCHOOLS—ONE ROOM.									
	NUMBER EMPLOYED			(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.)						
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.
Atlantic .....	6	15	21	\$5,988.00	\$14,026.00	\$900.00	\$900.00	\$1,100.00	\$1,250.00	\$998.00
Bergen .....	7	7	14	3,450.00	9,450.00	1,300.00	1,300.00	1,450.00	1,450.00	1,350.00
Burlington .....	2	8	10	2,680.00	8,975.00	1,150.00	950.00	1,530.00	1,230.00	1,121.88
Camden .....	2	14	16	1,900.00	14,395.00	900.00	855.00	1,000.00	1,350.00	1,028.21
Cape May .....	4	9	13	4,205.00	9,000.00	900.00	900.00	1,215.00	1,200.00	1,000.00
Cumberland .....	2	21	23	19,935.00	800.00	1,650.00	800.00	1,175.00	1,175.00	949.29
Essex .....	2	2	4	3,450.00	1,300.00	1,650.00	1,650.00	1,800.00	1,800.00	1,725.00
Gloucester .....	14	14	28	13,365.00	675.00	675.00	675.00	1,350.00	1,350.00	954.64
Hudson .....	11	50	61	11,700.00	47,852.50	900.00	700.00	1,350.00	1,200.00	1,063.63
Hunterdon .....	7	7	14	9,150.00	1,100.00	1,100.00	1,100.00	1,700.00	1,700.00	1,307.14
Mercer .....	1	21	22	1,200.00	24,050.00	1,200.00	1,000.00	1,200.00	1,575.00	1,200.00
Middlesex .....	5	30	35	5,980.00	33,691.00	930.00	750.00	1,600.00	1,400.00	1,196.00
Monmouth .....	6	21	27	6,100.00	24,000.00	700.00	700.00	1,700.00	1,550.00	1,016.67
Morris .....	3	20	23	3,510.00	20,875.00	810.00	855.00	1,600.00	1,200.00	1,170.00
Ocean .....	1	6	7	1,000.00	7,450.00	1,000.00	1,200.00	1,600.00	1,450.00	1,000.00
Passaic .....	5	17	22	5,060.00	14,705.00	900.00	720.00	1,125.00	1,125.00	1,012.00
Salem .....	6	29	35	6,850.00	32,850.00	1,000.00	1,000.00	1,250.00	1,250.00	1,141.67
Somerset .....	10	37	47	9,310.00	38,260.00	800.00	800.00	1,000.00	1,100.00	931.00
Sussex .....	2	2	4	2,100.00	2,100.00	900.00	900.00	1,200.00	1,200.00	1,050.00
Union .....	6	35	41	5,700.00	30,230.00	850.00	700.00	1,000.00	1,350.00	950.00
Warren .....										
<b>Total .....</b>	<b>68</b>	<b>365</b>	<b>433</b>	<b>\$71,273.00</b>	<b>\$373,709.50</b>	<b>\$700.00</b>	<b>\$675.00</b>	<b>\$1,700.00</b>	<b>\$1,800.00</b>	<b>\$1,048.13</b>
										<b>\$1,023.86</b>

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	TEACHERS, RURAL SCHOOLS—TWO ROOMS.										
	NUMBER EMPLOYED.			(Teachers considered in the one- and two-room rural-school tables are not to be considered in the grade teachers' tables.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	3	25	28	\$3,045.00	\$25,531.00	\$855.00	\$810.00	\$1,200.00	\$1,350.00	\$1,015.00	\$1,121.24
Bergen .....		6	6		8,150.00		1,200.00		1,600.00		1,358.33
Burlington .....	1	31	32	1,100.00	35,570.00	1,100.00	900.00	1,100.00	1,500.00	1,100.00	1,147.41
Camden .....	1	11	12	1,200.00	10,255.00	1,200.00	855.00	1,200.00	1,250.00	1,200.00	933.27
Cape May .....	6	22	28	6,840.00	23,795.00	1,080.00	990.00	1,200.00	1,225.00	1,140.00	1,081.59
Cumberland .....	2	22	24	2,240.00	21,096.50	990.00	750.00	1,250.00	1,175.00	1,120.00	958.93
Essex .....											
Gloucester .....	4	27	31	4,680.00	29,025.00	1,080.00	675.00	1,200.00	1,350.00	1,170.00	1,075.00
Hudson .....											
Hunterdon .....	6	14	20	5,800.00	14,125.00	750.00	850.00	1,250.00	1,250.00	966.66	1,008.92
Mercer .....	1	9	10	1,400.00	11,650.00	1,400.00	1,000.00	1,400.00	1,600.00	1,400.00	1,294.44
Middlesex .....		14	14		15,750.00		1,000.00		1,300.00		1,125.00
Monmouth .....	5	33	38	6,900.00	40,000.00	1,200.00	750.00	1,600.00	1,700.00	1,380.00	1,212.12
Morris .....	10	36	46	13,905.00	42,200.00	1,200.00	700.00	1,800.00	1,500.00	1,390.50	1,172.22
Ocean .....	4	22	26	4,875.00	23,570.00	900.00	850.00	1,575.00	1,500.00	1,218.75	1,071.36
Passaic .....	5	13	18	7,850.00	16,050.00	1,200.00	1,100.00	1,800.00	1,500.00	1,570.00	1,234.61
Salem .....	1	9	10	945.00	8,350.00	945.00	760.00	945.00	1,330.00	945.00	927.77
Somerset .....	5	26	31	6,000.00	28,550.00	1,000.00	1,000.00	1,250.00	1,300.00	1,200.00	1,098.07
Sussex .....	1	9	10	1,000.00	9,400.00	1,000.00	850.00	1,000.00	1,300.00	1,000.00	1,044.44
Union .....		1	1		1,000.00		1,000.00		1,000.00		1,000.00
Warren .....	3	21	24	3,350.00	20,400.00	1,100.00	700.00	1,150.00	1,250.00	1,116.66	971.42
Total .....	58	351	409	\$71,130.00	\$384,467.50	\$750.00	\$875.00	\$1,800.00	\$1,700.00	\$1,226.37	\$1,095.35

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	TEACHERS, KINDERGARTEN—DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....	33	33		\$49,805.00			\$1,000.00		\$2,300.00		\$1,509.24
Bergen .....	76	76		113,870.00			1,000.00		2,200.00		1,498.29
Burlington .....	4	4		4,925.00			1,050.00		1,600.00		1,231.25
Camden .....	18	18		27,680.00			1,250.00		1,700.00		1,537.77
Cape May .....	2	2		2,300.00			1,000.00		1,300.00		1,150.00
Cumberland .....											
Essex .....	234	234		436,525.00			600.00		2,400.00		1,865.49
Gloucester .....	3	3		3,300.00			1,000.00		1,200.00		1,100.00
Hudson .....	89	89		162,891.44			1,200.00		2,500.00		1,830.24
Hunterdon .....	2	2		2,500.00			1,250.00		1,250.00		1,250.00
Mercer .....	51	51		75,560.00			1,100.00		1,950.00		1,481.56
Middlesex .....	42	42		59,075.00			1,000.00		1,800.00		1,406.54
Monmouth .....	18	18		23,935.00			1,100.00		1,625.00		1,329.72
Morris .....	9	9		12,350.00			1,000.00		1,650.00		1,372.22
Ocean .....	5	5		6,750.00			1,200.00		1,450.00		1,350.00
Passaic .....	76	76		133,175.00			1,050.00		2,650.00		1,752.30
Salem .....	4	4		4,500.00			1,100.00		1,200.00		1,125.00
Somerset .....	13	13		16,300.00			900.00		1,500.00		1,253.85
Sussex .....	5	5		5,250.00			600.00		1,250.00		1,050.00
Union .....	72	72		109,435.00			850.00		2,100.00		1,519.93
Warren .....	1	1		1,000.00			1,000.00		1,000.00		1,000.00
Total .....	757	757		\$1,251,126.44			\$600.00		\$2,650.00		\$1,652.74

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	TEACHERS, GRADES 1 TO 4, INCLUSIVE—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(Not including one- and two-room rural school teachers.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	1	241	242	\$894.00	\$333,530.00	\$894.00	\$850.00	\$894.00	\$2,200.00	\$894.00	\$1,383.94
Bergen .....	1	728	729	1,150.00	1,036,192.00	1,150.00	900.00	1,150.00	2,900.00	1,150.00	1,423.33
Burlington .....		204	204		234,885.00		800.00		1,500.00		1,153.38
Camden .....		496	496		683,115.00		800.00		2,050.00		1,377.24
Cape May .....		60	60		67,798.13		720.00		1,250.00		1,129.96
Cumberland .....		140	149		149,924.50		700.00		1,250.00		1,006.20
Essex .....	1	1,413	1,414	800.00	2,598,667.00	800.00	650.00	800.00	2,415.00	800.00	1,839.11
Gloucester .....		149	149		155,725.00		630.00		1,400.00		1,045.13
Hudson .....		1,230	1,230		2,112,153.41		1,200.00		2,500.00		1,717.20
Hunterdon .....		44	44		47,750.00		700.00		1,550.00		1,085.22
Mercer .....		336	336		486,583.00		1,000.00		2,050.00		1,448.16
Middlesex .....		446	446		610,590.00		900.00		2,150.00		1,369.03
Monmouth .....		258	258		330,990.00		850.00		1,750.00		1,282.91
Morris .....		187	187		239,920.00		700.00		1,950.00		1,283.00
Ocean .....		49	49		59,235.00		875.00		1,525.00		1,208.88
Passaic .....		637	637		965,675.00		1,050.00		2,650.00		1,515.97
Salem .....	1	71	72	1,000.00	73,077.50	1,000.00	700.00	1,000.00	1,625.00	1,000.00	1,029.26
Somerset .....		102	102		132,375.00		1,000.00		1,750.00		1,297.79
Sussex .....		49	49		54,300.00		750.00		1,400.00		1,108.16
Union .....	1	540	541	1,400.00	827,155.00	1,400.00	1,000.00	1,400.00	2,400.00	1,400.00	1,531.76
Warren .....		92	92		107,110.00		750.00		1,600.00		1,164.23
<b>Total .....</b>	<b>5</b>	<b>7,481</b>	<b>7,486</b>	<b>\$5,244.00</b>	<b>\$11,306,750.54</b>	<b>\$800.00</b>	<b>\$630.00</b>	<b>\$1,400.00</b>	<b>\$2,900.00</b>	<b>\$1,048.80</b>	<b>\$1,511.39</b>

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	TEACHERS, GRADES 5 TO 8, INCLUSIVE—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(Not including one- and two-room rural school teachers.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	17	184	201	\$27,365.00	\$293,685.00	\$1,200.00	\$1,000.00	\$2,500.00	\$2,300.00	\$1,609.70	\$1,596.11
Bergen .....	39	608	647	75,740.00	931,157.00	600.00	600.00	3,100.00	2,300.00	1,942.04	1,531.51
Burlington .....	5	144	149	7,360.00	183,495.00	1,100.00	925.00	1,800.00	1,900.00	1,472.00	1,274.27
Camden .....	18	366	384	27,190.00	543,780.00	900.00	765.00	2,050.00	2,100.00	1,510.55	1,485.74
Cape May .....	9	40	49	12,500.00	49,420.00	1,000.00	720.00	2,300.00	1,850.00	1,388.88	1,228.00
Cumberland .....	14	103	117	20,425.00	118,468.66	900.00	810.00	2,300.00	1,650.00	1,458.03	1,150.18
Essex .....	40	969	1,009	73,745.00	1,926,251.07	1,300.00	1,150.00	2,800.00	2,940.00	1,843.62	2,006.51
Gloucester .....	6	103	109	7,620.00	121,530.00	1,170.00	720.00	1,400.00	1,600.00	1,270.00	1,179.80
Hudson .....	12	1,018	1,030	21,556.66	1,930,941.74	1,200.00	1,200.00	2,622.50	2,790.00	1,796.39	1,896.79
Hunterdon .....	7	27	34	9,450.00	31,550.00	1,200.00	850.00	1,800.00	1,850.00	1,350.00	1,168.51
Mercer .....	7	211	218	11,350.00	332,862.00	1,100.00	1,000.00	2,100.00	2,000.00	1,621.43	1,577.55
Middlesex .....	20	284	304	29,055.00	434,082.50	1,000.00	1,100.00	2,100.00	2,200.00	1,452.75	1,528.46
Monmouth .....	28	209	237	48,545.50	303,525.00	1,100.00	930.00	3,300.00	2,050.00	1,733.77	1,452.27
Morris .....	19	139	158	33,800.00	196,530.00	1,200.00	750.00	2,700.00	2,100.00	1,778.95	1,413.88
Ocean .....	5	33	38	6,600.00	42,150.00	1,100.00	900.00	1,500.00	1,600.00	1,320.00	1,277.27
Passaic .....	8	457	465	17,100.00	816,775.00	1,600.00	1,100.00	2,700.00	2,650.00	2,137.50	1,787.25
Salem .....	4	69	73	5,700.00	80,685.00	1,000.00	800.00	1,800.00	1,700.00	1,425.00	1,169.33
Somerset .....	6	73	79	12,750.00	108,250.00	1,400.00	1,000.00	2,850.00	2,100.00	2,125.00	1,482.88
Sussex .....	4	27	31	6,300.00	33,100.00	1,000.00	900.00	2,000.00	1,650.00	1,575.00	1,225.92
Union .....	11	353	364	17,800.00	576,602.50	1,300.00	1,000.00	2,000.00	2,400.00	1,618.18	1,633.43
Warren .....	3	60	63	5,200.00	72,980.00	1,500.00	800.00	1,850.00	1,850.00	1,733.33	1,216.33
<b>Total</b> .....	282	5,468	5,750	\$477,152.16	\$9,127,520.47	\$600.00	\$600.00	\$3,300.00	\$2,940.00	\$1,691.42	\$1,669.26

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	TEACHERS, JUNIOR HIGH SCHOOL, GRADES 7 TO 9, INCLUSIVE— DAY SCHOOLS.										
	NUMBER EMPLOYED.			Not included in any other table.							
	Men.	Women.	Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....		3	3		\$5,450.00		\$1,725.00		\$2,000.00		\$1,816.66
Bergen .....		4	4		6,700.00		1,500.00		1,800.00		1,675.00
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....	21	102	123	\$49,222.50	240,940.00	\$1,800.00	1,700.00	\$3,000.00	3,150.00	\$2,343.92	\$2,362.15
Gloucester .....											
Hudson .....											
Hunterdon .....											
Mercer .....	25	71	96	48,100.00	138,550.00	1,400.00	1,235.00	3,050.00	2,450.00	1,924.00	1,951.10
Middlesex .....	1	4	5	2,500.00	7,000.00	2,500.00	1,475.00	2,500.00	1,950.00	2,500.00	1,750.00
Monmouth .....	1	13	14	1,600.00	22,480.00	1,600.00	1,400.00	1,600.00	1,730.00	1,600.00	1,720.23
Morris .....											
Ocean .....	2	6	8	4,450.00	9,400.00	1,650.00	1,400.00	2,800.00	1,650.00	2,225.00	1,565.67
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....	1	5	6	1,800.00	7,900.00	1,800.00	1,500.00	1,800.00	1,600.00	1,800.00	1,580.00
Union .....	2	29	31	4,100.00	54,975.00	1,800.00	1,400.00	2,300.00	2,300.00	2,650.00	1,955.69
Warren .....											
Total .....	53	237	290	\$111,772.50	\$493,395.00	\$1,400.00	\$1,235.00	\$3,050.00	\$3,150.00	\$2,108.91	\$2,081.83

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	TEACHERS, GRADES 9 TO 12, INCLUSIVE—DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....	38	76	114	\$89,350.00	\$165,400.00	\$1,500.00	\$1,200.00	\$3,800.00	\$3,200.00	\$2,614.47	\$2,176.31
Bergen .....	69	207	276	144,175.00	385,572.00	600.00	492.00	3,300.00	2,900.00	2,080.49	1,862.66
Burlington .....	12	55	67	22,800.00	85,925.00	1,400.00	1,200.00	2,500.00	2,700.00	1,900.00	1,562.27
Camden .....	51	106	157	102,300.00	178,575.00	1,400.00	1,200.00	3,100.00	3,000.00	2,005.88	1,684.66
Cape May .....	17	21	38	31,380.00	31,606.25	1,100.00	1,200.00	2,700.00	1,925.00	1,845.88	1,505.06
Cumberland .....	17	59	76	32,573.00	82,460.00	1,300.00	1,200.00	2,800.00	1,700.00	1,916.06	1,397.62
Essex .....	252	353	605	827,364.39	919,771.00	1,750.00	1,300.00	4,400.00	4,200.00	2,283.19	2,605.58
Gloucester .....	15	45	60	25,850.00	67,650.00	1,300.00	1,200.00	2,500.00	2,150.00	1,723.33	1,503.33
Hudson .....	186	280	466	521,163.92	684,741.36	1,800.00	1,500.00	4,800.00	3,550.00	2,801.96	2,445.50
Hunterdon .....	9	32	41	16,150.00	44,750.00	1,300.00	1,100.00	2,800.00	1,800.00	1,794.44	1,398.44
Mercer .....	39	37	76	102,070.00	79,313.00	1,560.00	1,300.00	3,300.00	2,700.00	2,617.18	2,143.59
Middlesex .....	33	84	117	73,975.00	149,495.00	1,500.00	1,200.00	3,000.00	2,500.00	2,241.66	1,779.79
Monmouth .....	44	98	142	86,695.00	160,430.00	1,500.00	1,100.00	2,500.00	2,110.00	1,970.34	1,637.64
Morris .....	30	71	101	57,650.00	114,290.00	1,000.00	1,200.00	2,750.00	2,100.00	1,921.67	1,609.72
Ocean .....	10	22	32	18,875.00	34,125.00	1,400.00	1,200.00	2,425.00	1,975.00	1,887.50	1,551.14
Passaic .....	71	144	215	176,525.00	314,325.00	1,800.00	1,500.00	4,100.00	2,900.00	2,486.26	2,182.81
Salem .....	5	28	33	9,200.00	36,600.00	1,350.00	1,000.00	2,800.00	2,000.00	1,840.00	1,307.14
Somerset .....	15	31	46	34,400.00	54,240.00	1,600.00	1,450.00	3,200.00	2,495.00	2,293.33	1,749.67
Sussex .....	7	16	23	11,450.00	21,600.00	1,200.00	1,200.00	2,500.00	1,600.00	1,650.00	1,350.00
Union .....	71	149	220	174,885.00	304,510.00	1,500.00	1,200.00	3,900.00	2,875.00	2,463.17	2,043.69
Warren .....	17	36	53	30,300.00	54,450.00	1,400.00	1,150.00	2,300.00	2,400.00	1,782.35	1,512.50
<b>Total .....</b>	1,008	1,950	2,958	\$2,599,131.31	\$3,969,828.61	\$600.00	\$492.00	\$4,800.00	\$4,200.00	\$2,578.50	\$2,035.81

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

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SCHOOL REPORT.

DISTRICTS.	SHORT TERM TEACHERS—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(A teacher 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.")							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	1	1			\$1,100.00		\$1,100.00		\$1,100.00		\$1,100.00
Bergen	5	5			4,350.00		350.00		1,800.00		\$70.00
Burlington	1	4	5	\$250.00	1,752.50	\$250.00	255.00	\$250.00	575.00	\$250.00	438.12
Camden											
Cape May		1	1								
Cumberland		1	1		1,350.00		1,350.00		1,350.00		1,350.00
Essex		1	1		1,705.00		1,705.00		1,705.00		1,705.00
Gloucester											
Hudson	5	24	29	5,800.00	25,797.05	900.00	764.47	1,768.00	1,800.00	1,160.00	1,074.88
Hunterdon											
Mercer		3	3		3,200.00		1,000.00		1,100.00		1,066.66
Middlesex		1	1		787.50		787.50		787.50		787.50
Monmouth	1	1	2	500.00	750.00	500.00	750.00	500.00	750.00	500.00	750.00
Morris		2	2		961.00		400.00		561.00		480.50
Ocean											
Passaic		1	1		2,100.00		2,100.00		2,100.00		2,100.00
Salem	1	1	2	850.00	1,000.00	850.00	1,000.00	850.00	1,000.00	850.00	1,000.00
Somerset		1	1		300.00		300.00		300.00		300.00
Sussex											
Union	1	11	12	2,050.00	16,425.00	2,050.00	600.00	2,050.00	2,825.00	2,050.00	1,493.18
Warren											
Total	9	57	66	\$9,450.00	\$61,578.05	\$250.00	\$255.00	\$2,050.00	\$2,825.00	\$1,050.00	\$1,080.32



TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	SUBSTITUTE TEACHERS—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(Not assigned to a regular class, or 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 .....		1	1		\$1,200.00		\$1,200.00		\$1,200.00		\$1,200.00
Bergen .....		5	5		7,650.00		1,350.00		1,850.00		1,530.00
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....		2	2		2,500.00		1,200.00		1,300.00		1,250.00
Essex .....		5	5		8,250.00		1,200.00		2,000.00		1,650.00
Gloucester .....		2	2		1,800.00		800.00		1,000.00		900.00
Hudson .....		2	2		1,752.00		352.00		1,400.00		876.00
Hunterdon .....											
Mercer .....											
Middlesex .....		10	10		11,900.00		300.00		1,900.00		1,100.00
Monmouth .....											
Morris .....		2	2		498.00		160.00		338.00		249.00
Ocean .....		1	1		1,000.00		1,000.00		1,000.00		1,000.00
Passaic .....		1	1		1,200.00		1,200.00		1,200.00		1,200.00
Salem .....											
Somerset .....											
Sussex .....		1	1		330.00		330.00		330.00		330.00
Union .....	1	12	13	\$2,175.00	16,825.00	\$2,175.00	1,000.00	\$2,175.00	2,200.00	\$2,175.00	1,402.68
Warren .....											
Total .....	1	44	45	\$2,175.00	\$54,905.00	\$2,175.00	\$160.00	\$2,175.00	\$2,200.00	\$2,175.00	\$1,247.84

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

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SCHOOL REPORT.

DISTRICTS.	SPECIAL TEACHERS—UNGRADED, BACKWARD AND INCORRIGIBLE CLASSES—DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....	1	1	1		\$1,200.00		\$1,200.00		\$1,200.00		\$1,200.00
Bergen .....	1	1	2	\$1,400.00	1,600.00	\$1,400.00	1,600.00	\$1,400.00	1,600.00	\$1,400.00	1,600.00
Burlington .....		2	2		2,450.00		1,200.00		1,250.00		1,225.00
Camden .....		35	35		43,400.00		1,200.00		1,850.00		1,240.00
Cape May .....											
Cumberland .....											
Essex .....	4	8	12	8,975.00	17,500.00	1,875.00	1,500.00	2,800.00	2,800.00	2,243.75	2,187.50
Gloucester .....											
Hudson .....	1	12	13	2,550.00	24,818.50	2,550.00	1,600.00	2,550.00	2,600.00	2,550.00	2,068.21
Hunterdon .....											
Mercer .....		5	5		8,150.00		1,350.00		1,950.00		1,650.00
Middlesex .....		7	7		10,825.00		1,300.00		1,775.00		1,546.42
Monmouth .....											
Morris .....	1	1	2	1,400.00	1,400.00	1,400.00	1,400.00	1,400.00	1,400.00	1,400.00	1,400.00
Ocean .....											
Passaic .....	1	9	10	1,200.00	16,550.00	1,200.00	1,300.00	1,200.00	3,250.00	1,200.00	1,838.88
Salem .....											
Somerset .....	1		1	1,300.00		1,300.00		1,300.00		1,300.00	
Sussex .....											
Union .....	1		1	2,200.00		2,200.00		2,200.00		2,200.00	
Warren .....											
Total .....	10	81	91	\$19,025.00	\$127,893.50	\$1,200.00	\$1,200.00	\$2,800.00	\$3,250.00	\$1,902.50	\$1,578.93

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	SPECIAL TEACHERS, SUB-NORMAL CLASSES—DAY SCHOOLS. (Includes only those for which an apportionment of \$500 will be made.)										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....	2	6	8	\$3,800.00	\$11,000.00	\$1,600.00	\$1,600.00	\$2,200.00	\$2,600.00	\$1,900.00	\$1,833.33
Bergen .....		12	12		22,525.00		1,500.00		1,900.00		1,877.08
Burlington .....		2	2		2,600.00		1,300.00		1,300.00		1,300.00
Camden .....		13	13		21,830.00		1,300.00		1,950.00		1,679.23
Cape May .....											
Cumberland .....		4	4		5,775.00		1,250.00		1,525.00		1,443.75
Essex .....	1	61	62	2,200.00	133,670.00	2,200.00	1,500.00	2,200.00	2,700.00	2,200.00	2,191.31
Gloucester .....											
Hudson .....		34	34		75,694.43		1,550.00		2,800.00		2,226.30
Hunterdon .....											
Mercer .....		17	17		33,050.00		1,300.00		2,200.00		1,944.12
Middlesex .....	1	4	5	2,250.00	6,325.00	2,250.00	1,400.00	2,250.00	1,925.00	2,250.00	1,581.50
Monmouth .....		10	10		15,705.00		1,350.00		1,800.00		1,570.50
Morris .....		3	3		4,800.00		1,400.00		1,750.00		1,600.00
Ocean .....											
Passaic .....		18	18		37,100.00		1,500.00		2,650.00		2,061.11
Salem .....		1	1		1,500.00		1,500.00		1,500.00		1,500.00
Somerset .....		1	1		1,700.00		1,700.00		1,700.00		1,700.00
Sussex .....		3	3		4,500.00		1,350.00		1,650.00		1,500.00
Union .....	1	12	13	1,600.00	21,975.00	1,600.00	1,300.00	1,600.00	2,525.00	1,600.00	1,831.25
Warren .....		1	1		1,450.00		1,450.00		1,450.00		1,450.00
Total .....	5	202	207	\$9,850.00	\$401,199.43	\$1,600.00	\$1,250.00	\$2,250.00	\$2,800.00	\$1,970.00	\$1,986.13

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	SPECIAL TEACHERS. CLASSES FOR DEAF—DAY SCHOOLS. (Includes only those for which an apportionment of \$500 will be made.)										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....											
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....		12	12		\$27,150.00		\$1,600.00		\$2,500.00		\$2,262.50
Gloucester .....											
Hudson .....		3	3		6,564.00		1,604.00		2,460.00		2,121.34
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....											
Union .....											
Warren .....											
<b>Total</b> .....		15	15		\$33,514.00		\$1,600.00		\$2,500.00		\$2,234.26

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	SPECIAL TEACHERS, CLASSES FOR BLIND—DAY SCHOOLS. (Includes only those for which an apportionment of \$500 will be made.)										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bergen .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex .....	.....	2	3	.....	\$7,300.00	.....	\$2,100.00	.....	\$2,700.00	.....	\$2,433.33
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson .....	.....	1	1	.....	1,604.00	.....	1,604.00	.....	1,604.00	.....	1,604.00
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monmouth .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic .....	.....	2	2	.....	5,000.00	.....	2,500.00	.....	2,500.00	.....	2,500.00
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	.....	6	6	.....	\$13,904.00	.....	\$1,604.00	.....	\$2,700.00	.....	\$2,617.33

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	SPECIAL TEACHERS—UNCLASSIFIED—DAY SCHOOL. (Only those included for which an apportionment of \$500 is made.)										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....											
Bergen .....		2	2		\$2,700.00		\$1,300.00		\$1,400.00		\$1,350.00
Burlington .....		23	25	\$1,250.00	35,530.00	\$1,650.00	1,080.00	\$2,600.00	1,900.00	\$2,125.00	1,544.78
Camden .....	2	8	10	4,340.00	11,805.63	2,000.00	1,250.00	2,340.00	1,605.63	2,170.00	1,475.70
Cape May .....											
Cumberland .....	51	200	251	123,465.00	410,380.00	1,700.00	1,200.00	2,940.00	2,940.00	2,420.88	2,051.90
Essex .....											
Gloucester .....	15	103	118	47,910.00	205,656.00	1,400.00	1,200.00	3,500.00	3,230.00	3,194.00	1,996.65
Hudson .....											
Hunterdon .....	1	21	22	2,100.00	35,160.00	2,100.00	1,100.00	2,100.00	2,750.00	2,100.00	1,674.29
Mercer .....	5	21	26	9,575.00	35,900.00	1,500.00	1,400.00	2,425.00	2,100.00	1,915.00	1,709.52
Middlesex .....											
Monmouth .....	4	20	24	8,500.00	31,042.50	1,200.00	1,200.00	2,750.00	2,450.00	2,125.00	1,552.12
Morris .....											
Ocean .....	19	56	75	37,500.00	100,300.00	1,200.00	1,200.00	2,400.00	2,350.00	1,973.69	1,791.07
Passaic .....											
Salem .....		1	1		450.00		450.00		450.00		450.00
Somerset .....		2	2		2,450.00		1,200.00		1,250.00		1,225.00
Sussex .....		10	10		13,760.00		1,200.00		1,850.00		1,376.00
Union .....											
Warren .....											
Total .....	99	467	566	\$237,640.00	\$885,134.13	\$1,200.00	\$450.00	\$3,500.00	\$3,230.00	\$2,400.40	\$1,895.36

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	MANUAL TRAINING TEACHERS—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(Includes only supervisors and teachers devoting full time to the work.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	10	13	23	\$22,590.00	\$22,400.00	\$1,500.00	\$1,300.00	\$3,100.00	\$2,300.00	\$2,259.00	\$1,723.07
Bergen	39	35	74	75,955.00	60,530.00	480.00	300.00	3,100.00	2,400.00	1,947.56	1,729.42
Burlington	6	5	11	11,600.00	8,240.00	1,000.00	1,300.00	2,300.00	1,900.00	1,900.00	1,648.00
Camden	11	8	19	21,409.00	10,900.00	1,500.00	1,300.00	2,150.00	1,850.00	1,946.27	1,557.14
Cape May	3	3	6	5,900.00	4,500.00	1,800.00	1,400.00	2,100.00	1,700.00	1,966.66	1,500.00
Cumberland	7	6	13	13,873.00	8,300.00	1,200.00	1,300.00	2,723.00	1,500.00	1,981.86	1,383.33
Essex	68	45	113	161,075.00	92,120.00	800.00	800.00	3,600.00	3,100.00	2,412.86	2,047.11
Gloucester	8	7	15	9,850.00	8,850.00	350.00	700.00	2,500.00	1,650.00	1,231.25	1,264.30
Hudson	51	62	113	116,192.20	128,784.84	1,257.19	1,200.00	3,230.00	3,600.00	2,278.28	2,077.17
Hunterdon	2	2	4	4,400.00	3,150.00	1,800.00	1,550.00	2,600.00	1,600.00	2,200.00	1,575.00
Mercer	17	20	37	37,590.00	36,762.00	1,800.00	1,250.00	2,400.00	2,200.00	2,211.18	1,838.10
Middlesex	14	21	35	28,650.00	32,700.00	1,150.00	700.00	2,900.00	2,450.00	2,040.42	1,557.14
Monmouth	10	19	29	18,632.00	30,350.00	1,600.00	1,320.00	2,200.00	2,000.00	1,863.20	1,597.36
Morris	10	11	21	19,570.00	17,850.00	1,020.00	900.00	2,450.00	2,200.00	1,957.00	1,622.73
Ocean	1	2	3	2,050.00	3,350.00	2,050.00	1,600.00	2,050.00	1,750.00	2,050.00	1,675.00
Passaic	25	22	47	51,930.00	40,650.00	400.00	600.00	3,300.00	2,900.00	2,077.20	1,847.72
Salem	5	4	9	10,500.00	6,050.00	1,700.00	1,200.00	2,500.00	1,850.00	2,060.00	1,512.50
Somerset	4	5	9	8,800.00	8,900.00	1,500.00	1,500.00	2,500.00	2,300.00	2,200.00	1,780.00
Sussex	3	5	8	6,800.00	7,500.00	1,900.00	1,300.00	2,600.00	1,650.00	2,266.66	1,500.00
Union	33	40	73	67,300.00	66,290.00	500.00	400.00	4,000.00	2,675.00	2,039.39	1,657.25
Warren	5	3	8	8,700.00	4,050.00	1,350.00	1,200.00	2,000.00	1,550.00	1,740.00	1,350.00
Total	332	338	670	\$706,166.20	\$602,226.84	\$350.00	\$300.00	\$4,000.00	\$3,600.00	\$2,127.01	\$1,781.74

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	MANUAL TRAINING TEACHERS—EVENING SCHOOLS.										
	NUMBER EMPLOYED.			(Includes supervisors and teachers devoting full time to the work.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Night—Men.	Minimum Per Night—Women.	Maximum Per Night—Men.	Maximum Per Night—Women.	Average Per Night—Men.	Average Per Night—Women.
Atlantic .....											
Bergen .....											
Burlington .....											
Camden .....	2		2	\$148.00		\$3.50		\$3.50		\$3.50	
Cape May .....											
Cumberland .....											
Essex .....											
Gloucester .....											
Hudson .....	14	2	16	4,993.00	\$512.00	4.00	\$4.00	5.00	\$4.00	4.93	\$4.00
Hunterdon .....											
Mercer .....	5		5	1,431.50		4.00		4.50		4.21	
Middlesex .....											
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....											
Union .....	1	1	2	72.00	72.00	3.00	3.00	3.00	3.00	3.00	3.00
Warren .....											
Total .....	22	3	25	\$6,944.50	\$584.00	\$3.00	\$3.00	\$5.00	\$4.00	\$3.91	\$3.50



TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	VOCATIONAL TEACHERS—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(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 .....	11	11	22	\$26,200.00	\$22,200.00	\$1,000.00	\$1,500.00	\$3,100.00	\$3,100.00	\$2,381.81	\$2,018.18
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....	31	27	58	76,200.00	62,300.00	2,000.00	1,600.00	3,500.00	4,500.00	2,458.06	2,307.40
Gloucester .....											
Hudson .....	16	18	34	39,720.00	38,806.00	2,100.00	2,000.00	2,600.00	2,500.00	2,482.50	2,160.89
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....	2		2	5,400.00		2,500.00		2,900.00		2,700.00	
Morris .....											
Ocean .....											
Passaic .....	14	2	16	36,050.00	4,200.00	1,950.00	2,100.00	3,500.00	2,100.00	2,575.00	2,100.00
Salem .....											
Somerset .....											
Sussex .....	2	2	4	3,950.00	3,050.00	1,950.00	1,450.00	2,000.00	1,600.00	1,975.00	1,525.00
Union .....	9	4	13	19,475.00	6,600.00	1,700.00	1,525.00	2,500.00	1,900.00	2,163.87	1,650.00
Warren .....											
<b>Total .....</b>	<b>85</b>	<b>64</b>	<b>149</b>	<b>\$206,995.00</b>	<b>\$137,246.00</b>	<b>\$1,000.00</b>	<b>\$1,450.00</b>	<b>\$3,500.00</b>	<b>\$4,500.00</b>	<b>\$2,435.23</b>	<b>\$2,144.47</b>

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

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SCHOOL REPORT.

DISTRICTS.	VOCATIONAL TEACHERS—EVENING SCHOOLS.										
	NUMBER EMPLOYED.			(Teachers employed both day and evening are classed as holding two teaching positions.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Night—Men.	Minimum Per Night—Women.	Maximum Per Night—Men.	Maximum Per Night—Women.	Average Per Night—Men.	Average Per Night—Women.
Atlantic .....	15	25	40	\$5,147.50	\$4,236.00	\$5.00	\$5.00	\$6.50	\$6.50	\$5.90	\$5.06
Bergen .....	2	1	3	512.00	256.00	4.00	4.00	4.00	4.00	4.00	4.00
Burlington .....											
Camden .....	6	2	8	1,344.00	448.00	3.50	3.50	3.50	3.50	3.50	3.50
Cape May .....											
Cumberland .....											
Essex .....	82	47	129	42,687.75	23,420.50	4.00	4.00	6.00	6.00	5.97	5.83
Gloucester .....											
Hudson .....	37	12	49	14,781.00	4,395.00	5.00	3.00	9.00	6.00	6.41	5.25
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....											
Monmouth .....	1		1	196.00		4.00		4.00		4.00	
Morris .....											
Ocean .....											
Passaic .....	29	31	60	8,718.50	7,213.00	3.50	3.50	5.00	4.50	3.86	3.78
Salem .....											
Somerset .....											
Sussex .....											
Union .....	13	9	22	2,202.00	1,338.00	4.00	4.00	6.00	6.00	4.50	4.00
Warren .....											
Total .....	185	127	312	\$75,588.75	\$41,306.50	\$3.50	\$3.00	\$9.00	\$6.50	\$4.77	\$4.49

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	EVENING-SCHOOL TEACHERS.										
	NUMBER EMPLOYED.			(Teachers considered in the day-school tables and teaching in the evening schools are also in this table. This table does not include foreign-born evening-school teachers.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Night—Men.	Minimum Per Night—Women.	Maximum Per Night—Men.	Maximum Per Night—Women.	Average Per Night—Men.	Average Per Night—Women.
Atlantic .....	7	14	21	\$2,808.50	\$5,560.00	\$5.00	\$5.00	\$6.50	\$5.00	\$5.30	\$5.00
Bergen .....	11	10	21	2,848.00	2,376.00	2.75	4.00	5.12	4.00	4.00	4.00
Burlington .....	5		5	1,144.50		3.50		3.50		3.50	
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....	132	136	268	55,816.50	58,575.75	3.50	3.00	7.25	6.50	4.83	4.02
Gloucester .....											
Hudson .....	73	79	152	28,485.00	25,292.00	3.50	3.00	9.00	6.00	5.39	4.45
Hunterdon .....		4	4		400.00		2.00		2.00		2.00
Mercer .....	21	25	46	5,926.00	6,302.00	3.50	3.50	5.00	4.00	4.15	3.71
Middlesex .....	4	15	19	999.63	3,093.50	4.00	3.00	10.00	3.50	6.74	2.80
Monmouth .....	1	2	3	80.00	160.00	1.25	1.25	1.25	1.25	1.25	1.25
Morris .....		7	7		1,366.00		2.50		3.50		3.00
Ocean .....											
Passaic .....	38	57	95	10,427.00	15,222.10	3.00	3.00	6.00	4.50	4.18	3.50
Salem .....											
Somerset .....											
Sussex .....											
Union .....	20	36	56	8,486.25	10,479.25	3.00	3.00	5.00	4.00	4.67	3.52
Warren .....											
Total .....	312	385	697	\$117,021.38	\$128,826.60	\$1.25	\$1.25	\$10.00	\$6.50	\$4.40	\$3.38

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	TEACHERS IN EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS.										
	NUMBER EMPLOYED.			Includes only those operating under Sections 204-206 School Law. Teachers of Americanization Classes, Section 455, will be included in regular evening schools.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Night—Men.	Minimum Per Night—Women.	Maximum Per Night—Men.	Maximum Per Night—Women.	Average Per Night—Men.	Average Per Night—Women.
Atlantic .....	5	17	22	\$1,341.00	\$5,377.50	\$2.50	\$3.33	\$5.00	\$4.00	\$3.80	\$3.78
Bergen .....	3	5	8	672.00	1,120.00	3.50	3.50	3.50	3.50	3.50	3.50
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....	4	8	12	1,836.00	2,603.50	4.00	3.00	5.00	5.00	4.75	3.50
Gloucester .....											
Hudson .....	24	101	125	6,980.50	30,422.50	3.50	3.00	6.00	5.00	4.64	4.02
Hunterdon .....											
Mercer .....											
Middlesex .....	10	14	24	2,691.00	2,738.75	4.00	3.00	5.00	3.50	3.83	3.06
Monmouth .....	9	6	15	1,854.00	1,347.00	2.97	2.97	5.00	4.00	2.06	2.25
Morris .....	2		2	448.00		3.50		3.50		3.50	
Ocean .....											
Passaic .....	2	15	17	850.00	5,148.50	3.50	3.50	5.00	3.50	4.25	3.50
Salem .....											
Somerset .....		2	2		250.00		2.50		2.50		2.50
Sussex .....											
Union .....	7	2	9	1,837.50	364.00	1.82	2.18	5.00	3.50	3.60	2.84
Warren .....											
Total .....	66	170	236	\$18,510.00	\$49,371.75	\$1.82	\$2.18	\$6.00	\$5.00	\$3.77	\$3.22

\* Includes teachers for Americanization classes in Millburn and Orange.

† Includes teachers for Americanization classes in Harrison, West New York, West Hoboken.

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

CONTINUATION SCHOOL TEACHERS, FULL TIME—DAY SCHOOL.

DISTRICTS.	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....	1	1	1	\$1,700.00	.....	\$1,700.00	.....	\$1,700.00	.....	\$1,700.00	.....
Bergen .....	12	6	8	3,600.00	\$9,725.00	1,400.00	\$1,300.00	2,200.00	\$2,050.00	1,800.00	\$1,620.83
Burlington .....	1	1	3	2,800.00	1,150.00	1,300.00	1,150.00	1,500.00	1,150.00	1,400.00	1,150.00
Camden .....	5	8	13	10,300.00	12,700.00	1,600.00	1,400.00	2,400.00	1,950.00	2,060.00	1,587.50
Cape May .....	.....	2	2	.....	3,150.00	.....	1,400.00	.....	1,750.00	.....	1,575.00
Cumberland .....	10	13	23	26,400.00	39,100.00	2,000.00	1,600.00	3,100.00	2,000.00	2,640.00	2,315.38
Essex .....	2	13	15	3,900.00	27,260.91	1,700.00	1,635.00	2,200.00	2,590.00	1,950.00	2,096.99
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer .....	2	9	11	4,300.00	13,225.00	2,100.00	1,400.00	2,200.00	2,050.00	2,150.00	1,691.66
Middlesex .....	.....	5	7	4,575.00	8,150.00	1,800.00	1,300.00	2,275.00	1,900.00	2,287.50	1,630.00
Monmouth .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic .....	5	16	21	11,100.00	32,775.00	1,600.00	1,500.00	2,600.00	2,500.00	2,220.00	2,048.43
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union .....	3	6	9	5,950.00	10,260.00	1,625.00	1,325.00	2,175.00	2,300.00	1,983.33	1,710.00
Warren .....	1	1	2	1,200.00	1,250.00	1,200.00	1,250.00	1,200.00	1,250.00	1,200.00	1,250.00
Total .....	35	80	115	\$75,825.00	\$151,745.91	\$1,200.00	\$1,150.00	\$3,100.00	\$2,900.00	\$2,166.43	\$1,896.82

TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

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DISTRICTS.	CONTINUATION SCHOOL TEACHERS, PART TIME—DAY SCHOOL. (Report on "Per Hour" Basis)										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Hour—Men.	Minimum Per Hour—Women.	Maximum Per Hour—Men.	Maximum Per Hour—Women.	Average Per Hour—Men.	Average Per Hour—Women.
	Men.	Women.	Total.								
Atlantic .....	1	1	2	\$1,200.00	\$720.00	\$1.35	\$0.80	\$1.35	\$0.80	\$1.35	\$0.80
Bergen .....	3	10	13	1,064.00	2,721.00	1.50	1.50	2.00	2.50	1.75	2.00
Burlington .....											
Camden .....											
Cape May .....	1		1								
Cumberland .....	1	1	2	2,000.00	1,225.00	2.22	1.36	2.22	1.36	2.22	1.36
Essex .....	5	10	15	1,962.50	3,174.50	2.00	2.50	3.50	5.00	2.77	3.19
Gloucester .....											
Hudson .....	41	35	76	12,310.44	10,241.75	1.50	1.50	3.75	3.00	2.43	1.82
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....	1	4	5	132.00	906.00	2.00	2.00	2.00	2.00	2.00	2.00
Morris .....	3	4	7	457.98	978.00	1.16	1.16	1.75	1.50	1.47	1.33
Ocean .....											
Passaic .....	1	3	4	540.00	1,620.00	2.25	2.25	2.25	2.25	2.25	2.25
Salem .....											
Somerset .....											
Sussex .....											
Union .....											
Warren .....											
<b>Total .....</b>	<b>56</b>	<b>68</b>	<b>124</b>	<b>\$19,666.92</b>	<b>\$21,676.25</b>	<b>\$1.16</b>	<b>\$0.80</b>	<b>\$3.73</b>	<b>\$5.00</b>	<b>\$2.03</b>	<b>\$1.84</b>

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TABLE 18.  
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	HELPING TEACHERS—DAY SCHOOL.						
	NUMBER EMPLOYED.		Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.
	Men.	Women.					
Atlantic .....	1	1		\$2,400.00		\$2,400.00	
Bergen .....	4	4	9,500.00			2,300.00	
Burlington .....	3	3	7,000.00			2,200.00	
Camden .....	12	12	4,600.00			2,200.00	
Cape May .....	1	1	2,400.00			2,400.00	
Cumberland .....	1	1	4,800.00			2,400.00	
Essex .....	2	2	2,400.00			1,400.00	
Gloucester .....	2	2	4,800.00			1,400.00	
Hudson .....	1	1					
Hunterdon .....	2	2	4,700.00			1,300.00	
Mercer .....	1	1	2,000.00			1,300.00	
Middlesex .....	3	3					
Morristown .....	12	12	7,000.00			2,300.00	
Morris .....	3	3	4,400.00			2,000.00	
Ocean .....	1	1	4,800.00			2,400.00	
Passaic .....	1	1	2,400.00			2,400.00	
Salem .....	1	1				2,000.00	
Somerset .....	2	2	4,800.00			2,400.00	
Sussex .....	1	1	2,400.00			2,000.00	
Union .....	1	1	2,000.00			2,000.00	
Warren .....	2	2	4,600.00			2,200.00	
Total .....	34	34	\$79,000.00			\$2,000.00	
							\$2,323.53

**TABLE 19.**  
**SUMMARY OF TEACHERS EMPLOYED.**

DISTRICTS.	Number of Day School Teachers Employed, Excluding Superintendents, Assistant Superintendents, Supervisors (Approved and Unapproved), Non-Teaching Principals, Special Supervisors, Manual Training, Vocational, Evening School, Continuation School Teachers and Helping Teachers.			Grand Total of All Teachers Employed, Day and Evening.		
	Men.	Women.	Total.	Men.	Women.	Total.
Atlantic .....	67	583	650	132	679	811
Bergen .....	110	1,658	1,768	233	1,790	2,023
Burlington .....	21	460	481	39	490	529
Camden .....	74	1,082	1,156	135	1,137	1,272
Cape May .....	38	162	200	47	166	213
Cumberland .....	33	361	394	46	389	435
Essex .....	370	3,354	3,724	833	3,727	4,560
Gloucester .....	25	343	368	41	368	409
Hudson .....	219	2,796	3,015	580	3,229	3,809
Hunterdon .....	33	169	202	38	183	221
Mercer .....	73	768	841	138	856	994
Middlesex .....	61	938	999	123	1,017	1,140
Monmouth .....	84	670	754	136	732	868
Morris .....	70	491	561	106	521	627
Ocean .....	24	158	182	31	169	200
Passaic .....	105	1,420	1,525	266	1,615	1,881
Salem .....	17	200	217	26	205	231
Somerset .....	33	277	310	49	297	346
Sussex .....	23	154	177	35	167	202
Union .....	89	1,191	1,280	244	1,381	1,625
Warren .....	20	246	275	41	256	297
<b>Total .....</b>	<b>1,598</b>	<b>17,481</b>	<b>19,079</b>	<b>3,319</b>	<b>19,374</b>	<b>22,693</b>



TABLE 20.  
NUMBER OF FULL TERM TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT AN-  
NUAL CONTRACT SALARIES AS GIVEN BELOW.

(This table includes everything but short term, substitute, evening, vocational (day and evening), manual training (day and evening), foreign-  
born evening school and continuation school teachers.)

DISTRICTS.	AMOUNT OF ANNUAL CONTRACT SALARY, EXCLUSIVE OF BONUS.																			
	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 .....									1				2	6	3	17	3	26	2	52
Bergen .....														3		18		12	1	47
Burlington .....																10		62	3	129
Camden .....										1		6		22	1	35	2	61	2	112
Cape May .....												4		3	1	11	6	26	5	41
Cumberland .....												16		32	3	41	1	73		87
Essex .....										1	1							11		18
Gloucester .....										7		13		12		21	1	69	1	79
Hudson .....																				
Hunterdon .....			1							1	1	5	1	13	4	18	8	39	1	29
Mercer .....																		14	1	60
Middlesex .....									1								4	1	46	1
Monmouth .....																				
Morris .....														4	1	9	1	36	3	68
Ocean .....											3	9				8	2	41		43
Passaic .....												1	1	5	1	19	1	24	1	15
Salem .....																		12	1	30
Somerset .....												7		15	3	31	3	41	1	35
Sussex .....			1													1	3	52	1	21
Union .....										1		4	2	12	5	28	3	25	2	16
Warren .....													16	2	28		26	4	25	3
Total .....		2							2	11	5	81	8	156	23	290	39	700	29	1,078

TABLE 20.  
NUMBER OF FULL TERM TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL CONTRACT SALARIES AS GIVEN BELOW—*Continued.*

DISTRICTS.	AMOUNT OF ANNUAL CONTRACT SALARY, EXCLUSIVE OF BONUS.																								Should agree with number of teachers, pages 39 to 52, 55 to 59, and page 68 of R-1 Annual Report.		
	\$1,200 to \$1,299—Men.	\$1,200 to \$1,299—Women.	\$1,300 to \$1,399—Men.	\$1,300 to \$1,399—Women.	\$1,400 to \$1,499—Men.	\$1,400 to \$1,499—Women.	\$1,500 to \$1,599—Men.	\$1,500 to \$1,599—Women.	\$1,600 to \$1,699—Men.	\$1,600 to \$1,699—Women.	\$1,700 to \$1,799—Men.	\$1,700 to \$1,799—Women.	\$1,800 to \$1,899—Men.	\$1,800 to \$1,899—Women.	\$1,900 to \$1,999—Men.	\$1,900 to \$1,999—Women.	\$2,000 to \$2,499—Men.	\$2,000 to \$2,499—Women.	\$2,500 to \$2,999—Men.	\$2,500 to \$2,999—Women.	\$3,000 and Over—Men.	\$3,000 and Over—Women.	TOTALS.				
																							Men.	Women.	Grand Total.		
Atlantic .....	5	88	2	56	.....	39	4	45	5	38	5	47	1	24	1	27	11	116	21	27	22	5	87	613	700		
Bergen .....	1	223	.....	179	.....	3	272	10	286	6	203	9	148	7	122	7	60	55	113	24	16	46	2	171	1,701	1,872	
Burlington .....	1	98	.....	55	.....	2	47	2	28	3	14	4	3	2	16	2	3	4	11	2	1	5	.....	30	480	510	
Camden .....	2	122	1	88	4	111	8	157	10	87	10	87	4	125	6	41	21	46	17	9	15	4	103	1,114	1,217		
Cape May .....	5	19	1	16	1	13	2	19	1	5	1	.....	4	4	2	1	10	1	3	.....	.....	4	44	163	207		
Cumberland .....	4	46	1	37	.....	15	5	8	.....	15	3	.....	7	2	1	.....	7	3	3	.....	.....	.....	38	377	415		
Essex .....	.....	82	2	74	.....	111	7	260	4	242	8	299	12	384	9	268	86	1,235	114	329	258	112	501	3,435	3,936		
Gloucester .....	4	72	4	31	5	19	4	13	.....	7	7	7	1	2	.....	3	6	3	1	1	3	.....	33	359	392		
Hudson .....	3	74	.....	84	4	342	4	304	7	266	7	254	4	171	4	150	48	931	69	204	176	95	317	2,881	3,198		
Hunterdon .....	6	25	4	14	1	16	1	5	.....	4	1	2	2	2	1	.....	1	931	69	204	176	95	317	2,881	3,198		
Mercer .....	.....	75	.....	48	8	133	2	78	7	52	3	64	2	97	3	49	23	85	21	15	23	23	36	177	213		
Middlesex .....	4	114	2	136	4	141	7	104	4	63	2	57	4	96	7	24	22	49	18	7	16	1	93	799	892		
Monmouth .....	4	112	4	133	7	122	8	77	8	56	10	31	3	25	4	11	27	16	12	.....	15	.....	112	700	812		
Morris .....	6	82	7	80	3	66	5	52	9	35	5	36	2	2	3	13	15	11	11	1	12	.....	90	495	585		
Ocean .....	3	23	.....	21	3	19	2	13	2	14	1	6	3	2	.....	1	6	3	3	.....	3	.....	30	166	196		
Passaic .....	2	137	.....	112	.....	120	3	88	7	133	3	182	8	103	7	161	51	320	21	54	49	15	152	1,467	1,619		
Salem .....	.....	25	2	9	.....	16	2	13	1	5	2	1	1	.....	.....	.....	2	3	.....	2	.....	2	20	200	220		
Somerset .....	7	53	1	39	1	32	1	32	1	16	2	18	3	14	2	.....	8	5	.....	9	.....	45	289	334			
Sussex .....	1	24	1	21	1	13	4	4	1	19	2	.....	.....	.....	1	.....	4	1	1	.....	2	.....	30	159	189		
Union .....	.....	109	4	110	3	138	3	171	2	136	8	118	9	110	5	112	42	170	36	34	43	8	156	1,260	1,416		
Warren .....	.....	23	.....	15	1	26	1	9	5	27	4	4	4	3	1	1	6	4	3	.....	1	.....	35	252	287		
Total .....	58	1,626	36	1,358	51	1,811	85	1,775	83	1,428	93	1,366	95	1,326	67	927	454	3,130	380	699	708	265	2,216	18,035	20,254		

TABLE 21.  
PROFESSIONAL TRAINING OF TEACHERS.  
DOES NOT INCLUDE EVENING SCHOOL TEACHERS.

DISTRICTS.	NORMAL GRADUATE.						Number of College Graduates.	All Others.	Total.
	Trenton.	Montclair.	Newark.	Glassboro.	Patterson.	City Training Schools.			
Atlantic .....	135	27	4	.....	1	1	270	132	180
Bergen .....	218	301	213	.....	10	26	595	399	215
Burlington .....	175	1	.....	.....	.....	8	64	84	197
Camden .....	255	17	4	.....	.....	154	264	211	344
Cape May .....	31	.....	.....	.....	.....	.....	34	56	92
Cumberland .....	126	.....	.....	.....	.....	1	27	81	290
Essex .....	299	363	807	1	37	569	951	823	286
Gloucester .....	58	4	.....	.....	.....	8	54	82	205
Hudson .....	228	253	554	.....	.....	1,075	470	499	312
Hunterdon .....	43	4	2	.....	.....	.....	15	45	108
Mercer .....	445	5	8	.....	1	138	67	171	108
Middlesex .....	273	35	196	.....	.....	6	188	186	213
Monmouth .....	212	56	37	.....	.....	5	154	171	210
Morris .....	87	65	71	.....	1	14	79	125	168
Ocean .....	32	3	2	.....	.....	4	20	47	92
Passaic .....	95	231	98	.....	51	597	263	246	128
Salem .....	41	2	.....	.....	.....	5	29	43	111
Somerset .....	63	19	16	.....	.....	6	58	68	114
Sussex .....	24	10	11	.....	.....	4	22	31	100
Union .....	167	83	269	.....	.....	179	323	333	180
Warren .....	47	8	7	.....	.....	.....	19	43	173
Total .....	3,054	1,487	2,299	1	101	2,798	3,966	3,878	3,736
									21,320

\* 5 part-time continuation school teachers omitted Monmouth Co.

7 part-time continuation school teachers omitted Morris Co.

15 part-time continuation school teachers omitted Essex Co.

76 part-time continuation school teachers omitted Hudson Co.

TABLE 22.  
ENROLLMENT IN DAY SCHOOLS.

DISTRICTS.	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 .....	324	299	623	466	463	929	728	703	1,431
Bergen .....	96	105	201	118	101	219	1,944	1,766	3,710
Burlington .....	213	220	433	574	579	1,153	124	108	232
Camden .....	367	331	698	253	217	470	521	531	1,052
Cape May .....	191	194	385	381	362	743	38	34	72
Cumberland .....	406	355	761	395	382	777			
Essex .....	29	33	62				7,707	7,331	15,038
Gloucester .....	244	228	472	576	546	1,122	67	71	138
Hudson .....							<b>2,504</b>	<b>2,619</b>	<b>5,213</b>
Hunterdon .....	1,088	1,002	2,090	387	345	732	119	106	225
Mercer .....	100	115	215	176	149	325	1,041	1,019	2,060
Middlesex .....	397	342	739	299	215	514	1,146	1,048	2,188
Monmouth .....	755	642	1,397	767	702	1,469	472	467	939
Morris .....	379	359	738	828	765	1,593	238	212	450
Ocean .....	378	374	752	396	402	798	84	74	158
Passaic .....	91	84	175	293	272	565	2,589	2,683	5,272
Salem .....	441	342	783	206	186	392	123	104	227
Somerset .....	578	542	1,120	503	500	1,003	291	291	582
Sussex .....	661	626	1,287	177	181	358	139	138	277
Union .....	34	36	70	73	71	144	1,698	1,664	3,362
Warren .....	708	644	1,352	448	435	903	15	19	34
<b>Total</b> .....	<b>7,480</b>	<b>6,873</b>	<b>14,353</b>	<b>7,406</b>	<b>6,893</b>	<b>14,299</b>	<b>21,672</b>	<b>20,988</b>	<b>42,660</b>

TABLE 22.

ENROLLMENT IN DAY SCHOOLS—*Continued.*

DISTRICTS.	Number of Pupils Enrolled in Grade I.			Number of Pupils Enrolled in Grade II.			Number of Pupils Enrolled in Grade III.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	1,363	1,175	2,538	1,085	1,005	2,090	1,166	1,010	2,176
Bergen .....	4,806	4,314	9,120	3,490	3,104	6,594	3,391	3,136	6,527
Burlington .....	1,511	1,391	2,902	1,077	1,042	2,119	1,035	942	1,977
Camden .....	3,680	3,378	7,058	2,503	2,361	4,869	2,572	2,344	4,916
Cape May .....	451	409	860	293	240	533	286	267	553
Cumberland .....	1,315	1,164	2,479	666	631	1,297	705	656	1,361
Essex .....	9,401	8,717	18,118	7,468	6,973	14,441	7,378	7,126	14,504
Gloucester .....	1,109	1,066	2,175	719	658	1,377	826	733	1,559
Hudson .....	8,897	8,189	17,086	6,767	6,293	13,060	6,392	5,993	12,385
Hunterdon .....	278	269	547	217	218	435	213	221	434
Mercer .....	2,370	2,206	4,576	1,595	1,414	3,009	1,545	1,529	3,074
Middlesex .....	3,458	3,208	6,756	2,249	2,055	4,304	2,163	2,111	4,274
Monmouth .....	2,022	1,881	3,903	1,323	1,220	2,543	1,317	1,233	2,550
Morris .....	1,327	1,204	2,621	872	827	1,699	828	760	1,588
Ocean .....	325	294	619	233	220	453	226	197	423
Passaic .....	3,592	3,412	7,004	2,940	2,740	5,680	2,881	2,874	5,755
Salem .....	512	496	1,008	387	361	748	405	350	755
Somerset .....	725	608	1,333	534	460	994	492	517	1,009
Sussex .....	367	342	709	195	207	402	219	197	416
Union .....	8,271	3,167	6,438	2,651	2,477	5,128	2,571	2,501	5,072
Warren .....	634	573	1,207	484	459	943	466	474	940
<b>Total</b> .....	<b>51,414</b>	<b>47,643</b>	<b>99,057</b>	<b>37,750</b>	<b>34,968</b>	<b>72,718</b>	<b>37,077</b>	<b>35,171</b>	<b>72,248</b>

TABLE 22.  
ENROLLMENT IN DAY SCHOOLS—*Continued.*

DISTRICTS.	Number of Pupils Enrolled in Grade IV.			Number of Pupils Enrolled in Grade V.			Number of Pupils Enrolled in Grade VI.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	1,076	1,068	2,144	1,015	966	1,981	968	949	1,917
Bergen .....	3,234	3,253	6,487	3,030	2,815	5,845	2,805	2,705	5,508
Burlington .....	989	902	1,891	892	827	1,719	721	755	1,476
Camden .....	2,475	2,396	4,871	2,219	2,257	4,476	1,897	1,845	3,742
Cape May .....	291	270	561	249	221	470	239	274	504
Cumberland .....	668	646	1,314	615	612	1,227	551	502	1,053
Essex .....	6,862	6,529	13,391	6,518	6,647	13,165	5,721	5,776	11,497
Gloucester .....	675	661	1,336	668	625	1,293	541	538	1,079
Hudson .....	6,078	5,789	11,858	6,021	5,864	11,885	5,119	5,047	10,157
Hunterdon .....	207	190	397	173	161	334	141	178	319
Mercer .....	1,579	1,599	3,178	1,426	1,429	2,846	1,216	1,231	2,447
Middlesex .....	2,124	2,025	4,149	1,942	1,894	3,746	1,621	1,562	3,183
Monmouth .....	1,167	1,224	2,391	1,209	1,154	2,363	1,140	1,205	2,345
Morris .....	781	745	1,526	800	807	1,612	751	706	1,457
Ocean .....	214	207	421	230	207	437	218	178	396
Passaic .....	2,930	2,769	5,699	2,537	2,401	4,938	2,419	2,327	4,846
Salem .....	385	322	707	396	308	704	322	398	630
Somerset .....	481	436	917	417	414	831	405	397	802
Sussex .....	294	230	434	198	191	389	176	173	343
Union .....	2,513	2,401	4,914	2,255	2,131	4,386	1,975	2,021	3,996
Warren .....	421	404	825	366	362	728	335	336	671
<b>Total .....</b>	<b>35,354</b>	<b>34,057</b>	<b>69,411</b>	<b>33,211</b>	<b>32,254</b>	<b>65,465</b>	<b>29,257</b>	<b>29,111</b>	<b>58,368</b>

TABLE 22.  
ENROLLMENT IN DAY SCHOOLS—*Continued.*

DISTRICTS.	Number of Pupils Enrolled in Grade VII.			Number of Pupils Enrolled in Grade VIII.			Number of Pupils Enrolled in Grade IX.			Number of Pupils Enrolled in Grade X.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	748	850	1,598	636	702	1,338	535	587	1,122	380	363	743
Bergen .....	2,476	2,313	4,789	1,864	1,932	3,796	1,279	1,314	2,593	906	836	1,742
Burlington .....	599	588	1,187	450	500	950	327	403	730	237	275	512
Camden .....	1,365	1,445	2,810	875	983	1,858	1,022	1,047	2,069	549	579	1,128
Cape May .....	197	194	391	153	164	317	187	204	391	111	133	244
Cumberland .....	496	477	973	407	451	858	394	404	798	266	405	671
Essex .....	4,790	5,025	9,815	4,020	4,093	8,113	3,608	3,275	6,883	2,447	2,429	4,876
Gloucester .....	484	424	908	370	373	743	340	367	707	197	214	411
Hudson .....	4,390	4,300	8,690	3,348	3,468	6,816	3,106	2,945	6,051	1,650	1,667	3,317
Hunterdon .....	147	161	308	130	119	249	167	203	370	108	132	240
Mercer .....	1,099	1,114	2,213	868	820	1,688	684	756	1,440	454	545	999
Middlesex .....	1,183	1,182	2,365	963	945	1,908	524	609	1,133	401	437	838
Monmouth .....	1,004	979	1,983	881	846	1,727	691	795	1,486	483	523	1,006
Morris .....	649	607	1,256	516	486	1,002	538	541	1,079	372	379	751
Ocean .....	190	173	363	150	181	331	172	178	350	112	128	240
Passaic .....	2,106	2,097	4,203	1,695	1,693	3,388	1,270	1,065	2,335	886	841	1,727
Salem .....	252	263	515	197	199	396	179	201	380	102	147	249
Somerset .....	357	311	668	268	252	520	248	252	500	154	183	337
Sussex .....	148	153	301	146	120	266	104	139	243	64	88	152
Union .....	1,665	1,643	3,308	1,377	1,486	2,863	1,217	1,129	2,346	811	845	1,656
Warren .....	279	275	554	201	226	427	197	260	457	138	178	316
<b>Total .....</b>	<b>24,624</b>	<b>24,574</b>	<b>49,198</b>	<b>19,515</b>	<b>20,039</b>	<b>39,554</b>	<b>16,789</b>	<b>16,674</b>	<b>33,463</b>	<b>10,828</b>	<b>11,327</b>	<b>22,155</b>

TABLE 22.  
ENROLLMENT IN DAY SCHOOLS—*Continued.*

DISTRICTS.	Number of Pupils Enrolled in Grade XI.			Number of Pupils Enrolled in Grade XII.			Number of Pupils Enrolled in Sub-Normal Classes.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	262	298	560	297	207	414	99	28	127
Bergen .....	599	655	1,252	494	486	989	111	58	169
Burlington .....	141	215	356	112	178	290	25	7	32
Camden .....	357	386	743	196	257	453	115	47	162
Cape May .....	86	108	194	64	81	145	.....	.....	.....
Cumberland .....	196	246	442	170	214	384	46	16	56
Essex .....	1,497	1,506	3,003	1,191	1,277	2,468	605	327	932
Gloucester .....	157	147	301	65	138	203	.....	.....	.....
Hudson .....	1,081	1,048	2,129	852	788	1,640	344	155	499
Hunterdon .....	68	97	165	74	89	163	.....	.....	.....
Mercer .....	306	384	690	206	237	443	155	74	229
Middlesex .....	291	317	608	194	213	407	29	27	56
Monmouth .....	413	436	849	309	408	717	98	60	158
Morris .....	258	294	552	197	248	445	29	13	42
Ocean .....	66	112	178	45	88	133	.....	.....	.....
Passaic .....	645	537	1,182	511	485	996	148	102	250
Salem .....	85	101	186	49	91	140	9	6	15
Somerset .....	94	137	231	74	90	164	16	3	19
Sussex .....	57	91	148	34	62	96	40	17	57
Union .....	599	544	1,143	436	460	896	141	51	192
Warren .....	121	164	285	75	138	213	13	2	15
<b>Total</b> .....	<b>7,379</b>	<b>7,821</b>	<b>15,200</b>	<b>5,558</b>	<b>6,235</b>	<b>11,793</b>	<b>2,023</b>	<b>987</b>	<b>3,010</b>



TABLE 22.  
ENROLLMENT IN DAY SCHOOLS—*Continued.*

DISTRICTS.	Training Classes.			Anaemic Pupils.			Backward and Incor- rigible Classes.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....							13	5	18
Bergen .....							20	3	23
Burlington .....							21	8	29
Camden .....					18	18	17		17
Cape May .....									
Cumberland .....									
Essex .....				140	177	317	105	2	107
Gloucester .....									
Hudson .....		112	112	63	97	160	192	97	289
Hunterdon .....									
Mercer .....							51	33	84
Middlesex .....							88	60	148
Monmouth .....									
Morris .....							7		7
Ocean .....									
Passaic .....				61	103	164	80	56	136
Salem .....									
Somerset .....							11		11
Sussex .....									
Union .....				17	12	29	15		15
Warren .....									
<b>Total .....</b>		<b>112</b>	<b>112</b>	<b>281</b>	<b>407</b>	<b>688</b>	<b>620</b>	<b>264</b>	<b>884</b>

TABLE 22.  
ENROLLMENT IN DAY SCHOOLS—*Continued.*

DISTRICTS.	Number of Pupils Enrolled in Blind Classes.			Number of Pupils Enrolled in Deaf Classes.			Number of Pupils Enrolled in Other Special Classes.			Number of Pupils Enrolled During Year.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....								22	22	11,071	10,700	21,771
Bergen .....							23	7	30	30,686	28,899	59,585
Burlington .....										9,018	8,910	17,928
Camden .....							16	20	36	21,001	20,445	41,446
Cape May .....										3,208	3,155	6,363
Cumberland .....										7,326	7,155	14,481
Essex .....	17	8	25	53	31	84	220	160	380	69,777	67,442	137,219
Gloucester .....										7,038	6,789	13,827
Hudson .....	6	5	11	13	17	30	35	494	529	56,939	54,978	111,917
Hunterdon .....										3,517	3,491	7,008
Mercer .....										14,871	14,645	29,516
Middlesex .....							73	57	130	19,139	18,307	37,446
Mounmouth .....							20	9	29	14,071	13,784	27,855
Morris .....							14	6	20	9,389	9,049	18,438
Ocean .....										3,039	3,013	6,052
Passaic .....	7	2	9	3	2	5	5	5	10	27,689	26,650	54,339
Salem .....										4,050	3,845	7,895
Somerset .....										5,738	5,393	11,131
Sussex .....										2,926	2,955	5,881
Union .....							11	8	19	23,330	22,647	45,977
Warren .....										4,901	4,969	9,870
Total .....	30	15	45	69	50	119	417	788	1,205	348,754	337,251	686,005

TABLE 23.  
AGES OF PUPILS ENROLLED IN DAY SCHOOLS.  
DOES NOT INCLUDE EVENING SCHOOL ENROLLMENT.

DISTRICTS.	NUMBER OF PUPILS.							
	Four Years of Age—Boys.	Four Years of Age—Girls.	Five Years of Age—Boys.	Five Years of Age—Girls.	Six Years of Age—Boys.	Six Years of Age—Girls.	Seven Years of Age—Boys.	Seven Years of Age—Girls.
Atlantic .....	76	98	661	686	1,010	885	988	938
Bergen .....	323	338	2,164	2,012	2,976	2,735	2,959	2,802
Burlington .....	9	18	450	494	783	854	965	940
Camden .....	100	112	657	683	1,844	1,857	2,126	2,083
Cape May .....	13	7	197	220	281	260	298	293
Cumberland .....			338	352	588	625	697	618
Essex .....	1,444	1,528	4,778	4,381	6,350	6,140	6,448	6,290
Gloucester .....	30	36	403	415	620	615	643	666
Hudson .....	371	422	3,197	3,200	5,287	5,142	5,482	5,372
Hunterdon .....	15	16	243	227	330	304	334	317
Mercer .....	266	268	950	986	1,394	1,292	1,404	1,411
Middlesex .....	179	173	1,384	1,377	2,020	1,957	1,918	1,924
Monmouth .....	126	138	857	802	1,149	1,182	1,303	1,206
Morris .....	63	50	529	537	801	827	822	900
Ocean .....	36	31	161	182	268	277	277	268
Passaic .....	523	573	2,142	2,238	2,631	2,580	2,482	2,513
Salem .....	31	37	247	253	348	354	304	360
Somerset .....	49	49	322	328	554	520	569	507
Sussex .....	69	71	195	220	267	268	309	310
Union .....	247	251	1,474	1,448	2,113	2,138	2,208	2,207
Warren .....	1	2	206	225	471	440	521	521
Total .....	3,971	4,218	21,564	21,266	32,085	31,252	33,117	32,446

TABLE 23.  
AGES OF PUPILS ENROLLED IN DAY SCHOOLS—*Continued.*  
DOES NOT INCLUDE EVENING SCHOOL ENROLLMENT.

DISTRICTS.	NUMBER OF PUPILS.									
	Eight Years of Age—Boys.	Eight Years of Age—Girls.	Nine Years of Age—Boys.	Nine Years of Age—Girls.	Ten Years of Age—Boys.	Ten Years of Age—Girls.	Eleven Years of Age—Boys.	Eleven Years of Age—Girls.	Twelve Years of Age—Boys.	Twelve Years of Age—Girls.
Atlantic .....	1,066	986	1,051	997	1,020	1,000	1,000	967	942	969
Bergen .....	3,037	2,973	2,958	2,806	2,777	2,715	2,684	2,611	2,695	2,535
Burlington .....	897	916	933	873	872	855	885	804	794	817
Camden .....	2,137	2,023	2,150	2,051	2,016	2,001	1,940	1,960	1,973	1,920
Cape May .....	306	301	303	294	309	290	276	282	266	279
Cumberland .....	670	700	687	664	706	660	623	627	603	598
Essex .....	6,300	6,161	6,368	6,243	6,180	6,019	6,073	6,017	5,851	5,839
Gloucester .....	717	705	708	677	677	635	602	594	625	654
Hudson .....	5,497	5,363	5,266	5,247	5,352	5,090	5,204	5,074	5,294	5,062
Hunterdon .....	331	365	363	328	307	327	311	335	319	306
Mercer .....	1,321	1,401	1,452	1,415	1,276	1,313	1,327	1,343	1,325	1,255
Middlesex .....	1,916	1,956	1,969	1,869	1,810	1,838	1,719	1,664	1,802	1,595
Monmouth .....	1,246	1,368	1,392	1,352	1,273	1,303	1,264	1,187	1,189	1,153
Morris .....	872	831	835	789	836	774	792	790	821	740
Ocean .....	261	291	284	272	283	251	279	280	276	239
Passaic .....	2,601	2,569	2,513	2,504	2,459	2,421	2,453	2,394	2,357	2,334
Salem .....	374	384	384	339	306	352	362	306	389	339
Somerset .....	588	541	550	513	488	510	500	522	503	463
Sussex .....	292	295	297	282	283	240	259	281	240	241
Union .....	2,196	2,254	2,200	2,145	2,127	2,028	2,004	2,021	2,127	1,958
Warren .....	495	531	543	529	463	462	443	459	449	450
<b>Total</b> .....	33,123	32,914	33,206	32,191	31,880	31,117	31,000	30,518	30,900	29,746

TABLE 23.  
AGES OF PUPILS ENROLLED IN DAY SCHOOLS—*Continued.*  
DOES NOT INCLUDE EVENING SCHOOL ENROLLMENT.

DISTRICTS.	NUMBER OF PUPILS.							
	Thirteen Years of Age— Boys.	Thirteen Years of Age— Girls.	Fourteen Years of Age— Boys.	Fourteen Years of Age— Girls.	Fifteen Years of Age— Boys.	Fifteen Years of Age— Girls.	Sixteen Years of Age— Boys.	Sixteen Years of Age— Girls.
Atlantic .....	947	978	800	818	675	617	398	397
Bergen .....	2,590	2,465	2,170	2,022	1,520	1,331	975	864
Burlington .....	800	687	689	591	464	426	260	334
Camden .....	1,885	1,836	1,634	1,526	1,257	1,134	704	707
Cape May .....	258	240	204	195	211	206	147	154
Cumberland .....	698	690	604	557	457	460	290	329
Essex .....	6,021	6,250	5,370	5,123	4,054	3,694	2,336	2,182
Gloucester .....	603	548	539	408	413	340	237	276
Hudson .....	5,309	5,066	4,611	4,236	3,198	2,864	1,647	1,410
Hunterdon .....	305	265	248	258	177	195	124	126
Mercer .....	1,359	1,261	1,103	1,072	762	762	436	457
Middlesex .....	1,680	1,575	1,219	1,113	786	620	418	396
Monmouth .....	1,184	1,046	1,051	1,012	845	830	561	570
Morris .....	798	772	769	709	603	550	446	415
Ocean .....	251	230	238	237	214	201	111	138
Passaic .....	2,385	2,313	2,045	1,794	1,480	1,208	842	709
Salem .....	353	302	319	304	228	221	153	148
Somerset .....	495	441	449	367	316	283	183	187
Sussex .....	242	197	184	225	134	147	80	102
Union .....	1,966	1,902	1,677	1,671	1,377	1,201	820	762
Warren .....	422	430	353	322	255	254	143	185
<b>Total .....</b>	<b>30,551</b>	<b>29,269</b>	<b>26,426</b>	<b>24,560</b>	<b>19,426</b>	<b>17,574</b>	<b>11,307</b>	<b>10,839</b>

TABLE 23.  
AGES OF PUPILS ENROLLED IN DAY SCHOOLS—*Continued.*  
DOES NOT INCLUDE EVENING SCHOOL ENROLLMENT.

DISTRICTS.	NUMBER OF PUPILS.								TOTAL.		GRAND TOTAL.
	Seventeen Years of Age—Boys.	Seventeen Years of Age—Girls.	Eighteen Years of Age—Boys.	Eighteen Years of Age—Girls.	Nineteen Years of Age—Boys.	Nineteen 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 .....	226	220	108	88	37	21	6	5	11,071	10,700	21,771
Bergen .....	514	476	247	156	74	44	23	14	30,686	28,899	59,585
Burlington .....	139	204	67	85	23	33	9	9	9,048	8,940	17,988
Camden .....	330	346	150	145	69	46	29	12	21,001	20,445	41,446
Cape May .....	69	83	44	40	18	9	8	2	3,208	3,155	6,363
Cumberland .....	185	171	65	71	43	27	12	6	7,326	7,155	14,481
Essex .....	1,288	1,150	586	484	226	122	95	42	69,777	67,442	137,219
Gloucester .....	143	145	54	58	20	16	4	1	7,038	6,789	13,827
Hudson .....	766	634	339	246	91	77	28	473	56,939	54,978	111,917
Hunterdon .....	70	74	30	38	9	7	5	3	3,517	3,491	7,008
Mercer .....	250	236	97	102	41	27	18	14	14,871	14,645	29,516
Middlesex .....	215	187	76	49	18	11	10	3	19,139	18,307	37,446
Monmouth .....	332	391	195	165	79	60	25	19	14,071	13,784	27,855
Morris .....	234	233	124	105	31	20	13	7	9,389	9,049	18,438
Ocean .....	68	72	21	30	10	10	1	4	3,039	3,013	6,052
Passaic .....	461	337	217	132	67	34	31	6	27,689	26,650	54,339
Salem .....	76	102	41	27	11	17	4	.....	4,050	3,845	7,895
Somerset .....	108	118	45	28	13	14	6	2	5,738	5,393	11,131
Sussex .....	47	55	20	14	8	7	.....	.....	2,926	2,955	5,881
Union .....	466	438	243	164	75	47	16	12	23,330	22,647	45,977
Warren .....	73	107	38	40	22	11	3	1	4,901	4,969	9,870
Total .....	6,060	5,779	2,807	2,267	985	660	346	635	348,754	337,251	686,005

**TABLE 24.**  
**REGULAR DAY SCHOOL ATTENDANCE.**  
DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE.

DISTRICTS.	Actual Number of Days the Schools Were Kept Open. Number of Legal Holidays Schools Were Not In Session.			POSSIBLE NUMBER OF DAYS ATTENDANCE.			DAYS PRESENT.		
			Number of Days Closed on Account of Institute.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	179	10	1	1,684,409	1,628,983½	3,313,392½	1,527,896½	1,473,906½	3,001,803
Bergen .....	187	9	.....	5,085,416½	4,796,150	9,881,566½	4,741,489	4,450,852½	9,192,341½
Burlington .....	180	9	1	1,405,545½	1,403,661	2,809,206½	1,267,090½	1,264,170½	2,532,161
Camden .....	185	10	1	3,328,088	3,248,747½	6,576,835½	2,937,618½	2,873,618	5,811,236½
Cape May .....	176	9	1	458,299	448,767	907,066	415,461	406,010½	821,471½
Cumberland .....	185	8	1	1,180,665	1,175,479½	2,356,144½	1,073,464	1,074,670	2,148,134
Essex .....	191	9	.....	12,049,305½	11,626,745½	23,676,051	11,078,107½	10,638,820	21,716,927½
Gloucester .....	181	8	1	1,682,721	1,063,587	2,146,308	954,775½	946,062½	1,900,838
Hudson .....	191	9	1	9,739,549½	9,309,166	19,048,715½	9,654,873	8,633,811½	17,688,684½
Hunterdon .....	190	9	1	557,305½	562,974½	1,120,280	482,916	490,441	973,357
Mercer .....	188	6	1	2,461,119½	2,437,378½	4,898,498	2,241,956	2,216,242	4,461,198
Middlesex .....	185	9	.....	3,139,385½	3,011,953	6,151,338½	2,909,055½	2,773,775½	5,682,831
Monmouth .....	187	9	1	2,192,300½	2,171,021½	4,363,322	2,024,119	1,992,500½	4,016,619½
Morris .....	185	9	1½	1,513,513	1,456,296	2,969,809	1,399,854	1,340,933½	2,740,787½
Ocean .....	180	9	1	468,673	467,700½	936,373½	431,282½	430,071	861,353½
Passaic .....	190	10	1	4,660,587	4,494,215½	9,154,802½	4,387,350	4,215,629	8,602,979
Salem .....	184	7	1	620,792½	610,532½	1,231,325	554,347	547,061½	1,101,408½
Somerset .....	187	8	1	931,654	870,076½	1,801,730½	839,036	780,441½	1,619,477½
Sussex .....	187	10	1	468,247	465,122	933,369	423,441	418,325½	841,766½
Union .....	189	9	.....	3,914,567½	3,789,088½	7,703,656	3,633,383	3,503,318	7,136,701
Warren .....	186	10	3	817,280½	833,495	1,650,775½	752,094	767,297½	1,519,391½
<b>Total .....</b>	<b>188</b>	<b>9</b>		<b>157,759,424½</b>	<b>55,871,141</b>	<b>113,630,565½</b>	<b>53,133,449½</b>	<b>51,237,958½</b>	<b>104,371,408</b>

TABLE 24.  
REGULAR DAY SCHOOL ATTENDANCE—Continued.  
DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE.

DISTRICTS.	DAYS ABSENT.			TIMES TARDY.		The Sum of Number of Teaching Sessions as Reported in all Registers.	Per Cent. of Attendance.	Average Daily Attendance.	Number of Pupils During Year.		Number of Cases of Suspension or Expulsion During the Year.	Pupils Enrolled Who Have Attended Public Schools in Other Districts in the State
	Boys.	Girls.	Total.	Total.	Number of Sessions				Total			
Atlantic	156,512½	155,077	311,589½	57,180	292,379	903,986	16,771	355	923½	38	616	
Berren	343,927½	345,207½	689,225	70,298	548,729	930,25	49,007	3,837	1,337½	150	2,446	
Burlington	137,555	139,490½	277,045½	23,600	159,800	901,37	11,086	866	172	81	820	
Camden	390,469½	375,120½	765,590	40,609	338,142	883,59	31,384	1,157	5,031	103	1,254	
Cape May	42,898	42,756½	85,654½	14,933	59,183	903,56	4,654	171	168	82	272	
Cumberland	107,201	100,809½	208,010½	13,563	132,615	911,71	11,597	711	514	87	598	
Essex	971,198	987,923½	1,959,123½	146,559	1,912,623	917,25	113,745	4,395	32,055½	256	3,721	
Gloucester	127,945½	117,524½	245,470	25,553	192,862½	882,63	10,409	4,629	345	171	2,352	
Hudson	684,676½	675,354½	1,360,031	86,085	1,012,608	928,90	92,444	4,873	15,893	169	61	
Hunterdon	74,289½	72,539½	146,823	15,944½	71,937	86,885	5,123	245	99	64	420	
Mercur	216,103½	223,136½	437,200	31,588	200,845	910,75	23,151	1,118	3,035	86	1,002	
Middlesex	230,330	238,177½	468,507½	32,437	338,379	925,83	30,021	2,073	4,446	174	1,364	
Monmouth	168,181½	178,321	346,502½	41,262	252,407	926,34	21,501	1,045	732½	69	1,430	
Morris	113,659	113,362½	227,021½	12,534	179,704	922,88	14,825	1,497	549	104	874	
Ocean	37,390½	37,029½	75,020	10,958	58,122	919,88	4,787	279	119	54	255	
Passaic	273,237	278,586½	551,823½	47,153	494,374	939,72	43,142	3,655	2,088	39	1,759	
Salem	66,445½	63,471	129,916½	10,916	72,449	89,449	5,981	427	204	51	537	
Somerset	32,618	89,635	122,253	20,194	95,677	89,884	8,677	368	543	66	539	
Sussex	44,806	46,796½	91,602½	7,862	59,504	901,85	4,508	407	82	19	331	
Union	281,184½	285,770½	566,955	54,389	401,726	920,40	37,754	2,211	2,235	163	1,825	
Warren	65,186½	66,197½	131,384	7,940	88,244	920,41	5,186	911	485	54	410	
Total	4,625,975	4,633,182½	9,259,157½	772,948½	6,141,059½	91,851	555,119	32,070	71,027	2,037	23,914	



TABLE 24.  
REGULAR DAY SCHOOL ATTENDANCE—*Continued.*  
DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE.

DISTRICTS.	Total Number of Days Transported.	No. of High School Pupils Transported Within the District for Whom Transportation is Paid by the District.	No. of Pupils Below High School Transported Within the District for Whom Transportation is Paid by the District.	No. of High School Pupils Transported from Other Districts for Whom Transportation is Paid by Other Districts.	Number of Pupils Below High School Transported from Other Districts for Whom Transportation is Paid by Other Districts.	Total Number Pupils Transported.
Atlantic .....	155,280½	20	904	560	96	1,580
Bergen .....	469,650	63	1,691	1,302	76	3,792
Burlington .....	538,961	241	2,454	966	310	3,980
Camden .....	212,711	.....	718	906	14	1,638
Cape May .....	88,837	136	263	202	123	724
Cumberland .....	310,826	264	1,447	532	40	2,283
Essex .....	244,432½	221	1,317	345	14	1,507
Glorcester .....	286,443	10	1,304	725	27	2,066
Hudson .....	86,881	.....	655	483	3	1,151
Hunterdon .....	65,951½	3	40	483	78	1,011
Jersey .....	342,643½	90	1,230	730	96	2,146
Middlesex .....	309,461½	222	2,143	1,178	309	2,428
Monmouth .....	515,865½	265	1,684	1,119	265	3,331
Morris .....	368,953	36	1,226	565	33	2,280
Ocean .....	188,466	82	677	297	183	1,241
Passaic .....	236,869	.....	986	630	1	1,617
Salem .....	296,923	129	865	432	124	1,539
Somerset .....	124,468½	100	516	335	69	1,420
Sussex .....	140,676	.....	321	342	64	889
Union .....	196,964½	170	708	511	1483	1,483
Warren .....	137,407½	77	398	234	180	409
Total .....	5,195,138½	2,149	21,547	12,882	2,181	38,769

\* 16 elementary grade pupils South Amboy transported to Vocational S school.  
\*\* This complete table incorrect.

TABLE 25.  
PUPILS FOR WHOM TUITION IS PAID.

DISTRICTS.	PUPILS SENT AND TUITION PAID.				TRANSPORTATION TO OTHER DISTRICTS.		
	Number of Pupils Attending Approved or Registered High Schools in Other Districts for Whom the Tuition Is Paid by Your District.	Total Cost of Tuition for Pupils in High School, Including Amounts Not Yet Paid.	Number of Pupils Attending Schools in Other Districts below High School Grade for Whom the Tuition Is Paid by Your District.	Total Cost of Tuition for Pupils below High School, Including Amounts Not Yet Paid.	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.
Atlantic .....	500	\$50,275.00	159	\$5,302.77	\$22,749.80	\$1,741.48	\$24,491.28
Bergen .....	2,851	309,611.51	173	10,686.25	45,594.40	3,511.79	49,106.19
Burlington .....	990	88,658.53	490	19,778.64	41,892.17	5,408.98	47,301.15
Camden .....	1,332	125,789.50	394	15,394.03	44,904.42	.....	44,904.42
Cape May .....	293	19,169.11	105	5,272.50	10,317.60	2,683.00	13,000.60
Cumberland .....	320	24,114.50	126	4,759.00	18,209.60	1,182.50	19,392.10
Essex .....	182	19,868.28	54	6,044.10	10,220.15	4,211.35	14,431.50
Gloucester .....	808	77,756.37	393	23,785.50	30,082.50	3,977.72	34,060.22
Hudson .....	1,246	84,093.63	3	627.45	3,710.64	2.70	3,713.34
Hunterdon .....	509	52,639.16	608	18,789.53	40,420.06	3,350.00	43,770.06
Mercer .....	685	65,795.21	184	10,484.00	20,379.97	4,030.00	24,409.97
Middlesex .....	1,076	96,578.81	652	25,313.34	28,860.53	*3,319.96	32,180.49
Monmouth .....	1,414	100,089.79	442	17,648.50	46,642.78	4,494.92	51,137.70
Morris .....	972	92,889.44	527	30,916.84	44,674.91	4,224.89	48,899.80
Ocean .....	326	23,461.32	242	9,683.50	21,734.34	10,102.96	31,837.30
Passaic .....	689	94,781.35	40	1,532.36	19,382.45	.....	19,382.45
Salem .....	556	39,653.05	120	3,214.95	27,124.81	327.37	27,452.18
Somerset .....	524	49,995.94	358	12,225.50	24,239.39	3,001.17	27,240.56
Sussex .....	438	34,456.75	326	18,069.66	40,742.99	8,909.04	49,652.03
Union .....	326	28,373.00	30	1,440.00	9,601.45	31.14	9,632.59
Warren .....	413	59,573.59	265	8,001.91	27,712.16	849.22	28,561.38
Total .....	16,459	\$1,518,533.84	5,716	\$248,970.33	\$579,197.12	\$65,360.19	\$644,557.31

TABLE 25.  
PUPILS FOR WHOM TUITION IS PAID—*Continued.*

DISTRICTS.	TRANSPORTATION WITHIN THE DISTRICT.			PUPILS AND TUITION RECEIVED.				
	Amount Paid for Transportation of Pupils Attending High Schools Within the District.	Amount Paid for Transportation of Pupils Attending Schools Below High School Within the District.	Total Amount Paid for Transportation of Pupils Within the District.	Number of Pupils Attending Approved or Registered High Schools in Your District for Whom the Tuition is Paid by Other Districts.	Total Tuition Income in High School, Including Amounts Still Due.	Number of Pupils Attending Schools in Your District Below High School Grade for Whom the Tuition is Paid by Other Districts.	Total Tuition Income Below High School, Including Amounts Still Due.	Total Tuition Income, Including Amounts Still Due.
Atlantic .....	\$375.85	\$50,180.50	\$50,556.35	582	\$54,549.00	244	\$8,795.11	\$63,344.11
Bergen .....	330.00	25,799.14	26,129.14	2,444	272,563.15	319	14,327.66	286,890.75
Camden .....	816.16	60,090.57	60,906.73	1,008	85,620.28	525	29,491.52	115,120.80
Cape May .....	6,511.16	15,451.26	15,451.26	1,192	115,052.00	331	18,107.06	133,159.09
Cumberland .....	8,241.52	40,202.50	14,752.68	1,708	17,708.22	107	4,086.75	22,674.97
Essex .....	7,926.98	34,209.89	48,129.78	543	41,085.00	126	5,105.00	47,090.00
Gloucester .....	0,371.31	34,172.50	35,543.46	337	46,982.18	98	1,948.00	58,331.18
Hudson .....	1,370.36	23,506.02	22,896.02	868	76,611.00	434	26,786.75	102,397.75
Hamden .....	0,748.79	0,748.79	0,748.79	1,537	105,628.94	147	1,295.00	106,923.94
Meriden .....	2,107.79	43,687.08	50,794.87	813	38,167.69	779	34,112.71	72,280.40
Middlesex .....	2,571.00	48,213.78	46,786.78	727	84,090.00	181	11,663.39	95,753.39
Monmouth .....	14,013.30	58,363.14	72,376.43	1,448	61,311.50	439	13,880.41	81,201.91
Morris .....	3,362.32	40,169.63	43,532.13	1,448	103,081.60	542	20,926.00	124,007.60
Ocean .....	3,676.77	13,174.33	16,850.10	1,140	109,441.26	475	27,870.43	137,311.71
Passaic .....	5,241.76	22,908.45	22,908.45	336	24,063.00	304	11,616.39	35,579.39
Salem .....	16,886.00	21,771.34	21,127.76	412	29,514.25	109	4,382.50	33,896.75
Somerset .....	18,457.60	21,771.34	18,457.60	439	41,858.34	314	12,797.50	54,655.84
Sussex .....	10,305.88	18,457.60	18,457.60	369	29,423.00	469	17,065.50	46,488.50
Tuon .....	3,514.97	19,405.94	13,820.85	714	68,799.00	87	4,422.00	73,221.00
Warren .....	2,560.00	16,405.94	19,045.94	478	37,654.50	336	11,958.57	49,593.07
Total .....	\$63,742.20	\$593,518.35	\$657,260.55	16,636	\$1,520,384.16	6,480	\$300,974.35	\$1,821,358.51

TABLE 26.  
EVENING SCHOOLS.

DOES NOT INCLUDE EVENING SCHOOLS FOR MANUAL TRAINING, VOCATIONAL, FOREIGN-BORN OR  
CONTINUATION.

DISTRICTS.	Number of Evenings the Schools were Maintained, Including Legal Holidays and Institute Days.	Number of Weeks Schools were Maintained.	Pupils Between 12 and 14 Years of Age—Male.	Number of Male Pupils Be- tween Fourteen and Twenty Years of Age.	Number of Male Pupils Over Twenty Years of Age.	Total Number of Male Pupils.	Pupils Between 12 and 14 Years of Age—Female.	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.	Total Number Pupils Be- tween 12 and 14 Years of Age.	Total Number of Pupils Be- tween Fourteen and Twenty Years of Age.	Total Number of Pupils Over Twenty Years of Age.
Atlantic .....	77	20	.....	217	61	278	.....	112	87	199	.....	329	148
Bergen .....	70	20	.....	184	180	373	.....	169	88	257	.....	353	277
Burlington .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden .....	68	24	.....	145	65	210	.....	67	34	101	.....	212	90
Cape May .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex .....	85	21	425	4,240	4,505	9,170	274	2,866	2,854	5,994	699	7,106	7,359
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson .....	67	18	.....	1,740	1,489	3,229	.....	1,436	847	2,283	.....	3,176	2,336
Hunterdon .....	50	17	.....	.....	14	14	.....	.....	4	4	.....	.....	18
Mercer .....	68	17	.....	441	710	1,151	.....	294	281	575	.....	735	994
Middlesex .....	72	22	.....	137	271	408	.....	142	111	253	.....	279	382
Monmouth .....	64	21	.....	.....	12	12	.....	.....	46	46	.....	.....	58
Morris .....	65	22	.....	4	132	136	.....	6	42	48	.....	10	174
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic .....	79	20	.....	878	1,120	1,998	.....	730	405	1,135	.....	1,608	1,525
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union .....	66	21	.....	446	758	1,204	.....	401	300	791	.....	847	1,148
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	69	20	425	8,432	9,326	18,183	274	6,223	5,192	11,689	699	14,055	14,518

\* Includes teachers and attendance for technical evening school, which comprises manual training evening, vocational evening and regular evening.

TABLE 26.  
EVENING SCHOOLS—Continued.  
DOES NOT INCLUDE EVENING SCHOOLS FOR MANUAL TRAINING, VOCATIONAL, FOREIGN-BORN OR CONTINUATION.

DISTRICTS.	Total Number of Pupils Enrolled.	Total Evenings Attendance.	Average Evenings Attendance.	Number of Men Teachers.	Number of Women Teachers.	Total Number of Teachers Employed.	Contractual Amount of Salary Men Teachers.	Contractual Amount of Salary Women Teachers.	Total Contractual Amount of Salary for Teachers.	Average Salary Per Night Paid to Men Teachers.	Average Salary Per Night Paid to Women Teachers.	Amount Expended for Salaries of Janitors.
Atlantic .....	477	8,624	222	7	14	21	\$2,808.50	\$5,500.00	\$8,308.50	\$5.00	\$5.00	\$407.50
Bergen .....	630	14,402	255	11	10	21	2,848.00	2,376.00	5,224.00	4.00	4.00	506.00
Burlington .....	311	9,438	145	13	2	15	2,936.50	448.00	3,384.50	3.50	3.50	348.00
Cape May .....	15,164	319,397	8,495	132	136	268	55,816.50	58,575.75	114,392.25	4.83	1.02	7,388.26
Camden .....	5,512	140,615	1,877	73	79	152	28,485.00	25,202.00	53,687.00	5.39	4.45	10,196.50
Gloucester .....	18	367½	7	4	4	8	400.00	400.00	800.00	4.15	2.00	1,419.35
Hudson .....	1,720	49,937	734	21	25	46	5,926.00	6,302.00	12,228.00	6.74	2.80	444.00
Marlborough .....	661	19,767	341	4	15	19	969.00	3,093.50	4,062.50	1.25	1.25	25.00
Middlesex .....	58	1,792	28	1	2	3	80.00	190.00	270.00	1.25	3.00	210.00
Monmouth .....	184	4,718	74	7	7	14	1,366.00	1,366.00	2,732.00	4.21	3.84	2,641.00
Morris .....	3,163	72,372	1,300	88	57	95	10,427.00	15,222.10	25,649.10	4.21	3.84	2,641.00
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pascale .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Salmon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	1,995	68,006½	1,185	20	36	56	8,486.25	10,479.25	18,965.50	4.67	3.52	1,996.40
Union .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	29,872	718,555	14,616	320	387	707	\$118,813.38	\$129,274.00	\$248,087.38	\$4.37	\$3.42	\$25,639.10

TABLE 27.  
REPORT OF SPECIAL EVENING SCHOOLS BY DISTRICTS.

DISTRICTS.	MANUAL TRAINING.				VOCATIONAL.				FOREIGN-BORN.			
	Average Number of Evenings School Kept Open.	Number of Males Enrolled.	Number of Females Enrolled.	Total Enrollment.	Average Number of Evenings School Kept Open.	Number of Males Enrolled.	Number of Females Enrolled.	Total Enrollment.	Average Number of Evenings School Kept Open.	Number of Males Enrolled.	Number of Females Enrolled.	Total Enrollment.
Atlantic .....					83	510	1,408	1,918				
Bergen .....												
Burlington .....												
Camden .....	65	236	69	305					68	166	69	235
Cape May .....												
Cumberland .....												
Essex .....					88	2,049	899	2,948	**95	628	334	962
Gloucester .....												
Hudson .....	64	215		215	83	1,160	586	1,746	*73	3,182	1,154	4,336
Hunterdon .....												
Mercer .....	68	178	78	256								
Middlesex .....	61	604	180	784					64	227	52	279
Monmouth .....									54	168	84	252
Morris .....					49	45		45	64	17		17
Ocean .....												
Passaic .....					86	820	994	1,814	100	511	266	777
Salem .....												
Somerset .....									50	56	19	75
Sussex .....												
Union .....	64	15	13	28	90	405	178	583	64	109	95	204
Warren .....												
Total .....	65	1,248	340	1,588	80	4,989	4,065	9,054	70	5,064	2,073	7,137

\* Includes enrollment, etc., for Americanization classes in Harrison, West New York, West Hoboken.

\*\* Includes enrollment, etc., for Americanization classes in Newark, Millburn, Orange.

TABLE 28.

## REPORT OF DAY VOCATIONAL AND CONTINUATION SCHOOLS AND CLASSES.

DISTRICTS.	DAY VOCATIONAL.					CONTINUATION.				
	Average Number of Days Schools Kept Open.	Number of Boys Enrolled.	Number of Girls Enrolled.	Total Enrollment.	Average Attendance.	Total Number of Hours Schools Kept Open.	Number of Boys Enrolled.	Number of Girls Enrolled.	Total Enrollment.	Average Attendance (Hour Basis).
Atlantic .....	180	86	43	129	52	997½	157	146	303	161
Bergen .....						4,489	580	910	1,490	792
Burlington .....						1,674	96	85	181	156
Camden .....						1,776	590	767	1,357	165
Cape May .....										
Cumberland .....						2,640	195	189	384	19.5
Essex .....	211	703	435	1,138	937	1,779	2,203	2,160	4,453	524
Gloucester .....										
Hudson .....	192	505	110	615	448	9,755	1,540	2,423	3,963	518
Hunterdon .....										
Mercer .....	37	10		10	8.6	7,458	615	799	1,414	161+
Middlesex .....						2,882	465	665	1,130	140
Monmouth .....						200	27	36	63	48
Morris .....						381	36	104	140	77
Ocean .....										
Passaic .....	202	236		236	146	3,282	1,400	2,079	3,488	1,443
Salem .....										
Somerset .....										
Sussex .....	184	44	17	61	42					
Union .....	180	183	32	215	174	1,752	404	733	1,137	44
Warren .....						1,065	95	44	139	98
Total .....	171	1,767	637	2,404	1,007	40,130½	8,502	11,140	19,642	4,346½

**TABLE 29.**  
**SPECIAL REPORT ON SUMMER SCHOOLS.**

DISTRICTS.	TEACHERS EMPLOYED.		TOTAL SALARY PAID.		NUMBER OF PUPILS ENROLLED.				Average Number of Days Schools Kept Open.	Total Days Attendance.	Average Daily Attendance.
	Men.	Women.	Men.	Women.	Elementary Grades —Boys.	Elementary Grades —Girls.	High School Grades —Boys.	High School Grades —Girls.			
Atlantic .....	6	22	\$1,530.00	\$3,414.06	296	299	36	52	102	12,851 1/2	575
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....	3	5	620.00	675.00	116	164	31	43	60	7,166	238
Essex .....	109	446	14,776.00	61,128.00	7,671	7,202	1,181	827	183	255,707 1/2	13,867
Gloucester .....	1	3	150.00	400.00	23	36	40	42	36	3,897	130
Hudson .....	19	262	4,531.50	31,255.50	4,709	4,036	428	435	73 1/2	186,040 1/2	6,716
Hunterdon .....											
Mercer .....	12	47	1,620.00	4,607.50	689	576	229	196	29	32,120	1,108
Middlesex .....	4	39	792.50	4,320.00	592	435	11	55	58	26,223	933
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....	14	45	2,594.10	7,409.80	568	572	317	242	44	34,581	1,495
Salem .....											
Somerset .....											
Sussex .....											
Union .....	7	75	1,279.50	9,898.50	1,275	1,135	5	6	88	62,510	2,088
Warren .....											
<b>Total .....</b>	<b>175</b>	<b>944</b>	<b>\$27,893.60</b>	<b>\$123,108.36</b>	<b>15,969</b>	<b>14,455</b>	<b>2,308</b>	<b>1,898</b>	<b>27</b>	<b>621,096 1/2</b>	<b>27,150</b>



TABLE 30.  
SPECIAL REPORT ON COLORED PUPILS IN DAY SCHOOLS.

DISTRICTS.										
	Number of Buildings Used Exclusively for Colored Pupils.	Number of Colored Teachers Employed—Male.	Number of Colored Teachers Employed—Female.	Average Annual Salary of Each.	Number of Colored Pupils Enrolled in Colored Schools—Boys.	Number of Colored Pupils Enrolled in Colored Schools—Girls.	Number of Colored Pupils Enrolled in Colored Schools—Total.	Number of Colored Pupils Enrolled in All Other Schools—Boys.	Number of Colored Pupils Enrolled in All Other Schools—Girls.	Number of Colored Pupils Enrolled in All Other Schools—Total.
Atlantic .....	2	7	51	\$1,554.55	1,112	1,201	2,313	208	254	462
Bergen .....	10	22	22	1,290.00	480	476	956	580	659	1,238
Burlington .....	12	6	39	1,116.85	1,364	1,343	2,707	1,04	233	1,271
Camden .....	2	2	9	1,441.81	123	130	253	220	271	491
Cape May .....	2	4	9	1,163.63	86	76	162	74	89	173
Cumberland .....	7	1	6	898.50	317	333	650	381	397	778
Essex .....	14	14	14	1,826.66	317	333	650	3,677	4,637	7,714
Gloucester .....	8	8	8	1,076.66	317	333	650	128	174	302
Hudson .....	1	1	1	1,691.00	317	333	650	1,048	1,156	2,204
Hunterdon .....	3	9	29	1,556.31	644	678	1,322	305	367	672
Mercer .....	6	4	16	1,243.88	430	458	908	320	341	661
Middlesex .....	1	1	1	1,862.50	18	33	51	653	808	1,461
Morris .....	1	1	1	1,400.00	12	10	22	185	193	378
Ocean .....	9	4	15	959.73	331	311	642	32	37	69
Passaic .....	2	1	1	1,000.00	24	23	47	343	283	726
Salem .....	2	1	1	1,625.00	24	23	47	176	185	361
Somerset .....	2	2	2	1,625.00	24	23	47	123	145	268
Sussex .....	2	2	2	1,625.00	24	23	47	899	920	1,819
Union .....	2	2	2	1,625.00	24	23	47	899	920	1,819
Warren .....	2	2	2	1,625.00	24	23	47	899	920	1,819
Total .....	59	84	243	\$1,357.28	4,903	5,072	9,975	9,555	10,659	20,214

TABLE 31.  
COUNTY VOCATIONAL SCHOOL FUNDS.  
RECEIPTS FOR COUNTY VOCATIONAL SCHOOLS.

COUNTIES.	State Appropriation.	County Tax.	Federal Appropriation.	All Other Sources.	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 .....	\$4,307.36	\$10,000.00	\$611.18	\$85.25	\$15,003.79	\$1,386.70	\$16,390.49
Cape May .....	*	5,500.00	2,400.00	87.82	7,987.82	2,043.21	10,031.03
Essex .....	11,390.61	103,500.00	6,488.30	8,669.67	130,048.58	10,486.19	140,534.77
	1,200.00						
Middlesex .....	10,000.00	69,385.00	4,146.74	482.49	85,214.23	7,271.04	92,485.27
Total .....	\$26,897.97	\$188,385.00	\$13,646.22	\$9,325.23	\$238,254.42	\$22,087.14	\$260,341.56

\* State aid \$2,750.00 not received until after 7-1-24.

TABLE 31.  
COUNTY VOCATIONAL SCHOOL FUNDS—*Continued.*

PAYMENTS FROM COUNTY VOCATIONAL SCHOOL FUNDS.

COUNTIES.	Salaries of Supervisors, Principals and Teachers, and Amount Paid to State Treasurer for Teachers' Pension and Annuity Fund.	Materials and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense.	Total Expenditures During the Year for State.	Balance on Hand at Close of Year.	Total Expended During Year and Balance on Hand at Close of Year.
Atlantic .....	\$13,414.78	\$306.19	\$152.52	\$42.90	\$6,834.61	\$20,751.00	*\$4,360.51	\$16,390.49
Cape May .....	4,933.28	1,136.02	.....	510.00	2,816.33	9,395.63	1,535.40	10,931.03
Essex .....	67,939.28	12,193.98	13,132.10	4,545.01	15,705.79	113,516.16	27,018.61	140,534.77
Middlesex .....	53,653.72	6,370.59	285.00	2,002.12	21,569.70	83,881.13	8,604.14	92,485.27
Total .....	\$139,941.06	\$20,006.78	\$13,569.62	\$7,100.03	\$16,926.43	\$227,543.92	\$32,797.64	\$260,341.56

\*Deficit.

TABLE 32.  
STATISTICAL REPORT OF COUNTY VOCATIONAL SCHOOLS.

COUNTIES.	Number of Men Teachers.	Number of Women Teachers.	AGGREGATE SALARY.		MINIMUM SALARY.		MAXIMUM SALARY.	
			Men.	Women.	Men.	Women.	Men.	Women.
Atlantic .....	5	1	\$11,550.00	\$2,000.00	\$1,000.00	\$2,000.00	\$2,850.00	\$2,000.00
Cape May .....	2	.....	4,933.28	.....	2,450.00	.....	2,450.00	.....
Essex .....	25	50	26,618.99	31,626.53	1,800.00	1,151.00	3,200.00	2,800.00
					*5.00	*5.00	*5.00	*5.00
Middlesex .....	30	12	34,521.00	12,171.50	1,800.00	2,000.00	3,000.00	2,400.00
Total .....	62	72	\$77,623.27	\$45,798.03	\$1,800.00	\$1,151.00	\$3,200.00	\$2,800.00
					*5.00	*5.00	*5.00	*5.00

\* Per night.

TABLE 32.  
STATISTICAL REPORT OF COUNTY VOCATIONAL SCHOOLS—*Continued.*

COUNTIES.	AVERAGE SALARY.		ENROLLMENT.					
			DAY SCHOOLS.		EVENING SCHOOLS.		CONTINUATION SCHOOLS.	
	Men.	Women.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Atlantic .....	\$2,310.00	\$2,000.00	81	49	272	7	54	60
Cape May .....	2,450.00		55					
Essex .....	2,051.32	2,308.99	156	41	531	2,632	241	283
	*5.00	*5.00						
Middlesex .....	2,436.00	2,175.00	281	41	425	189	90	208
Total .....	\$2,311.83	\$2,161.33	573	131	1,228	2,828	385	551
	*5.00	*5.00						

\*Per night.

TABLE 33.  
APPORTIONMENT OF RESERVE FUND FOR THE YEAR 1923-24.

COUNTIES.	Number of Pupils Enrolled, 1921-22.	Total Days' Attendance.	Amount Apportioned from \$450,000.00 State School Fund.	Amount Allotted from Rail- road Tax.	Amount Apportioned, 90% State School Tax.	Amount Apportioned Out of Reserve Fund by State Board of Education.	Total Amount Apportioned by State.	Apportioned from 1% Emergency Fund by State Board of Education (not included in total amount apportioned by State).	Amount Out.	Amount In.
Atlantic .....	20,023	2,847,841	\$12,838.23	\$122,495.37	\$434,481.88	\$31,359.01	\$601,174.49		\$16,916.76	
Bergen .....	53,175	8,197,446	36,954.56	167,643.11	594,617.54	83,280.01	882,495.22	\$6,500.00		\$23,711.39
Burlington .....	16,957	2,385,635	10,754.13	35,435.49	125,687.03	26,557.20	198,433.85	14,700.00		27,291.98
Camden .....	37,693	5,426,894	24,464.75	131,635.98	466,902.93	59,032.88	682,036.54			7,154.78
Cape May .....	5,670	727,730	3,280.65	29,408.56	104,309.95	8,880.07	145,879.23	1,000.00	1,709.92	
Cumberland .....	13,892	2,058,552	9,280.07	23,151.26	92,756.56	21,756.95	149,944.84	6,750.00		18,200.67
Essex .....	134,654	21,231,171	55,711.35	622,043.20	2,208,468.71	210,888.31	3,137,711.57		34,497.10	
Gloucester .....	12,180	1,692,301	7,628.99	30,703.62	108,903.44	19,075.70	166,311.75			6,975.32
Hudson .....	109,501	17,757,164	80,050.32	622,753.69	2,208,800.60	171,494.95	3,083,159.56		73,934.01	
Hunterdon .....	7,174	982,942	4,431.16	17,612.73	62,471.01	11,235.56	95,750.46			4,294.34
Mercer .....	28,037	4,309,339	19,426.75	128,369.70	455,317.69	43,910.14	647,024.28		6,680.72	
Middlesex .....	33,871	5,150,067	23,216.80	97,569.88	346,073.02	53,047.05	519,906.75			14,594.49
Monmouth .....	26,885	3,806,928	17,161.85	99,976.13	354,607.85	42,105.93	513,851.76			2,705.06
Morris .....	17,372	2,589,015	11,671.43	51,326.17	182,050.06	27,207.15	272,254.81			6,979.36
Ocean .....	5,666	781,895	3,524.83	19,600.94	69,523.66	8,873.80	101,522.63	7,000.00		8,149.02
Passaic .....	59,944	8,321,310	37,512.95	191,802.25	680,308.19	79,785.93	989,409.32			4,196.13
Salem .....	8,046	1,111,329	5,009.94	23,079.30	81,860.56	12,601.24	122,551.04	4,000.00		7,505.62
Somerset .....	19,385	1,521,466	6,858.86	32,112.37	113,900.15	16,264.46	169,135.84			3,608.89
Sussex .....	5,922	848,580	3,825.45	19,347.28	68,623.36	9,274.74	101,070.83			1,649.92
Union .....	41,550	6,657,308	30,011.53	191,675.23	679,857.65	65,073.52	966,617.93	2,000.00	8,466.22	
Warren .....	9,339	1,416,442	6,385.40	23,949.35	84,946.54	14,626.27	129,907.56			5,187.76
<b>Total .....</b>	<b>648,936</b>	<b>99,821,255</b>	<b>\$450,000.00</b>	<b>\$2,685,291.61</b>	<b>\$9,524,527.78</b>	<b>\$1,016,330.87</b>	<b>\$13,676,150.26</b>	<b>\$41,950.00</b>	<b>\$142,204.73</b>	<b>\$142,204.73</b>

# APPORTIONMENT OF SCHOOL MONIES FOR THE SCHOOL YEAR BEGINNING July 1, 1923.

Amount of State Tax .....	\$10,582,808.65
Less chapter 218 P. L. 1922 deduction .....	41,950.00
Amount of State School Tax .....	\$10,540,858.65
Amount of State School Fund Appropriation .....	450,000.00
Amount of Railroad Tax .....	*2,685,291.61
Grand Total .....	\$13,676,150.26

COUNTIES	Number of Pupils Enrolled, 1921-1922.	Total Days' Attendance.	Amount Apportioned from \$450,000.00 State School Fund Appropriation.	Amount Allotted from Rail road Tax.	Amount Apportioned, Ninety Per Cent. State School Tax.	Amount Apportioned Out of Reserve Fund by State Board of Education.	Total Amount Apportioned by State.
Atlantic .....	20,023	2,847,841	\$12,838.23	\$122,495.37	\$434,481.88	\$41,359.01	\$601,174.49
Bergen .....	53,175	8,197,446	36,954.56	167,643.11	594,617.54	33,280.01	882,493.22
Burlington .....	16,957	2,385,535	10,754.13	35,435.49	125,687.03	26,557.20	198,433.85
Camden .....	37,693	5,426,894	24,464.75	131,635.98	466,962.93	59,032.88	682,636.54
Cape May .....	5,670	727,730	3,280.65	29,408.56	104,369.95	8,880.07	145,879.23
Cumberland .....	13,892	2,058,552	9,280.07	26,151.26	92,756.56	21,736.95	149,944.84
Essex .....	134,654	21,231,171	95,711.35	622,643.20	2,208,468.71	210,888.31	3,137,711.57
Gloucester .....	12,180	1,692,301	7,628.99	30,703.62	108,903.44	19,075.70	166,311.75
Hudson .....	109,501	17,757,164	80,060.32	622,753.69	2,208,860.60	171,494.95	3,083,159.56
Hunterdon .....	7,174	982,942	4,431.16	17,612.73	62,471.01	11,235.56	95,750.46
Mercer .....	28,037	4,309,339	19,426.75	128,369.70	455,317.09	43,910.14	647,024.28
Middlesex .....	33,871	5,150,067	23,216.80	97,569.88	346,073.02	53,047.05	519,906.75
Monmouth .....	26,885	3,806,928	17,161.85	99,976.13	354,607.85	42,105.93	513,851.70
Morris .....	17,372	2,589,015	11,671.43	51,326.17	182,050.06	27,207.15	272,254.81
Ocean .....	5,666	781,895	3,524.83	19,600.94	69,523.06	8,873.80	101,522.63
Passaic .....	50,944	8,321,310	37,512.95	191,802.25	680,308.19	79,785.93	989,499.32
Salem .....	8,046	1,111,329	5,009.94	23,079.30	81,860.56	12,601.24	122,551.04
Somerset .....	10,385	1,521,466	6,858.86	32,112.37	113,900.15	16,261.46	169,135.84
Sussex .....	5,922	848,580	3,825.45	19,347.28	68,623.36	9,274.74	101,070.83
Union .....	41,550	6,657,308	30,011.53	191,675.23	679,857.65	65,073.52	966,617.93
Warren .....	9,339	1,416,442	6,385.40	23,949.35	84,946.54	14,626.27	129,907.56
Total .....	648,936	99,821,255	\$450,000.00	*\$2,685,291.61	\$9,524,527.78	\$1,016,330.87	\$13,676,150.26

\* Subject, prior to distribution, to any further deductions required.

## SECTION B

## ATTENDANCE BY COUNTIES AND DISTRICTS

FOR YEAR ENDING JUNE 30, 1924

COUNTIES	Total Enrolment	Total Attendance	Loss	Gain
Atlantic .....	21,771	3,039,584	.....	60,571
Bergen .....	59,585	9,306,118	.....	636,663
Burlington .....	17,988	2,540,547	.....	86,854
Camden .....	41,446	5,911,994	.....	265,635
Cape May .....	6,363	826,484	.....	38,334
Cumberland .....	14,481	2,167,280	.....	34,009
Essex .....	137,219	22,386,144	.....	392,334
Gloucester .....	13,827	1,908,078	.....	158,803
Hudson .....	111,917	18,077,656	25,119	.....
Hunterdon .....	7,008	979,237	.....	3,228
Mercer .....	29,516	4,585,532	.....	171,612
Middlesex .....	37,446	5,798,526	.....	332,336
Monmouth .....	27,855	4,025,927	.....	99,040
Morris .....	18,438	2,756,731	.....	64,699
Ocean .....	6,052	864,669	.....	31,244
Passaic .....	54,339	8,785,876	.....	203,860
Salem .....	7,895	1,105,036	.....	14,804
Somerset .....	11,131	1,633,145	.....	44,992
Sussex .....	5,881	847,679	.....	42,545
Union .....	45,977	7,346,196	.....	344,703
Warren .....	9,870	1,530,155	.....	85,377
Total .....	686,005	106,422,594	25,119	3,111,643

## ATLANTIC COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Absecon .....	256	34,633	.....	4,100½
Atlantic City .....	11,219	1,603,409½	32,745	.....
*Brigantine .....	.....	.....	.....	.....
Buena Vista .....	1,178	177,178	.....	1,629½

\*No attendance.



ATLANTIC COUNTY—*Continued*

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Corbin City .....	45	5,721½	1,389½	.....
Egg Harbor City .....	781	114,535½	.....	10,716½
Egg Harbor Township .....	509	58,634½	.....	3,150½
*E. Atlantic City .....	.....	.....	.....	.....
Folsom .....	63	8,396½	.....	1,246½
Galloway Township .....	429	54,605½	.....	1,866½
Hamilton Township .....	600	88,104½	937½	.....
Hammonton .....	1,997	288,340½	.....	2,850½
Linwood .....	168	23,349½	.....	3,972
*Longport .....	.....	.....	.....	.....
Margate City .....	158	18,600½	.....	6,937
Mullica .....	251	30,204½	.....	2,429½
Northfield City .....	286	33,787	.....	1,571
Pleasantville .....	2,227	298,101	.....	32,005½
Port Republic .....	83	9,892	.....	776
Somers Point .....	262	33,111	.....	3,787½
Ventnor City .....	986	124,807	.....	15,141
Weymouth .....	273	34,172½	.....	3,463
Total .....	21,771	3,039,584	35,072	95,643

## BERGEN COUNTY

Allendale .....	208	30,651½	.....	2,563½
Alpine .....	76	9,941	.....	334
Bergenfield .....	1,134	173,572½	.....	21,667½
Bogota .....	1,173	179,956	.....	9,397½
Carlstadt .....	890	155,058½	.....	6,627½
Cliffside Park .....	1,982	307,774½	.....	19,604
Closter .....	543	81,582	.....	6,578
Cresskill .....	248	34,274½	.....	3,811½
Demarest .....	118	19,009	.....	172
Dumont .....	954	145,779½	4,977½	.....
East Paterson .....	703	110,604½	.....	14,908½
East Rutherford .....	1,607	254,174	.....	11,784
Edgewater .....	804	120,060½	.....	9,306½
Emerson .....	289	44,148½	.....	4,058½
Englewood City .....	2,873	449,616½	.....	18,642½
Englewood Cliffs .....	88	13,534½	.....	423
Fairview .....	1,502	233,783	.....	6,426½
Fort Lee .....	1,503	217,746	.....	13,889
Franklin .....	389	56,628½	.....	27,909½
Franklin Lakes .....	156	21,705	.....	3,180½
Garfield .....	6,826	1,135,196	.....	89,181½
Glen Rock .....	484	72,610½	.....	1,071½
Hackensack .....	4,784	759,758	.....	48,802
Harrington Park .....	170	24,851½	.....	4,436½
*Harrington Township .....	.....	.....	.....	.....
Hasbrouck Heights .....	934	148,216	.....	11,659½

\*No attendance.

BERGEN COUNTY—*Continued*

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Haworth .....	160	23,017½	.....	2,070
Hillsdale .....	492	73,696	.....	4,996
Hohokus Borough .....	133	20,295	.....	1,312½
Hohokus Township .....	447	62,313	.....	4,437
Leonia .....	1,311	202,315½	.....	29,426
Little Ferry .....	726	115,123½	.....	3,752½
Lodi Borough .....	2,342	388,436	.....	29,172½
Lodi Township .....	282	35,533½	3,129	.....
Lyndhurst .....	3,108	503,596	.....	47,518½
Maywood .....	365	56,256½	.....	2,014
Midland Park .....	453	73,536½	12,138½	.....
Midland Township .....	200	29,785	1,508	.....
Montvale .....	151	21,787	1,158½	.....
Moonachie .....	383	54,241½	2,942½	.....
New Milford .....	409	67,903	.....	5,273½
North Arlington .....	682	99,802	.....	16,998½
Northvale .....	235	37,669½	.....	1,728
Norwood .....	200	31,708	.....	2,082
Oakland .....	114	15,894	.....	1,385
Old Tappan .....	107	13,954	332	.....
*Orvil Township .....	.....	.....	.....	.....
Oradell .....	262	43,253	.....	2,965½
Overpeck Township .....	1,967	307,417	.....	5,841
Palisades Park .....	929	140,250	.....	9,716
Paramus .....	285	42,856½	.....	6,925½
Park Ridge .....	622	96,910	.....	2,182
Ramsey .....	736	116,210	.....	9,986½
Ridgefield .....	442	65,251½	.....	6,901½
Ridgewood .....	2,238	355,716½	.....	6,978½
Riverside .....	249	39,466½	.....	1,630½
Rivervale Township .....	102	13,476	.....	1,487
Rutherford .....	2,327	354,585	.....	8,516½
Saddle River Borough .....	77	10,940½	.....	180½
Saddle River Township .....	755	108,698½	.....	17,894½
Teaneck .....	1,568	220,228½	.....	19,495½
Tenafly .....	868	130,599½	.....	21,490
*Teterboro .....	.....	.....	.....	.....
*Union Township .....	.....	.....	.....	.....
Upper Saddle River .....	31	5,360	.....	462½
Waldwick .....	262	39,579½	.....	716½
Wallington .....	1,717	264,934½	.....	31,483
*Washington .....	.....	.....	.....	.....
Westwood .....	757	120,833	.....	13,631
Woodcliff Lake .....	117	16,490	1,268½	.....
Wood Ridge .....	536	85,962	.....	7,032½
Total .....	59,585	9,306,118	27,454½	664,117½

\* No attendance.

## BURLINGTON COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Bass River .....	133	16,766½	.....	453½
Beverly City .....	499	72,499½	.....	834
Beverly Township .....	580	85,269	.....	3,989½
Bordentown City .....	858	125,882½	.....	10,020½
*Bordentown Township .....	.....	.....	.....	.....
Burlington City .....	2,368	328,503	.....	11,465½
Burlington Township .....	437	58,823½	.....	5,754½
Chester .....	874	127,542	.....	19,343
Chesterfield .....	240	31,325	.....	773½
Cinnaminson .....	340	42,824½	1,910	.....
Delran .....	350	48,977½	888	.....
Easthampton .....	89	10,897	.....	1,551
Evesham .....	358	46,759½	.....	1,727½
Fieldsboro .....	113	16,043	314	.....
Florence .....	1,693	242,969	.....	6,258½
Lumberton .....	349	47,222	.....	1,036½
Mansfield .....	286	38,635½	.....	560½
Medford .....	377	52,310½	891½	.....
Moorestown .....	1,428	208,523	.....	11,121½
Mount Laurel .....	478	62,374	.....	1,306½
New Hanover .....	215	27,156½	.....	668
Northampton .....	1,455	208,864	6,291½	.....
North Hanover .....	117	14,020	.....	3,041½
Palmyra .....	1,219	186,288	.....	14,252
Pemberton Borough .....	421	62,126½	.....	2,164
Pemberton Township .....	220	27,421	.....	1,682
Riverside .....	1,062	159,212½	4,453½	.....
Riverton Borough .....	375	55,427½	.....	558
Shamong .....	102	12,105½	26½	.....
Southampton .....	277	38,457½	.....	1,948
Springfield .....	239	30,231	.....	369½
Tabernacle .....	69	9,241½	1,114	.....
Washington .....	96	13,188	.....	959
*Westhampton .....	.....	.....	.....	.....
Willingboro .....	152	20,412½	.....	504
Woodland .....	119	12,248½	.....	401
<b>Total</b> .....	17,988	2,540,547	15,889	102,743

## CAMDEN COUNTY

Audubon .....	1,183	176,043½	.....	16,048½
Barrington .....	333	46,628½	.....	2,914½
Berlin Township .....	729	96,026½	.....	8,256½
Camden City .....	21,855	3,212,252	.....	38,060½
Centre Township .....	1,364	170,735½	.....	18,240
Chesilhurst .....	68	7,876	.....	1,704½
Clementon Township .....	1,400	171,975½	.....	25,156½
Collingswood .....	2,362	372,394	.....	23,233

\* No attendance.

## CAMDEN COUNTY—Continued

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Delaware Township .....	696	78,812	.....	12,598
Gloucester City .....	1,874	268,070½	.....	150½
Gloucester Township .....	789	101,976½	.....	12,724
Haddon Township .....	634	87,263½	.....	8,508½
Haddonfield .....	1,623	237,188	.....	19,778
Haddon Heights .....	939	149,574	.....	14,675
Laurel Springs .....	172	25,507	.....	4,088
Magnolia .....	277	39,110½	.....	3,684
Merchantville .....	479	67,505	1,107½	.....
Oaklyn .....	328	48,097	.....	8,695
Pensauken .....	1,958	268,855	.....	29,692½
*Tavistock .....	.....	.....	.....	.....
Voorhees .....	351	42,966½	.....	4,587½
Waterford .....	555	65,229½	.....	5,058½
Winslow .....	1,127	132,456	.....	3,184
Woodlynne .....	350	45,451½	.....	5,705
Total .....	41,446	5,911,994	1,107½	266,742½

## CAPE MAY COUNTY

Avalon .....	32	3,092	.....	259
Cape May City .....	551	76,557	1,151½	.....
Cape May Point .....	24	2,258½	1,055½	.....
Dennis Township .....	392	51,146	.....	2,101½
Lower Township .....	220	26,017	1,514	.....
Middle Township .....	724	98,745	317	.....
North Wildwood .....	367	48,475½	.....	3,949
Ocean City .....	1,201	142,568	.....	7,766
Sea Isle City .....	194	25,197½	.....	973
Stone Harbor .....	66	7,561	.....	2,813
*South Cape May .....	.....	.....	.....	.....
Upper Township .....	328	41,527½	.....	1,399
West Cape May .....	190	24,837½	82	.....
Wildwood .....	1,526	203,218	.....	24,952
*Wildwood Crest .....	.....	.....	.....	.....
Woodbine .....	548	75,283½	1,758½	.....
Total .....	6,363	826,484	5,878½	44,212½

## CUMBERLAND COUNTY

Bridgeton .....	3,3266	499,996	.....	5,154
Commercial .....	545	76,786	474½	.....
Deerfield .....	669	80,180	.....	5,883½
Downe .....	321	40,155½	2,073½	.....
Fairfield .....	395	47,446	.....	960½

\* No attendance.

CUMBERLAND COUNTY—*Continued*

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Greenwich .....	259	32,987½	.....	2,957½
Hopewell .....	533	76,457	.....	1,572½
Landis .....	3,789	626,877	.....	7,699
Lawrence .....	397	51,022½	840½	.....
Maurice River .....	377	51,937	.....	1,747½
Millville .....	3,276	513,085	733½	.....
Stow Creek .....	164	20,287½	.....	1,321½
*Upper Deerfield .....	490	56,009	.....	10,835
<b>Total</b> .....	<b>14,481</b>	<b>2,167,280</b>	<b>4,122</b>	<b>38,131</b>

## ESSEX COUNTY

Belleville .....	4,555	732,669	.....	39,274
Bloomfield .....	5,215	805,770	.....	36,230½
Caldwell .....	1,343	198,105	.....	11,159
Caldwell Twp. ....	180	26,145	.....	2,030½
Cedar Grove .....	267	40,256	.....	2,583
East Orange .....	9,203	1,407,740	.....	15,844
Essex Fells .....	165	23,751½	.....	2,321
Glen Ridge .....	1,089	168,592½	.....	12,874½
Irvington .....	6,086	937,755	.....	85,422
Livingston .....	318	48,882	.....	4,132½
Millburn .....	1,122	168,434½	.....	12,289½
Montclair .....	6,650	1,068,941	.....	17,922½
Newark .....	82,982	13,907,663½	.....	15,793½
North Caldwell .....	111	14,479½	.....	5,039
Nutley .....	3,240	517,791	.....	49,490½
Orange .....	6,530	1,079,691	941	.....
Roseland .....	172	27,122½	.....	1,264½
South Orange .....	3,561	538,641	.....	38,672
Verona .....	872	120,231½	.....	12,444½
West Orange .....	3,558	553,482½	.....	28,488
<b>Total</b> .....	<b>137,219</b>	<b>22,386,144</b>	<b>941</b>	<b>393,275</b>

## GLOUCESTER COUNTY

Clayton .....	571	83,120	.....	2,622
Deptford .....	557	70,698½	.....	14,845
East Greenwich .....	317	42,956½	834	.....
Elk .....	160	19,547	.....	2,371
Franklin .....	996	124,285	.....	6,995
Glassboro .....	1,271	189,262	.....	716
Greenwich .....	490	66,704	.....	5,305½
Harrison .....	377	47,317½	.....	1,462½
Logan .....	324	39,204	.....	2,358½

\*No attendance.

GLOUCESTER COUNTY—*Continued*

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Mantua .....	469	63,757	.....	3,629
Monroe .....	967	123,557	.....	7,461½
National Park .....	451	52,424	.....	18,672
Paulsboro .....	1,346	206,034½	.....	8,540
Pitman .....	850	127,291	.....	30,875
South Harrison .....	150	18,035½	.....	646½
Swedesboro .....	726	108,235½	.....	14,653½
Washington .....	376	43,614	.....	6,716
Wenonah .....	269	40,898	.....	4,692
West Deptford .....	625	72,434½	.....	22,357½
Westville .....	594	85,649	.....	6,752
Woodbury .....	1,787	262,915½	2,720½	.....
Woodbury Heights .....	154	20,138	.....	687
Total .....	13,827	1,908,078	3,554½	162,357½

## HUDSON COUNTY

Bayonne .....	15,544	2,531,228	.....	42,700½
East Newark .....	449	72,359	.....	1,801
Guttenberg .....	1,430	226,482½	6,197½	.....
Harrison .....	2,461	385,610	.....	9,299
Hoboken .....	11,258	1,787,067½	14,415	.....
Jersey City .....	47,803	7,886,961	79,484½	.....
Kearny .....	5,745	905,121	.....	28,889
North Bergen .....	5,968	926,602½	.....	27,846
Secaucus .....	1,083	165,261	.....	13,440½
Town of Union .....	4,630	717,472	11,818	.....
Weehawken .....	1,988	296,137	12,023	.....
West Hoboken .....	6,649	1,083,957½	40,097	.....
West New York .....	6,909	1,093,397	.....	14,940
Total .....	111,917	18,077,656	164,035	138,916

## HUNTERDON COUNTY

Alexandria .....	117	15,164	2,802	.....
Bethlehem .....	61	7,495	85	.....
Bloomsbury .....	163	23,516	2,538	.....
Califon .....	119	16,741½	700½	.....
Clinton, Town of .....	251	38,755	5,045½	.....
Clinton Twp. ....	361	46,019	.....	9,998½
Delaware .....	334	42,216	.....	2,132
East Amwell .....	164	22,578½	1,403	.....
Flemington .....	891	141,301½	.....	11,265½
Franklin .....	182	24,034½	2,069½	.....

HUNTERDON COUNTY—*Continued*

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Frenchtown Boro. ....	199	29,964	916	.....
Glen Gardner .....	137	16,508	.....	1,647½
Hampton .....	290	44,345	.....	3,231½
High Bridge Boro .....	465	76,245½	.....	4,859
Holland .....	166	20,306½	2,379½	.....
Kingwood .....	237	29,133	1,520	.....
Lambertville City .....	959	145,017	6,077	.....
Lebanon .....	216	24,126½	2,380	.....
Milford .....	189	27,320½	.....	2,271
Raritan .....	335	42,637½	5,032	.....
Readington .....	564	73,985	.....	2,383
Stockton Boro. ....	128	16,541½	.....	230½
Tewksbury .....	148	19,039½	370	.....
Union .....	250	27,505	1,144	.....
*Union Graded .....	.....	.....	.....	.....
West Amwell .....	82	8,741½	328½	.....
Total .....	7,008	979,237	34,790½	38,018½

## MERCER COUNTY

East Windsor .....	840	130,498	.....	12,290½
Ewing .....	1,153	152,403	.....	29,060
Hamilton .....	3,638	547,617	.....	21,422
Hopewell .....	1,382	200,837½	.....	1,554
Lawrence .....	933	131,630½	.....	11,020½
Princeton .....	1,167	182,804	.....	7,120½
Princeton Township .....	245	36,572½	.....	1,669
Trenton .....	19,621	3,126,908½	.....	84,832½
Washington .....	247	34,485	.....	1,594
West Windsor .....	290	41,776	.....	1,049
Total .....	29,516	4,585,532	.....	171,612

## MIDDLESEX COUNTY

Carteret .....	2,526	421,291½	6,688½	.....
Cranbury .....	223	31,255	515½	.....
Dunellen .....	871	132,148	.....	4,634½
East Brunswick .....	686	94,070½	.....	5,314
Helmetta .....	210	33,913½	.....	1,260½
Highland Park .....	1,312	189,941½	.....	12,118½
Jamesburg .....	735	113,934	551½	.....
Madison .....	492	65,408	.....	10,371½
Metuchen .....	950	144,827½	.....	7,473½
Middlesex .....	598	87,213	6,327½	.....

\*No attendance.

MIDDLESEX COUNTY—*Continued*

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Milltown .....	603	94,035½	.....	4,416
Monroe .....	313	41,994	4,935½	.....
New Brunswick .....	6,295	991,527½	.....	51,898
North Brunswick .....	397	57,155½	.....	4,055
Perth Amboy .....	8,748	1,432,102	.....	43,385½
Piscataway .....	1,932	270,847	.....	51,872½
Plainsboro .....	169	22,702	.....	1,866
Raritan .....	1,533	225,473½	.....	26,596½
Sayreville .....	717	107,421½	.....	3,743½
South Amboy .....	822	125,314	.....	290
South Brunswick .....	561	77,689	.....	3,387½
South River .....	2,034	308,953	.....	32,601½
Spotswood .....	194	26,577½	.....	386
Woodbridge .....	4,525	702,731½	.....	85,684
Total .....	37,446	5,798,526	19,018½	351,354½

## MONMOUTH COUNTY

*Allenhurst .....	.....	.....	.....	.....
Asbury Park .....	3,274	443,230	43,691½	.....
Atlantic Twp. ....	198	26,814½	.....	1,521
Atlantic Highlands .....	515	75,410	.....	3,831
Avon .....	217	30,025½	359	.....
Belmar .....	562	76,096½	.....	6,973½
Bradley Beach .....	651	87,805½	.....	7,773½
Brielle .....	93	13,883½	.....	1,208
*Deal .....	.....	.....	.....	.....
Eatonstown .....	349	47,404	1,259	.....
Fair Haven .....	280	42,095	.....	3,608½
Farmingdale .....	139	20,340	370½	.....
Freehold Boro .....	1,338	212,648	6,238½	.....
Freehold Township .....	278	34,489½	.....	3,231½
Highlands .....	384	58,783	.....	519½
Holmdel .....	263	35,969	.....	4,114
Howell .....	552	76,933	.....	1,364½
*Interlaken .....	.....	.....	.....	.....
Keansburg .....	502	60,767	.....	3,876½
Keyport .....	982	151,521	.....	569½
**Little Silver .....	106	15,314	.....	15,314
Long Branch .....	3,857	593,624	.....	19,337½
Manalapan .....	531	78,475½	.....	5,647
Manasquan .....	685	102,397½	.....	2,577
Marlboro .....	398	55,892	.....	2,689
Matawan .....	1,017	146,748½	.....	15,450½
Middletown .....	1,786	256,840	.....	15,497½
Millstone .....	352	44,804½	.....	1,216½
Monmouth Beach .....	90	12,350½	708	.....
Neptune City .....	213	32,930½	.....	6,506½
Neptune Township .....	2,187	320,948	.....	19,245½
Oceanport .....	129	16,831	102½	.....

\*No Attendance.

\*\*New District.



DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Ocean Twp. ....	286	38,605	.....	1,568½
Raritan .....	515	65,535	218	.....
Red Bank .....	2,414	367,620	.....	21,022
Rumson .....	372	55,675½	1,208	.....
Sea Bright .....	147	22,571	.....	102
*Sea Girt .....	.....	.....	.....	.....
Shrewsbury .....	250	35,040½	17,609½	.....
Spring Lake .....	231	34,682½	.....	3,305½
Upper Freehold .....	630	88,398	.....	5,493
Wall .....	891	117,747	1,757½	.....
West Long Branch .....	191	28,681½	1,001	.....
Total .....	27,855	4,025,927	74,523	173,563

## MORRIS COUNTY

Boonton Town .....	1,302	198,854½	3,637½	.....
Boonton Township .....	80	11,224	1,483½	.....
Butler .....	846	135,620½	.....	9,321½
Chatham Borough .....	581	90,070	.....	6,765
Chatham Township .....	188	27,616	.....	713
Chester .....	211	28,868	2,666	.....
Denville .....	243	31,342	.....	414
Dover Town .....	2,337	364,148½	2,725½	.....
Florham Park Borough .....	118	14,270	.....	4,344
Hanover Township .....	1,493	212,917	.....	26,122½
**Harding .....	110	14,199½	.....	14,199½
Jefferson .....	264	34,099½	1,635	.....
Kinnelon .....	47	4,926½	3,353	.....
Lincoln Park .....	208	29,219½	.....	1,787
Madison Borough .....	1,025	163,522½	.....	1,183½
Mendham Borough .....	235	35,681	2,180½	.....
Mendham Township .....	132	18,483	653½	.....
Montville Township .....	502	71,661½	.....	4,325
Morris Township .....	527	74,783	.....	2,002
Morristown .....	2,293	353,083	.....	6,032
Mt. Arlington .....	61	8,219½	.....	276½
Mt. Olive .....	220	28,164	.....	1,175½
Netcong .....	430	67,669	490½	.....
Passaic Township .....	373	54,908	16,039	.....
Pequannock .....	217	32,423½	17,692½	.....
Randolph .....	635	90,251½	.....	2,966½
**Riverdale .....	185	25,921	.....	25,921
Rockaway Borough .....	841	132,713	.....	6,847
Rockaway Township .....	722	108,360	.....	1,676
Roxbury .....	948	140,006½	3,939	.....
Washington .....	338	45,556	1,530½	.....
Wharton .....	726	107,949½	.....	6,653½
Total .....	18,438	2,756,731	58,026	122,725

\*\* New district.

## OCEAN COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Barnegat City .....	23	2,443½	125½	.....
Bay Head .....	53	6,659	2,705	.....
Beach Haven .....	155	19,592½	.....	3,823
*Beachwood .....	.....	.....	.....	.....
Berkeley .....	106	14,401	.....	331½
Brick .....	212	32,800½	.....	545½
Dover .....	804	127,225	.....	9,410½
Eagleswood .....	78	8,726½	1,405	.....
*Harvey Cedars .....	.....	.....	.....	.....
Island Heights .....	73	9,009½	1,037	.....
Jackson .....	300	38,456½	.....	1,424
Lacey .....	100	13,409	588	.....
Lakewood .....	1,813	259,990	.....	19,324½
Lakehurst .....	149	20,491	2,222½	.....
Lavalette .....	37	5,910	.....	169
Little Egg Harbor .....	105	14,805	.....	283
*Long Beach .....	.....	.....	.....	.....
Manchester .....	92	10,971	764	.....
*Mantoloking .....	.....	.....	.....	.....
Ocean .....	45	5,604	20	.....
Ocean Gate .....	23	2,996	431½	.....
Plumstead .....	253	33,435½	176	.....
Point Pleasant .....	265	38,658½	239	.....
Point Pleasant Beach .....	467	68,309½	.....	2,758
Seaside Heights .....	50	6,930½	1,111½	.....
Seaside Park .....	70	8,012½	.....	803
Stafford .....	186	25,157½	632½	.....
*Surf City .....	.....	.....	.....	.....
Tuckerton, .....	339	52,761	.....	2,402
Union .....	254	37,914	.....	1,427½
Total .....	6,052	864,669	11,457½	42,701½

## PASSAIC COUNTY

Bloomington .....	496	73,087½	16	.....
Clifton City .....	7,614	1,143,653	.....	52,611½
Haledon .....	652	100,617	.....	2,663
Hawthorne .....	1,273	191,675½	.....	11,459
Little Falls .....	878	141,078	.....	10,051
North Haledon .....	223	32,797	.....	4,012½
Passaic .....	13,353	2,211,515½	.....	35,663½
Paterson .....	25,416	4,219,988½	.....	58,825½
*Pompton .....	.....	.....	.....	.....
Pompton Lakes .....	609	94,592	.....	2,581½
Prospect Park .....	708	109,709½	2,289½	.....
Ringwood .....	235	32,772	.....	1,304½
Totowa .....	489	77,706	.....	13,630½
Wanaque .....	910	140,884½	.....	1,320
Wayne .....	648	92,997	.....	10,255½
West Paterson .....	489	72,237	.....	2,996½
West Milford .....	346	50,566	1,209	.....
Total .....	54,339	8,785,876	3,514½	207,374½

## SALEM COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Alloway .....	323	42,733½	3,747½	.....
Elmer .....	216	30,433	1,096½	.....
Elsinboro .....	89	9,137½	.....	135
Lower Alloways Creek .....	234	28,245	1,717	.....
Lower Penn's Neck .....	454	58,981	.....	3,151
Mannington .....	321	31,234½	4,269	.....
Oldmans .....	296	37,922	850½	.....
Penn's Grove .....	1,258	180,266	.....	3,847½
Pilesgrove .....	841	128,460	.....	2,096½
Pittsgrove .....	514	61,324	.....	1,787
Quinton .....	187	24,356½	.....	1,473
Salem .....	1,928	302,396	.....	2,611½
Upper Penn's Neck .....	814	117,713½	.....	8,640½
Upper Pittsgrove .....	420	51,833½	.....	2,742½
Total .....	7,895	1,105,036	11,680½	26,484½

## SOMERSET COUNTY

Bedminster .....	236	28,095½	2,908	.....
Bernards .....	1,033	157,506½	737½	.....
Bound Brook .....	1,537	249,800½	.....	2,122
Branchburg .....	226	30,573½	.....	2,320½
Bridgewater .....	1,130	168,395	.....	11,023
East Millstone .....	84	11,955	.....	1,303
Far Hills .....	74	11,119	48½	.....
Franklin .....	613	78,880	.....	6,031
Hillsborough .....	1,277	178,643	.....	7,739½
Millstone .....	47	6,390½	.....	1,228½
Montgomery .....	286	39,364	.....	6,842
North Plainfield Boro .....	1,685	239,573½	12,260½	.....
North Plainfield Twp. ....	197	25,330½	.....	3,107
Peapack-Gladstone .....	261	38,730	1,014½	.....
Rocky Hill .....	113	17,368½	812	.....
Somerville .....	1,635	258,858½	.....	15,865
South Bound Brook .....	469	63,206	.....	3,106½
Warren .....	228	29,355½	.....	2,085
Total .....	11,131	1,633,145	17,781	62,773

## SUSSEX COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Andover Borough .....	125	16,634	344	.....
Andover Township .....	41	5,583	756½	.....
Branchville .....	138	18,739	.....	775
Byram .....	47	5,825	1,001½	.....
Frankford .....	141	18,094	.....	2,511
Franklin .....	1,048	161,430	.....	25,101
Fredon .....	29	4,094	888½	.....
Green .....	107	13,462	.....	1,449
Hamburg Boro. ....	404	62,869½	.....	3,946½
Hampton .....	107	13,661	498½	.....
Hardyston .....	121	15,331	4,760½	.....
Hopatcong .....	75	9,192	.....	3,202
Lafayette .....	118	14,798	1,020½	.....
Montague .....	74	10,639½	165	.....
Newton .....	1,189	187,639½	.....	4,734
Ogdensburg .....	304	42,012½	.....	3,083½
Sandyston .....	152	18,825½	869	.....
Sparta .....	201	25,048	1,254½	.....
Stanhope .....	235	34,727½	.....	1,234
Stillwater .....	142	20,746½	.....	2,035½
Sussex .....	504	73,766	.....	3,385
Vernon .....	295	36,724½	.....	1,158
Wallpack .....	49	6,442½	.....	635
Wantage .....	235	31,394½	.....	854
<b>Total .....</b>	<b>5,881</b>	<b>847,679</b>	<b>11,558½</b>	<b>54,103½</b>

## UNION COUNTY

Clark .....	253	38,649½	.....	2,396
Cranford .....	1,816	284,040	.....	19,658½
Elizabeth .....	15,956	2,701,647	.....	52,984½
Garwood .....	603	94,008½	.....	4,387
Hillside .....	2,071	321,333	.....	57,266½
Kenilworth .....	523	79,249	582	.....
Linden .....	3,686	589,300	.....	57,394½
Mountainside .....	143	19,433½	.....	4,032½
New Providence Borough ..	334	52,213	1,137	.....
New Providence Township ..	367	43,918	.....	77
Plainfield .....	6,521	1,016,612	.....	26,259
Rahway .....	2,457	383,447½	.....	5,345
Roselle .....	2,034	306,233	.....	23,259
Roselle Park .....	1,642	255,001½	.....	5,755
Scotch Plains .....	935	143,340	.....	17,392½
Springfield .....	467	71,599½	.....	6,268
Summit .....	2,165	331,873½	.....	11,219
Union .....	1,542	230,208	.....	30,894
Westfield .....	2,462	384,089½	.....	21,834
<b>Total .....</b>	<b>45,977</b>	<b>7,346,196</b>	<b>1,719</b>	<b>346,422</b>

## WARREN COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Allamuchy .....	132	17,858	.....	2,747½
Alpha .....	613	96,142	.....	3,101½
Belvidere .....	454	73,031½	652½	.....
Blairstown .....	313	49,323	.....	4,494
Franklin .....	391	53,837½	.....	7,443
Frelinghuysen .....	158	19,417	1,606	.....
Greenwich .....	215	32,194½	.....	4,681½
Hackettstown .....	853	135,841	.....	2,283
Hardwick .....	53	7,629½	.....	414½
Harmony .....	352	51,646	.....	1,749½
Hope .....	203	21,019	.....	1,371½
Independence .....	243	32,712½	.....	368
Knowlton .....	174	26,272	.....	2,249½
Lopatcong .....	278	43,426	.....	4,378½
Mansfield .....	206	30,956	.....	1,119
Oxford .....	481	75,617½	.....	6,493
Pahaquarry .....	23	2,016½	.....	101½
Phillipsburg .....	3,288	549,641½	.....	41,749
Pohatcong .....	295	43,600	83	.....
Washington Borough .....	769	119,186	.....	3,992
Washington Township .....	160	19,452	1,666½	.....
White .....	216	29,256	.....	648½
Total .....	9,870	1,530,155	4,008	89,385



## PART IV.

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### REPORTS OF ASSISTANT COMMISSIONERS AND PHYSICAL TRAINING DIRECTOR

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For year ending June 30, 1924.

Report of

Charles J. Strahan, Deputy Commissioner of Education and Assistant  
Commissioner in charge of Controversies and Disputes

Lambert L. Jackson, Assistant Commissioner of Education in charge of  
Secondary Education

Roy L. Shaffer, Assistant Commissioner of Education in charge of Ele-  
mentary Education

Wesley A. O'Leary, Assistant Commissioner of Education in charge of  
Vocational Education, Manual Training and Continuation Schools.

(Printed as a separate document)

George R. Seikel, Director of Physical Training and Hygiene





## DECISIONS

PREPARED BY

C. J. STRAHAN,

*Assistant Commissioner of Education in charge of Controversies and Disputes*

During the year 1924 this department has continued its work of advising school boards and individuals throughout the State as to the interpretation and application of school statutes, and of assisting officials of boards of education or their counsel in the preparation of many of the bonding proceedings passing through this office in addition to the deciding of the following formal appeals which have been presented during the year :

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## I.

STATUTORY NOTICE TO ABSENT MEMBERS ESSENTIAL TO  
VALIDITY OF BOARD MEETINGGEORGE H. HULMES, A. H. BLANCHARD AND  
JESSE H. COOK,*Appellants,*

vs.

THE BOARD OF EDUCATION OF JEFFERSON TOWNSHIP,

*Respondent.*

## DECISION OF THE COMMISSIONER OF EDUCATION

This action is brought by the above named appellants, members of the Jefferson Township Board of Education, for the purpose of contesting the legality of all meetings of such board from the date of its organization, April 2, 1923.

Appellants contend that owing to the failure on the part of the District Clerk, Lillie A. Lake, to file a bond until August 27, 1923, all meetings prior to that date and since April 2, 1923, were illegal. They moreover contest especially the legality of one of these meetings on the ground that it was opened after eight o'clock P. M. Another they further contend to have been void because the notice sent by Mrs. Lake, the clerk, to the board members lacked the day and date of the proposed meeting; and still another is also contested upon the ground that the notice received was not signed by the district clerk. A meeting held on April 27, 1923, at which two members were absent, is alleged to have been illegal upon the further contention that the members were not notified of the meeting by the district clerk as required by law, but received merely a verbal notice from the president at a prior meeting on April 20th to the effect that they would be called together at Milton on April 27th. Finally, the legality of the meeting held on April 30, 1923, at which the office of supervising principal for the School District of Jefferson Township was abolished, is especially contested on the ground that the absent member, Mr. Blanchard, received no notice from the district clerk that there would be a meeting on that date, but merely a verbal message to that effect from the president transmitted to Mrs. Blanchard through a Mr. Buck, who is not in any way officially connected with the board of education.

A hearing in this case was conducted by the Assistant Commissioner on Thursday, October 11, 1923, at the Court House in Morristown, at which testimony of witnesses on both sides was heard. Since that date counsel for both appellants and respondent have filed briefs upon the legal points involved.

The Commissioner is unable to agree with appellants' contention as to the invalidating effect upon board meetings of Mrs. Lake's failure to file a bond as district clerk until August 27, 1923. While the School Law does require the district clerk to file with the board of education a bond in such amount as the board shall fix and with sureties approved by such board, such statutory

provision is in the Commissioner's opinion entirely for the board's protection and in no way invalidates business transacted at meetings which may have been held prior to the date of the actual filing of the bond, upon which date the clerk became a de jure instead of a de facto officer of the board.

Neither can the Commissioner agree with appellants' contention that the meeting which was commenced after eight o'clock was illegal. Since no one was shown by the testimony to have left the meeting, which commenced shortly after eight o'clock P. M., there was in the Commissioner's opinion a substantial compliance with the law in that respect. The validity of board of education meetings at which bonding proceedings have been initiated has been sustained when such meetings were opened shortly after eight o'clock.

Appellants' objections to the meeting, the notices of which contained no day or date, were disposed of by the testimony which showed that at such meeting all members were present. All the authorities hold that any defect in the notices calling a meeting of the directors of a municipal corporation is cured by the attendance at such meeting of all the members of the board, since all may then be presumed to have been legally notified.

The testimony also disposed of the contention that notices of another meeting were sent out by the clerk without affixing her signature thereto by showing that because of this defect in the notices the other members in deference to Mr. Hulmes's objections held no meeting on the proposed date.

With regard to the meetings, however, of April 27th and April 30th, 1923, it is apparent from the testimony that the statutory notice to the members was not complied with in either instance, and the defect cannot be said to have been cured by the attendance of all the members since there were two members absent at the April 27th meeting and one member absent at the meeting on April 30th.

Section 127, Article VII of the School Law provides that the district clerk shall notify all members of the Board of Education of all regular and special meetings of the Board; and it has been held by Dillon, the authority on Municipal Corporations, that

"If the charter or the statute provides a method by which the notice shall be served, its provisions must be strictly obeyed."

In the case of the April 27th meeting there was no notification of the members by the district clerk but merely a verbal notice by the president to the members at a preceding meeting to the effect that they would be called together on April 27th. As far as the April 30th meeting is concerned the testimony showed that the notices sent out by the district clerk were received too late for the meeting on the evening of the 30th, and the only notice actually received prior to the meeting by the absent member, Mr. Blanchard, was a verbal message from the president transmitted by a messenger, a Mr. Buck, in no way officially connected with the Board of Education. Such verbal message moreover contained no statement of the object of such special meeting.

A case similar to the one under consideration is that of *Burns v. Thompson*, 64 *Arkansas*, 489, in which all business transacted at a board of education meeting was held to be void because an absent member had received merely a verbal notice of such meeting. The Court held in part as follows:

"Our statute is silent on the question whether a notice of the called meeting of a municipal corporation shall be in writing; but we are of the opinion that when an official notice is required to be given of such a meeting, it is contemplated that it shall be in writing and that it shall state the time, place and purpose of the meeting. The notice of the meeting at which the contract sued upon in this case was made was not so given and the meeting was, therefore, not a corporate meeting and the contract is invalid so far as the corporation is concerned.

The Court held also in the case of *Allen v. Stricklin*, 100 N. C. 225, that "the service of notice made in a way and manner recognized and sanctioned by law is an essential requisite of it; without this, it is ineffectual for the purpose intended and void. Unless it is given as the law directs and allows, the party to whom it is given is not bound to recognize it nor indeed is it notice. It is the legal sanction that gives the notice in sufficient form and substance life and efficacy."

Bouvier in Volume 3, page 2368 of his Law Dictionary declares that "a statutory notice is not binding unless given as the law directs or allows."

It is moreover held in 35 Cyc. 904, that

"The meetings of the board (of education) must be upon notice to all the members of the board, must be in writing and must be signed by such of the members of the board as are prescribed by law; and the call must be signed by an officer or officers duly authorized."

In view therefore of the fact that the notice required by statute to be given by the district clerk to the board members was not so given in the case either of the April 27th or April 30th meeting, and the defect was not cured by the presence of all members at either meeting, it is the opinion of the Commissioner of Education that both of said meetings were accordingly illegal and that all business transacted thereat was necessarily void and of no effect.

The validity of all other meetings of the board, however, since April 2, 1923, and contested in this appeal is hereby sustained.

November 19, 1923.

## II.

### ANNUAL SCHOOL APPROPRIATION DISCRETIONARY WITH CITY GOVERNING BODY ABOVE STATUTORY LIMITATION

THE BOARD OF EDUCATION OF SOMERS POINT,	}
<i>Appellant,</i>	
<i>vs.</i>	
COMMON COUNCIL OF THE CITY OF SOMERS POINT,	}
<i>Respondent.</i>	

#### DECISION OF THE COMMISSIONER OF EDUCATION

This action is brought by the Board of Education of Somers Point appealing from the action of the Common Council of Somers Point on March 6, 1923, in reappropriating as the amount to be expended for manual training purposes

in the schools for the coming year, 1923-1924, the unexpended balance of \$500 already on hand in the manual training account instead of adding such amount in accordance with the certification of the Board of School Estimate to the total appropriation of \$11,475 fixed by the council as the amount to be raised by taxation.

In an earlier action brought by the Somers Point Board of Education against the Common Council of that city to contest the legality of this same annual appropriation for 1923-1924 the Common Council made in the pleadings filed with this office the uncontradicted statement that the ratables in the district as shown upon the assessor's books and turned in to the County Board of Taxation for the year 1923 amounted to \$825,889.96. Section 91, Article VI of the New Jersey School Law moreover provides that "Any amount (annual school appropriation in city districts) in excess of three-fourths of one per cent. of the taxable valuation of the real and personal property shall be appropriated only with the concurrence and consent of said Common Council, board of finance or other body expressed by its resolution duly passed."

In accordance with the above provision of law it is apparent that the Board of Education of Somers Point is entitled only to the sum of between \$6,000 and \$7,000 or \$6,194.17 to be exact, as its annual appropriation for school purposes for 1923-1924, unless the consent of the Common Council is obtained to an amount in excess of  $\frac{3}{4}$  of one per cent. of the \$825,889.96 comprising the taxable valuations of the district.

In view of the above facts therefore and of the fact that the amount of \$11,475 appropriated on March 6, 1923, by the Common Council and to be raised by taxation is already considerably in excess of \$6,194.17, the maximum amount it can legally be compelled to appropriate, the Commissioner deems it unnecessary to go into the merits of the Common Council's refusal to add the desired \$500 for manual training purposes to its appropriation of \$11,475 to be raised by taxation. Since the Council has already appropriated an amount in excess of the  $\frac{3}{4}$  of one per cent. of the taxable valuations which it is compelled to appropriate, its reasons for refusing to appropriate additional money are immaterial and its refusal cannot in the Commissioner's opinion be interfered with.

The appeal is accordingly hereby dismissed.

October 18, 1923.

#### DECISION OF STATE BOARD OF EDUCATION

In February, 1923, the Board of School Estimate of Somers Point fixed the amount to be appropriated for the current expenses for the school year, 1923-1924, and to be raised by taxation, at the sum of \$13,475, after deducting the estimated State school moneys to be received. This was "in excess of three-fourths of one per cent. of the taxable valuation of the real and personal property," and therefore could be "appropriated only with the concurrence and consent of the Common Council." (N. J. School Laws, Art. 6, Sec. 91.) The Common Council refused to vote this amount but passed a resolution reducing it to \$11,475, stating in its resolution that an item of \$500 for manual training, which was included in the resolution of the Board of School Estimate, should be taken from an unexpended balance of that amount then on hand from the previous year and placed to the credit of the appropria-



tion for the year 1923-1924. The Board of Education appealed to the Commissioner only with respect to the direction of the Common Council concerning this particular item, claiming that the Council had no right to control the expenditure of the funds of the Board of Education.

This contention of the Board of Education is, as a matter of law, correct, but in this case it is immaterial since, inasmuch as the annual school appropriation was in excess of three-fourths of one per cent. of the taxable valuations of the City of Somers Point, no amount in excess thereof could be appropriated without the consent of the Common Council, and any reasons given by it for its action or methods used in arriving at its decision are of no consequence.

The Board of Education has not raised the question as to whether the Council could, by resolution, fix the amount of the school appropriation, in place of the Board of School Estimate, which is the body designated by law to make the appropriation, and therefore that question is not before us for determination.

It is recommended that the Commissioner's decision dismissing the appeal on the ground above stated be affirmed.

February 9, 1924.

### III.

#### PURCHASE OF SCHOOL FURNITURE BY SAMPLE AND COMPETITIVE BIDDING

McPHERSON FURNITURE & CARPET COMPANY AND  
L. E. AND E. C. STONE,

*Appellants,*

*vs.*

BRIDGETON BOARD OF EDUCATION AND N. SNELLEN-  
BURG & COMPANY,

*Respondents,*

#### DECISION OF THE COMMISSIONER OF EDUCATION

This appeal is brought by appellants to contest the validity of the action of the Bridgeton Board of Education on February 27, 1923, in awarding to N. Snellenburg & Company, of Philadelphia, one of the above named respondents, a contract for supplying the board of education with 935 auditorium seats or chairs at a total cost of \$3,985.50.

Appellants contend that they offered through the medium of their bids and samples, goods superior in quality and lower in price than those of N. Snellenburg & Company, the respondent; and that one of the samples presented by the respondent, N. Snellenburg & Company, and upon which the contract was awarded, was received at least two hours after the time stated in the board's advertisement for the opening of bids and the receiving of samples. Appellants further contend that respondent, the said N. Snellenburg & Company, afterward varied its bid by delivering with the chairs in question certain extras such as name plates, hat wires, etc., free of charge, in spite of having previously named an additional amount for such extras in its bid.

A hearing in this case was conducted by the Assistant Commissioner on Tuesday, October 9, 1923, at the Court House in Bridgeton, at which hearing testimony of witnesses on both sides was heard. Since the hearing moreover briefs upon the legal questions involved have been filed by counsel for both appellants and respondents.

From the facts in the case it appears that the following advertisement for bids and samples was made by the Bridgeton Board of Education:

"SEALED PROPOSALS

Sealed proposals will be received by the Board of Education of the City of Bridgeton for

1,000 chairs for auditorium of new high school,

200 of the same to have tablet arm rest,

6 teachers' desks,

150 pupils' study desks, No. 1 and 2,

and the same number pupils' study chairs.

Samples will be received and bids will be opened at City Hall on Monday evening, February 26, 1923, at 8 o'clock. The board of education reserves the right to accept or reject any or all bids.

D. S. BLEW,

*Chairman of Building Committee."*

It further appears that when the bids and samples were duly presented at the City Hall at 8 o'clock on February 26th for the two types of chairs mentioned in the advertisement the only sample submitted at that hour by N. Snellenburg & Company was a chair designated by them in their bid as Chair #9033 with tablet arm attached. Although other samples from N. Snellenburg & Company arrived somewhat later in the evening the testimony shows that at no time were such late-arriving samples examined or considered by the Bridgeton Board of Education.

It appears that the sample chair submitted by N. Snellenburg & Company at the time the bids were opened and designated in the bid as Chair #9033 with tablet arm attached was, with a slight variation on one side for the purpose of attaching the arm, precisely the same as the chair of that number without tablet arm. The board of education was consequently able to purchase both types of chairs from the one sample on hand, since such sample adequately represented both types. It was moreover the uncontradicted testimony of all the board of education members who were present at the City Hall on the evening of February 26th that the chair actually purchased by the board of education was the chair submitted by N. Snellenburg & Company at the hour prescribed by the advertisement for the opening of bids and the receiving of samples, except that part of the chairs so purchased did not have the tablet arm as did the sample chair above referred to.

N. Snellenburg & Company's bid for the chair without tablet arm was \$4.10 and for the chair with tablet arm \$4.86 or a total of \$3,013.50 for 735 of the former and \$972.00 for 200 of the latter, while appellants' bid for the two types respectively included \$4.12 for the former and \$5.12 for the latter or totals of \$3,028.20 and \$1,024.00 for 735 of the former and 200 of the latter respectively.

The testimony shows that the board of education contracted with N. Snellenburg & Company for both types of chairs at prices in both instances lower

than those asked by appellants without any reference whatever to extras such as hat wires, name plates, etc., which the bid merely stated might be added if desired, and with no agreement whatever for the purchase of such extras as shown by the contract offered in evidence; and it could consequently be considered no variation in the bid of N. Snellenburg & Company when such extras were afterward included upon delivery of the goods free of charge.

The testimony further shows that on February 26th when bids and samples were received and agents of both appellants and respondent were heard as to the merits of their respective chairs, the board of education made a thorough examination of the samples submitted by appellants and of the one sample practically identical for both types of chair submitted by respondent; and the testimony also shows that the board made on the following day another examination of the same samples and then determined in the exercise of its best judgment that respondent's sample was for both types of chair superior to samples offered by appellants from the point of view of price in relation to quality, health, comfort, durability and in fact all the essential qualifications.

In consideration therefore of the fact that both types of chair offered by N. Snellenburg & Company and as contracted for by the board of education were lower in price than those offered by appellants, and in the absence of any evidence whatever of abuse of discretion in the decision made by the board of education as to the superior quality of the chairs offered by the respondent, it is the opinion of the Commissioner of Education that the award by the Bridgeton Board of Education of the contract for 935 auditorium seats or chairs at a total cost of \$3,985.50 to N. Snellenburg & Company was entirely legal and should be sustained.

The appeal is accordingly hereby dismissed.

November 5, 1923.

#### DECISION OF STATE BOARD OF EDUCATION

Unsuccessful bidders for the contract to supply the Board of Education with auditorium chairs for a new high school building in Bridgeton appeal from the action of the Board in that city in awarding the contract to Snellenburg & Company. The facts in the case are clearly and fully set forth in the opinion of the Assistant Commissioner of Education and need not be stated in detail here. At the time stated in the advertisement of the Board of Education for the opening of bids and the receiving of samples, Snellenburg & Company submitted a sample chair, which was inspected by the Board of Education along with the samples submitted by the other bidders. After careful examination it was approved by the Board of Education and as Snellenburg & Company were the lowest bidders the contract was awarded to them. Appellants charge that there were some differences in detail between the sample chair submitted by Snellenburg & Company and the chairs provided under the contract, but we find no substance in these criticisms for reasons which are contained in the opinion of the Assistant Commissioner. There is no showing whatever of any unfairness or abuse of discretion by the Board of Education. The award of the contract to Snellenburg appears to have been in all respects proper and in compliance with the law. It is therefore recommended that the decision of the Commissioner be affirmed.

February 9, 1924.

## IV.

## DUTY OF BOARD OF EDUCATION TO PROVIDE TRANSPORTATION FACILITIES

OTTO HAUSLER,  
*Appellant,*  
*vs.*  
 WEST AMWELL TOWNSHIP  
 BOARD OF EDUCATION,  
*Respondent.*

## DECISION OF THE COMMISSIONER OF EDUCATION

This action is brought by the above-named appellant to contest the legality of the action of the West Amwell Township Board of Education in refusing to provide transportation facilities for the year 1923-24, for Sarah Dominian, the appellant's stepdaughter, who is a resident of West Amwell Township and is attending the Lambertville High School at the expense of the West Amwell Township Board of Education.

A hearing in this case was conducted by the Assistant Commissioner of Education at the Court House in Flemington, at which hearing testimony of witnesses was heard. The testimony disclosed the following to be the facts in the case:

During the year 1922-23, appellant's stepdaughter was transported at the expense of the West Amwell Township Board of Education to the Flemington High School. Before the opening of the schools in September, 1923, the West Amwell Township Board, in consideration of the difference in cost of tuition between Flemington and Lambertville, decided to designate the Lambertville High School for its pupils to attend during the school year 1923-24. The change of high school facilities altered the transportation routes and resulted in a condition whereby appellant's stepdaughter was required to walk either 1.7 miles to the stage route or 2.7 miles to the high school. While both roads are country dirt roads, the road to the transportation route is one seldom used by the public and testimony showed practically no travel except by a rural mail delivery, and no path along the road other than that made by horses, as automobiles and wagons follow well established ruts.

Section 180, Article X of the School Law requires that every board of education provide for the pupils residing within the district between the ages of five and twenty years, either a schoolhouse convenient of access or transportation facilities in lieu thereof.

In the case under consideration, while the appellant's stepdaughter lives less than two miles from the transportation route, the condition of the road is, in the opinion of the Commissioner, of such a nature as to require that transportation facilities be provided. As far as the other road from appellant's home to the schoolhouse is concerned, the distance itself according to the generally accepted standards is, in the Commissioner's opinion, sufficient without regard to other conditions to also justify appellant in a claim for transportation.

In view of all the facts in the case therefore, it is the opinion of the Commissioner of Education that the residence of appellant's stepdaughter is remote both from the West Amwell Township transportation route and from the high school at Lambertville, and that transportation facilities should be provided for her.

It is accordingly hereby ordered that the West Amwell Township Board of Education at once provide suitable transportation to and from the Lambertville High School for Sarah Dominian, the stepdaughter of the appellant in this action, for the remainder of the school year 1923-24.

December 19, 1923.

#### DECISION OF STATE BOARD OF EDUCATION

The Board of Education of West Amwell Township in Hunterdon County appeals from the decision of the Commissioner of Education ordering the Board to provide suitable transportation to and from the Lambertville High School for the respondent's stepdaughter. Transportation by stage or bus is furnished by the Board of Education for the high school children of the district but the respondent's farm is situated a considerable distance over bad roads from the established route.

The Board of Education appears to have endeavored to furnish transportation for the pupils of the district to the best of its ability, and to have used its best discretion in choosing the route over which the transportation is provided. It is already expending a considerable amount for this purpose and to require it to provide for every pupil whose home is inconvenient of access to its established route, would entail an expense beyond that which can in reason be required of it and which is out of all proportion to the means of the district.

It is the rule of the State not to interfere with the action of a district board in a matter involving the exercise of its discretion where it does not appear to have acted from prejudice or disregarded the law. In this case the Board of Education has tried to comply with the law and there is no proof that its action has not been taken in good faith. We therefore think that its procedure in this case should not be disturbed and recommend that the Commissioner's decision be reversed.

April 5, 1924.

#### V.

#### DESIGNATION BY DISTRICT OF OUTSIDE HIGH SCHOOL FOR ITS PUPILS

BOARD OF EDUCATION OF THE BOROUGH OF PARK RIDGE,	} <i>Appellant,</i>
<i>vs.</i>	
BOARD OF EDUCATION OF THE BOROUGH OF ORADELL,	} <i>Respondent.</i>

#### DECISION OF THE COMMISSIONER OF EDUCATION

This action is brought by the above named appellant to contest the legality of the action of the Oradell Board of Education in withdrawing in August,

1923, the pupils from the Park Ridge High School who had been entered in such school in September, 1922, and designating instead the Hackensack High School for the attendance of such pupils for the school year 1923-24.

Appellant alleges that an indefinite and continuing contract had been entered into between the Park Ridge and Oradell Boards of Education in January, 1922, which was violated by the change in the designation of high schools made by the Oradell board in August, 1923. Appellant further alleges that in relying upon the continuing contract above mentioned with consequent continuance of tuition fees a less amount had been designated by the Park Ridge Board of Education in making up its appropriation budget for the year 1923-24, and that moreover in reliance upon the continued attendance of the Oradell pupils expenditures for supplies, etc., had been made with a consequent loss when the Oradell pupils were withdrawn.

In a hearing before the Assistant Commissioner of Education on November 21, 1923, testimony of witnesses on both sides was heard and correspondence between the districts was offered in evidence.

At such hearing the following letter of the Oradell Board of Education was offered:

*Chester Clayton, Esq., District Clerk,  
Board of Education,  
Park Ridge, N. J.*

"January 12, 1922.

DEAR SIR—At the last meeting of the Board of Education of Oradell, N. J., it was decided that we request the Board of Education of Park Ridge, N. J., to enter our high school students there commencing with the 1922 graduates of which there will be about twenty.

Very truly yours,

BOARD OF EDUCATION, BOROUGH OF ORADELL,

WILLIAM H. KING,

*District Clerk."*

The terms of the above letter when accepted as they were by the Park Ridge Board of Education were such as in the opinion of the Commissioner constituted a continuing contract between the two districts, and one upon which the Park Ridge Board would be justified in relying until notified of its abrogation by the Oradell Board.

The Oradell Board of Education has in accordance with Section 171, Article IX, of the School Law, the unquestioned legal right to designate the particular high school its pupils shall attend and the consequent right to change such designation; subject however to the obligation to compensate the Park Ridge school district, with which a continuing contract existed, for any loss resulting from a failure on the part of the Oradell Board to notify the former district of the abrogation of their agreement in time to prevent such a loss.

The Oradell Board of Education was therefore in the Commissioner's opinion within its legal rights under the statute in designating the Hackensack High School for the attendance of its pupils for the school year 1923-24; and is not legally bound further than to compensate the Park Ridge Board of Education, in view of the continuing agreement with the latter district, for any loss resulting from the failure to abrogate the agreement before the latter's budget was made up and expenditures made for the school year 1923-24.

Dated December 31, 1923.

BOARD OF EDUCATION OF THE BOROUGH OF PARK RIDGE,	} <i>Appellant,</i>
<i>vs.</i>	
BOARD OF EDUCATION OF THE BOROUGH OF NEW MILFORD,	
	} <i>Respondent.</i>

DECISION OF THE COMMISSIONER OF EDUCATION

The appellant in this case alleges to be illegal the action of the New Milford Borough Board of Education in withdrawing in September, 1923, from the Park Ridge High School pupils who had been entered in such high school in September, 1922, by the New Milford Board.

The respondent defends the appeal by contending that the agreement with the Park Ridge Board of Education in September, 1922, by which the New Milford pupils were entered in the high school of the former district was for the school year 1922-23 only and was not binding on either board for the school year 1923-24.

A hearing in this case was conducted on November 21, 1923, at the Court House in Hackensack, at which hearing the testimony of witnesses on both sides was heard.

The testimony revealed the fact that the New Milford Board of Education had prior to the opening of school in September, 1922, requested the Park Ridge Board of Education to accommodate certain of its pupils from the New Milford in the Park Ridge High School, which request was acceded to by the board of education of the latter district.

There was nothing in the testimony to indicate a contract binding on either board of education beyond the school year 1922-23.

Section 171, Article IX of the School Law, which requires the consent of a board of education for the attendance of its pupils at a particular school of higher grade outside the district, confers upon such board of education the implied right of designating the high school its pupils shall attend.

In the absence therefore of a continuing contract a board of education has in the Commissioner's opinion and in accordance with the above provision of law the right to change any year the designation of the high school to which its pupils shall be sent; and the district maintaining the high school, which such pupils have been attending the previous year, has no legal right in the absence of a continuing agreement as aforesaid to rely upon and consequently to prepare for the continued attendance of such pupils for the ensuing school year.

In view therefore of the absence of any contract binding beyond the school year 1922-23 between the Park Ridge and New Milford Boards of Education the latter board was in the Commissioner's opinion acting within its legal rights in withdrawing its pupils after the close of the school year 1922-23 and in designating another high school for such pupils for the ensuing school year, 1923-24.

The appeal is accordingly hereby dismissed.

Dated December 31, 1923.

## VI.

LEGALITY OF ABOLITION OF OFFICE OF SUPERVISING  
PRINCIPAL

MOUNT ARLINGTON BOARD OF EDUCATION, AND	}
ALBERT H. GORDON,	
	<i>Appellants,</i>
<i>vs.</i>	
JEFFERSON TOWNSHIP BOARD OF EDUCATION,	}
	<i>Respondent.</i>

## DECISION OF THE COMMISSIONER OF EDUCATION

This appeal is presented by the above named appellants for the purpose of contesting the legality of the action taken by the Jefferson Township Board of Education on December 4, 1923, in abolishing the office of supervising principal in that township to take effect at once.

The legality of the grounds for the abolition of the office of supervising principal in Jefferson Township with the relation of such action to both the Mount Arlington Board of Education and the incumbent of the office, Mr. Gordon, has already been determined in July, 1923, by the decision of the Commissioner of Education upon Mr. Gordon's appeal and by the decision of the State Board of Education of October 6, 1923, which affirmed the Commissioner's conclusions as to both the law and the facts.

It is true that upon the appeal of different parties, namely, George H. Hulmes, A. H. Blanchard and others it was decided by the Commissioner in November, 1923, that the attempted abolition of the office in question by the Jefferson Township Board of Education on April 30, 1923, had never officially taken place by reason of the illegality of the board meeting at which such abolition was attempted.

When however the office of supervising principal was actually and officially abolished on December 4, 1923, the legality of the grounds of such abolition cannot in the Commissioner's opinion thereafter be questioned, since an adjudication as to the legal basis of such action as it affects both of the appellants has already been made by both the Commissioner and the State Board of Education.

Moreover, the Mount Arlington Board of Education cannot now be heard to protest against the action of the Jefferson Township Board, since the former was in the Commissioner's opinion guilty of laches in failing to avail itself of the opportunity to protest at the time of Mr. Gordon's original appeal against the attempted abolition of the office of supervising principal in April, 1923.

The appeal is accordingly hereby dismissed.

January 2, 1924.



DECISION OF STATE BOARD OF EDUCATION

This is another appeal in a dispute which has already been disposed of on appeal to this Board. The Commissioner has dismissed it and we recommend that his decision be affirmed.

April 5, 1924.

VII.

TENURE AS CONSTITUTED BY RULES OF BOARD OF  
EDUCATION

NELLIE W. GAMNON,

*Appellant,*

*vs.*

ELIZABETH BOARD OF EDUCATION,

*Respondent.*

DECISION OF THE COMMISSIONER OF EDUCATION

This action is brought by the above-named appellant to protest against the action of the Elizabeth Board of Education in dispensing with appellant's services as a teacher in the schools of that district upon the completion of the school year in June, 1923.

Appellant contends that having been appointed a teacher in the Elizabeth schools on June 28, 1920, and having served as such teacher until June 30, 1923, she had completed a term of employment of three consecutive years in that district and had therefore gained on the latter date the protection afforded by the Teachers' Tenure Law and could not therefore be dismissed except in accordance with the provisions of such law.

It is further contended by appellant's counsel that consistent with a provision in the Tenure Law, above referred to, the rules of the Elizabeth Board of Education contained at the time of appellant's original employment in 1920 a provision by which a teacher's appointment became permanent if continued after a period of employment in that district of two years instead of upon completion of the statutory period of three years as fixed by the Tenure Law. Compliance with this rule, appellant's counsel claims, adds further strength to his client's contention that she was under tenure and that her services could not be dispensed with at the end of the school year in June, 1923, except in accordance with the provisions of the act.

A hearing in this case was conducted by the Assistant Commissioner of Education at the Court House in Elizabeth on October 25th, at which hearing the testimony of witnesses of both sides was heard.

The testimony showed that while an appointment was made by the Elizabeth Board of Education on June 28, 1920, by the terms of which appellant was to be employed as a teacher in the schools of that district, such appointment could not actually become effective or the employment under it actually begin until September, 1920. Appellant therefore at the time of her dismissal in June, 1923, had not completed the three calendar years of employment which are

fixed by statute as the time necessary to place a teacher under the protection of the act.

The Teachers' Tenure Law, Section 165, Article VIII of the School Law, however, allows a board of education to fix a shorter period of employment as the time necessary for a teacher to gain a permanent appointment. Following is the precise phraseology of the statute:

"The service of all teachers, principals, supervising principals of the public schools in any school district of this State shall be during good behavior and efficiency, after the expiration of a period of employment of three consecutive years in that district, unless a shorter period is fixed by the employing board;"

The rules of the Elizabeth Board of Education in effect at the time of appellant's original employment in 1920, after outlining the probationary periods of employment for its teachers, contained the following provision: "but no teacher not recommended for permanent appointment shall be retained for a longer time than two years from the date of temporary appointment." Such rule can be interpreted in no other way than that the appointment of a teacher has become permanent in Elizabeth if she is allowed to continue after two years of service.

The testimony in this case showed that no written contract was entered into between appellant and the Elizabeth Board of Education at the time of her employment by that body, and we must therefore conclude that the rules of the Elizabeth board, of which the above quotation is a part, constituted the entire contract between appellant and such board. The authority for this conclusion is to be found in Section 154, Article VIII, of the School Law, which reads as follows:

"The employment of any teacher by such board, and the rights and duties of such teacher with respect to such employment shall be dependent upon and shall be governed by the rules and regulations in force with reference thereto."

The law goes on to provide that only when no such rules and regulations of the board of education exist is a written contract between the parties necessary.

In view of all the facts in the case the Commissioner can reach but one conclusion, namely, that the Teachers' Tenure Law allows a board of education to fix a shorter period of service than the statutory three years, upon the completion of such shorter period a teacher's appointment becomes permanent; that the Elizabeth Board of Education has in accordance with such provision established permanency of office for any teacher retaining her position for a longer period than two years, and included such provision in the rules and regulations which constituted the only contract of employment between itself and Nellie W. Gammon, the appellant; and that appellant having served at the time of her dismissal in June, 1923, for more than two and one-half years in the Elizabeth schools was under tenure and serving a permanent appointment in accordance with the board's rules at the conclusion of the school year in June, 1923, when her dismissal took place.

Such dismissal was therefore in the opinion of the Commissioner of Education a violation of appellant's tenure rights and therefore illegal.

It is therefore hereby ordered that appellant be at once reinstated in her position as a teacher in the Elizabeth schools and that her salary be paid her from September, 1923, at the rate she was receiving at the time of her dismissal. December 19, 1923.

#### DECISION OF STATE BOARD OF EDUCATION

The Commissioner of Education seems quite right in finding that the appellant, Nellie W. Gammon, was not in respondent's employ a sufficient time to claim tenure of service. She was appointed June 28, 1920, to take effect September 1, 1920. Her salary and service began September 1. Any work of a preparatory nature begun before that date was at her own expense and not charged or paid for by the respondent. The salary began September 1, and first payment was made October 1. When she was dismissed in June, 1923, she had not completed the three years of service fixed by statute and was not under the tenure law.

After evidence in the case had been heard there was set up the claim that the respondent, by its own rules and regulations, had bound itself to accept the tenure of service at the expiration of two years rather than three, as prescribed by statute. The Commissioner upholds this view and quotes the statute permitting the Board to name a shorter term, *i. e.*, "unless a shorter period is fixed by the employing board." The rule of the Elizabeth School Board, relied upon to carry out the required clause of the statute, is "but no teacher not recommended for permanent appointment shall be retained for a longer time than two years from the date of temporary appointment." We think the Commissioner errs in assuming that "a permanent appointment," as distinguished from a "temporary appointment," means necessarily a tenure-of-service appointment. It does not necessarily follow that "unless a shorter period is fixed by the employing board" applies in this case. The Elizabeth Board evidently had in mind a distinction between two classes of teachers, one class on probation called "temporary" and another class that has passed beyond probation and was called "permanent"; but we do not think that this distinction in their rule can be called fixing a shorter (tenure of service) period for their teachers. Moreover, it has been pointed out by counsel, with some merit we think, that this rule of the Elizabeth Board applied only to teachers, not to principals. Before the ending of the two years Mrs. Cammon has become a principal.

The Commissioner should be reversed and the case dismissed.

June 7, 1924.

## VIII.

## DUTY OF CITY AUDITOR TO COUNTERSIGN WARRANTS PASSED BY BOARD OF EDUCATION

BAYONNE BOARD OF EDUCATION,

*Appellant,**vs.*

STEPHEN E. EVANS, AUDITOR OF THE SCHOOL DISTRICT OF BAYONNE,

*Respondent.*

## DECISION OF THE COMMISSIONER OF EDUCATION

This appeal is brought by the Bayonne Board of Education to protest against the action of the respondent in refusing on or about November 1, 1923, as auditor of the School District of Bayonne to countersign a warrant in the amount of \$17,500 comprising additional compensation for the school architect, Donald G. Anderson, in connection with his services incident to the erection of the Junior High School, and in so refusing to countersign such warrant after it had been presented to him by the board of education duly signed by the president and secretary of the board. Appellant alleges that subsequent to respondent's refusal to countersign the warrant as aforesaid his reasons therefor were duly considered by the board of education and the board on November 5, 1923, passed a resolution to the effect that the claim for which the warrant was given was correct and just, ordered that the same be paid, and returned the warrant to the respondent together with a copy of such resolution; upon which respondent again refused to countersign the warrant in question.

Respondent defends his action on three grounds: first, that the money for the erection of the Junior High School was appropriated for "construction, equipping, and grading grounds of Junior High School" and that it would be an unlawful diversion of these funds to pay any part of them to an architect whose services were all supposed to be included in an annual salary paid out of the Current Expense Funds of the board; second, that the architect's bill for \$17,500 as aforesaid was not regularly presented and passed upon at a board of education meeting; and third, that the warrant was not presented to the auditor in the manner prescribed by the School Law in that it was not accompanied by an itemized statement of the services for which it was drawn.

A hearing in this matter was conducted by the Assistant Commissioner of Education on Friday, February 1, 1924, at the Administration Offices of the Board of Education in Bayonne, at which hearing testimony of witnesses on both sides was heard. Briefs upon the legal questions involved have also been filed subsequent to the hearing by counsel for both appellant and respondent.

It appears that the Board of School Estimate in making the appropriation for the erection of a Junior High School, specifically eliminated the amount fixed by the board of education as architect's fees, but did not so restrict the

expenditure of the balance of the appropriation. It has been decided in such cases, notably that of *Townsend vs. State Board of Education*, 88 N. J. L. 97, that, although a specific item may have been eliminated by a Board of School Estimate, if the appropriation of the reduced total amount is not restricted as to such item, but the designated purpose of the reduced appropriation is broad enough to cover it, then such item may be paid out of such balance. The Commissioner, moreover, cannot agree with respondent's contention that because of the architect's annual contract with the board of education he could not legally be awarded out of the appropriation for the "construction, equipping, and grading of grounds of Junior High School" additional compensation for what were actually additional services and expenses in connection with the erection of such Junior High School.

The intention of the appropriation for construction, equipping and grading of the Junior High School will in the Commissioner's opinion be determined from the terms of such appropriation and these terms are in his opinion sufficiently broad to cover whatever construction expenses the board of education finds it necessary to make including an additional remuneration for the board architect for special services and for extraordinary expenses entirely incidental to such Junior High School construction. Such special remuneration would be in the nature of an additional agreement separate and apart from his annual contract as school architect.

As far as the presenting of the architect's bill and its being passed upon by the board of education is concerned, it appears that after the architect's statement of his fees and expenses in connection with the Junior High School was considered by the board of education as a committee of the whole, the amount of \$17,500 was duly ordered paid by the board of education at a regular board meeting. This, in the Commissioner's opinion, is a substantial compliance with the statutory requirements. While, moreover, no itemized statement accompanied the warrant when sent to the school auditor, the law was also, in the Commissioner's opinion, substantially complied with when the general purpose of the warrant was stated thereon. It would hardly seem to be the intention of the statute that a detailed itemizing be made of architect's expenses as would be necessary in case of purchase of goods, etc.

Moreover, the School Law, Section 78, Article VI, is mandatory upon the school auditor to countersign warrants returned to him by the board of education after his objections have been considered and over-ruled by such board of education. The statute gives him no alternative, and in the case at hand the return of the warrant to Mr. Evans, the school auditor, was duly made by the Bayonne Board of Education with a resolution overruling the objections previously made by him.

In view of all the facts above set forth, it is hereby ordered by the Commissioner of Education that the respondent, the school auditor as aforesaid, proceed at once to countersign the warrant for \$17,500 comprising additional compensation for the school architect, Mr. Donald G. Anderson, in connection with services and expenses incident to the erection of the Junior High School, and that he proceed to forward such warrant to the Custodian of School Moneys, in accordance with the provisions of the Statute.

The appeal is accordingly hereby sustained.  
March 17, 1924.

## DECISION OF STATE BOARD OF EDUCATION

We agree with the conclusions reached by the Commissioner and recommend that his decision be affirmed.  
October 4, 1924.

## IX.

## RECOUNT OF ANNUAL SCHOOL ELECTION BALLOTS

*Board of Education,  
Randolph Township,  
Dover, N. J.:*

GENTLEMEN—At the annual school election in the Township of Randolph, Morris County, New Jersey, on February 13, 1924, three members of the board of education were to be elected for a full term of three years. A recount of the ballots cast conducted by me at Morristown, on March 18th, upon petition of J. F. C. Bryant, revealed the following result:

## THREE YEAR TERM

Charles Coe	18 votes
John Pugsley	11 votes
J. F. C. Bryant	12 votes
Edith Johnson	12 votes
George W. Crane	6 votes
Floyd Bryant	7 votes
Frank Gillem	1 vote
Ernest Lawrence	1 vote

I, therefore, hereby declare Charles Coe, J. Fred C. Bryant and Edith Johnson to have been duly elected members of the Randolph Township Board of Education for a full term of three years.

C. J. STRAHAN,  
*Assistant Commissioner of Education.*

## X.

## RECOUNT OF ANNUAL SCHOOL ELECTION BALLOTS

March 19, 1924.

*Board of Education,  
Blairstown, New Jersey:*

GENTLEMEN—At the annual school election in the Township of Blairstown, Warren County, New Jersey, on February 13, 1924, three members of the board of education were to be elected for a full term of three years. A recount of the ballots cast conducted by me at Belvidere, on March 17th, on petition of William E. Allen, revealed the following result:

## THREE-YEAR TERM

Henry O. Carhart	43 votes
William Jones	46 votes
David J. Shotwell	68 votes
Mrs. George Bunnell	53 votes
Mrs. Oscar Everitt	54 votes
John Bouton	2 votes
J. M. Waddell	4 votes

I, therefore, hereby declare David J. Shotwell, Mrs. George Bunnell and Mrs. Oscar Everitt, to have been duly elected members of the Blairstown Township Board of Education, for a full term of three years.

C. J. STRAHAN,  
*Assistant Commissioner of Education.*

## XI.

## RECOUNT OF ANNUAL SCHOOL ELECTION BALLOTS

April 5, 1924.

*Board of Education,  
North Plainfield Township,  
Watchung, New Jersey:*

GENTLEMEN—At the annual school election in the Township of North Plainfield, Somerset County, New Jersey, on February 13, 1924, three members of the board of education were to be elected for a full term of three years. A recount of the ballots cast conducted by me at Somerville, on April 3rd, on petition of George Mobus, revealed the following result:

## THREE-YEAR TERM

Demler Douglas	76 votes
Thomas M. Fetherston	119 votes
Albert Ferrett, Jr.	54 votes
Guy Randall	84 votes
Lewis Snoden	96 votes
George Mobus	84 votes

I, therefore, hereby declare Thomas M. Fetherston and Lewis Snoden to have been duly elected members of the North Plainfield Township Board of Education for a full term of three years; and, as a result of the tie vote for George Mobus and Guy Randall, I hereby declare a failure to elect in the case of the third member, thus necessitating an appointment of such third member by the county superintendent.

C. J. STRAHAN,  
*Assistant Commissioner of Education.*

## XII.

## DUTY OF BOARD OF EDUCATION TO PROVIDE TRANSPORTATION FACILITIES FOR PUPIL

WALTER SIEDLETSKI,

*Appellant,**vs.*

HOPE TOWNSHIP BOARD OF EDUCATION,

*Respondent.*

## DECISION OF THE COMMISSIONER OF EDUCATION

A petition has been filed by the above-named appellant protesting against the alleged refusal of the Hope Township Board of Education to provide school transportation facilities for appellant's four children.

Appellant alleges in his petition of appeal that the ages of his four children are six, seven, nine and eleven years, respectively; that the distance from their residence to either the Hope Village or the Beaver Brook School is two and three-quarters miles and that the roads which must be traveled in either case are rough, hilly and unimproved.

A hearing in this case was held by the Assistant Commissioner on Friday, April 4, 1924, at the Court House in Belvidere at which hearing testimony of witnesses on both sides was heard.

From the testimony it appeared that appellant's children whose ages range from six to eleven years, must walk a distance of two and six-tenths miles by actual measurement over hilly and for the most part unimproved roads in order to reach either the Hope Village or Beaver Brook School.

Since the distance from the children's residence to the schoolhouse exceeds two miles, this factor is in itself according to the generally accepted standards in the case of elementary pupils sufficient to justify the demand for transportation facilities. When, moreover, to the factor of distance are added the youth of the children and for the greater part of the distance the poor condition of the roads, there exists in the Commissioner's opinion a situation which plainly justifies the appellant's claim.

It is therefore hereby ordered that the Hope Township Board of Education proceed at once to provide school transportation facilities for the children of Walter Siedletski, the appellant.

The appeal is accordingly hereby sustained.

April 8, 1924.

## XIII.

## RECOUNT OF ANNUAL SCHOOL ELECTION BALLOTS

March, 21, 1924.

*Board of Education,  
Waldwick, N. J.*

GENTLEMEN—At the annual school election in the Borough of Waldwick, Bergen County, New Jersey, on February 13, 1924, three members of the board of education were to be elected for a full term of three years. A recount of



the ballots cast conducted by me at Hackensack on March 20, upon petition of Edward R. Pfitzner, revealed the following result:

THREE-YEAR TERM

Frank Doty .....	156 votes
Carrie L. Hewson .....	172 votes
Joseph Hiner .....	159 votes
Harry C. Lockwood .....	163 votes
Leopold Pardo .....	161 votes
Charles Pfitzner .....	166 votes

I, therefore, hereby declare Carrie L. Hewson, Charles Pfitzner and Harry C. Lockwood to have been duly elected members of the Waldwick Borough Board of Education for a full term of three years.

C. J. STRAHAN,  
*Assistant Commissioner of Education.*

DECISION OF STATE BOARD OF EDUCATION

This is an appeal from a recount of ballots cast at a school election in Waldwick, Bergen County, which was conducted by the First Assistant Commissioner together with the County Superintendent of Schools and a third qualified person. It was properly conducted and we find no reason for changing the result at which they arrived.

It is therefore recommended that the appeal be dismissed.  
November 1, 1924.

XIV.

CONDUCT OF ANNUAL SCHOOL ELECTION

HOLLIS M. BARNES,

*Appellant,*

*vs.*

BOARD OF EDUCATION OF THE BOROUGH  
OF WALDWICK,

*Respondent.*

DECISION OF THE COMMISSIONER OF EDUCATION

The petition filed by the above-named appellant alleges misconduct of the annual school election on February 13, 1924, in the Borough of Waldwick and a number of irregularities in connection therewith, and contends that because of such alleged misconduct and irregularities the election should in all respects be declared null and void.

A hearing in this case was conducted on Tuesday, May 20th, by the Assistant Commissioner at the Court House in Hackensack, at which hearing the testimony of witnesses on both sides was heard. Briefs, moreover, have subsequently been filed by counsel on both sides concerning the legal points involved.

Appellant contends that the doors of the school building in which the election was held were not opened until eight o'clock, the hour for which the

election was called and that many voters were consequently compelled to wait out of doors in zero weather. Appellant further contends that because of the arrangements made by the board of education for conducting the voting the people were compelled to stand in line outside the school building and that accordingly many persons were compelled to leave without casting their ballots. It is further contended that the election was not properly advertised; and that the term for which board of education members were to be elected was described on the ballots as "full term" instead of "for three years." It is appellant's final contention that there was ample opportunity for a change in the records of the election before being filed with the County Superintendent by the secretary, and that accordingly upon a recount of the ballots granted and conducted by the Assistant Commissioner there was an actual shortage in the number of ballots as compared with those originally counted by the election officials.

From the testimony it appears that the building was opened to the public a few minutes before eight o'clock. The election in question was called for eight o'clock and, although it would probably have been advisable to open the building earlier, there could not, in the Commissioner's opinion, be said to be any illegality involved in its not being opened until the hour stated in the notices. The testimony further shows that the election was conducted in the largest open space in the school building, namely, in that part of the building formerly the assembly room and that election booths and all the necessary equipment were furnished. An unusually large number of voters appeared, however, which resulted necessarily in a crowded and congested condition in the building. If, therefore, as the testimony showed, a number of persons grew tired of awaiting their turn to vote and departed before doing so, this in the Commissioner's opinion was a voluntary action and the responsibility for it cannot be placed upon the board of education.

As to the allegation that the election was not properly advertised the testimony showed that in addition to the required posted notices there was also published in accordance with the requirements of the 1922 statute a newspaper notice of the election in the Bergen Evening Record, a paper shown by the testimony to have some circulation in the municipality. Although it would perhaps have been more expedient for the board of education to have advertised the election in a newspaper having a wider circulation, there was nevertheless in the Commissioner's opinion a technical compliance with the statute in publishing the advertisement in a paper which was shown to circulate to some extent in the municipality.

There is no ground for appellant's contention that the term for which board of education members were to be elected could not be described on the ballot as "full term," but that the term must be designated as one for "three years." The law itself designates what a regular or full term should consist of, namely, three years, and since the terms are synonymous, either may be used on the ballot. Moreover, the prescribed form of ballot as set forth in Chapter 211, P. L. 1922, contains the expression "full term" rather than "a term of three years."

Finally, no evidence whatever was produced in this case to show that there was any change in the number of ballots or in any part of the election record before coming before the Assistant Commissioner upon a recount. Nor was

any evidence presented to show any fraud or tampering with the ballots subsequent to the election. The opposite decision of the Assistant Commissioner upon the recount as to several disputed ballots, which resulted in the election of a different board member from one declared to be elected by the election officials, is not a part of this controversy, but is before the State Board of Education at the present time on an appeal taken from the recount.

In view therefore of the failure on the part of the appellant to show any substantial irregularities in the conduct of the annual school election on February 13, 1924, in the Borough of Waldwick, the validity of the election in its entirety is hereby sustained.

July 7, 1924.

#### DECISION OF STATE BOARD OF EDUCATION

This is an appeal from the Commissioner's decision sustaining the validity of a school election held in the Borough of Waldwick, County of Bergen, on February 13, 1924. The same election was involved in appeal of Pardo against the Waldwick Board of Education, which has just been decided. We agree with the conclusions of the Assistant Commissioner and recommend that his decision be affirmed.

November 1, 1924.

#### XV.

#### CONDUCT OF ANNUAL SCHOOL ELECTION

JOHN T. ALBERTSON,

*Appellant,*

*vs.*

BOARD OF EDUCATION OF THE BOROUGH  
OF GLASSBORO,

*Respondent.*

#### DECISION OF THE COMMISSIONER OF EDUCATION

The petition filed by the above-named appellant contests the validity of the annual school election held in the Borough of Glassboro on February 13, 1924, at which three members of the board of education were elected and the appropriations voted for the coming year. Appellant demands that the election be set aside upon several grounds: first, that the clerk of the board of education failed to produce at the election the poll books of the municipality and that upwards of fifty persons were allowed to vote whose names did not appear on such poll books as having voted at the last preceding general election; second, that sixteen or more ballots were deposited in the ballot box without the numbered coupon being torn off as directed by the statute; third, that one of the successful candidates for membership on the board of education participated in the counting and canvassing of the votes; fourth, that at least eight persons voted who were residents of other municipalities; and fifth, that persons were deprived of the right to vote at such election by reason of inadequate accommodations being provided by the board of education.

A hearing in this case was conducted on Tuesday, April 1st, by the Assistant Commissioner at the Court House in Woodbury, at which testimony of witnesses on both sides was heard.

The testimony showed that the election was held in the high school building and was called to order by the district clerk at seven-thirty P. M., in accordance with the notice. Just before seven-thirty o'clock the clerk gave notice in the lower hall where two hundred or more had congregated that the organization for the election would take place in the assembly room on the second floor. At the time the clerk called the meeting to order there were about fifteen people in the auditorium. The regular officers were elected. One of the persons so elected was at the time in the lower hall, but upon being so informed took his place with the others before the polls were declared open. The judge of the elections appointed two men other than the elected officials to give out ballots and to register names of the voters receiving ballots. These men were placed at the foot of the stairway leading to the upper hall. The plan of conducting the election was to have the voters pass up the flight of stairs in the front of the building after having received their ballots as above indicated and then upon arrival on the second floor enter the classrooms where pencils were provided to mark their ballots, thence into the auditorium to the ballot box located at the edge of the platform and after voting to either take a seat in the auditorium or pass down a stairway on the other side of the auditorium to the street.

There was evidence to the effect that voters had crowded in the lower hall and one or two persons testified that a few people left the building without voting because of the crowd. The testimony, however, shows a good plan of procedure in the arrangement made by the board and the crowding appeared inevitable because of the large number voting, namely, six hundred and sixty-seven in less than two hours.

During the conduct of the election one of the tellers left the room for a period of fifteen or twenty minutes and each of the other officers left before the polls closed to get his ballot in the lower hall and during the time each was absent his duties were under the charge of one of the other elected officers with the exception that during the conduct of the election the secretary, who registered the names of the voters when the ballots were cast, complained of his hand being tired so that he needed assistance. One of the tellers whom he asked did not wish to attempt the rapid writing and he then asked for a volunteer from among those who had voted. Mr. Downer, one of the candidates for membership on the board, volunteered and registered the names beginning with 296 and continuing until 522 had voted when the regular secretary resumed. During part of the time the secretary supervised the writing of the names and part of the time he was out of the room. There was no evidence that Mr. Downer did not register the names honestly and accurately.

At the beginning of the election the entire ballot was deposited in the box without the coupon being torn off at the perforated line. After fifteen or possibly several more than that number had voted one of the voters called the attention of the officials to the fact that failure to remove the numbered coupons would make impossible a private ballot, whereupon the officials tore the numbers from the ballots already deposited and continued to observe this requirement with the remainder of the ballots throughout the election.

During the counting of the ballots the judge thought one ballot defective and started to lay it aside as such ballot had one cross in the square opposite the name and the other crosses outside the squares. Upon the suggestion of

someone other than the officials that the ballot should be counted for the name properly marked and not for the others, the officials then reconsidered and counted the ballot as suggested. The evidence showed no other question raised during the count and the accuracy of such count is not questioned in the appeal.

The appellant presented ten witnesses living in a colored settlement just outside the school district who had illegally voted. They testified that they had been informed that since their children attended school in Glassboro this gave them the right to vote there at school elections.

The citizens appointed by the judge to register voters at the stairway registered 667 voters, while the registry list at the ballot box showed the same number, and the count of the ballots when they were strung showed 662 ballots counted and 5 rejected, making the same total of 667.

It was stipulated and agreed upon by counsel for both sides that 100 or more citizens voted at the annual school election in Glassboro who were not listed as having voted at the last preceding general election. The board of education however in not obtaining the municipal poll books and in consequently allowing persons to vote who were not shown to have voted at the last preceding general election was merely acting on the instructions sent by this department to all school districts for the conduct of the annual election. The department moreover in giving such instructions and in determining, as it now does, that the law cannot be so interpreted as to prescribe for voters at the annual school election a qualification not prescribed in the Constitution for elections for public officers is supported by the interpretation of the Attorney General, whose opinion upon these questions is binding upon this department according to his statutory prerogatives until otherwise decided by the Supreme Court. The Attorney General in so construing the annual election law states that

"The Constitution requires that all citizens of the United States having the qualifications therein set forth shall be entitled to vote for officers to be elected. It is clear that the Legislature in enacting the proviso not only intended that those who shall have become of age subsequent to the last preceding general election and otherwise qualified should be entitled to vote, but all legal voters should also be entitled to do so."

Acting upon the Attorney General's interpretation it is the opinion of the Commissioner of Education that the action of the officials at the Glassboro annual school election in counting approximately one hundred ballots of persons not shown to have voted at the last preceding general election was entirely legal.

In view of the fact that the fifteen or more ballots to which the numbered coupons remained attached when placed in the ballot box were removed by the election officials and the numbered coupons torn off before the ballots were finally deposited in the ballot box, there remain to be considered only the ten illegal votes cast by persons residing outside the district. The total number of these votes is not sufficient to overcome the majority attained by the three successful candidates.

In the Commissioner's opinion there need not be considered as affecting the majorities of the successful candidates the persons who voluntarily left the polling place before voting.

The action of Mr. Downer, one of the successful candidates for board membership, in assisting in registering the names of the voters when casting their ballots can hardly in the Commissioner's opinion be said to constitute him an election official; but in any event this is a matter bearing upon Mr. Downer's title to the office and not upon the validity of the election in question.

Even had the appellant been successful in having the election set aside in whole or in part, his petition for a new election could not be granted since the law provides that the County Superintendent shall appoint the board of education members in cases where there has been a failure to elect such members.

In view of the fact that the illegalities however proved in connection with the Glassboro annual school election were insufficient in kind and number to change the result of such election in whole or in part, the validity thereof is hereby sustained.

April 11, 1924.

#### DECISION OF STATE BOARD OF EDUCATION

This is an appeal from a decision of the Commissioner sustaining the validity of an election for members of the Board of Education in Glassboro over the petition of protest of the appellant, who was a defeated candidate. It brings into question Section 12 of Chapter 211 of the Laws of 1922, which prescribed the manner in which elections for members of Boards of Education shall be held.

That section is as follows:

"The said clerk of the board of education shall at least seven days before the holding of such election obtain from the person having in charge the poll books for the municipality or municipalities, or election districts, comprised within said school district, and no person shall be permitted to vote at such school election unless his or her name appears on said books as having voted at the preceding general election; provided, however, that any person who shall have become of age since the preceding general election, and shall be otherwise possessed of all the qualifications which would entitle such person to vote in any general election, shall, upon application to the clerk of the board of education at least two days prior to the holding of such school election be entitled to vote in said school election.

Should any person so mentioned in this proviso make application, as aforesaid, it shall be the duty of the clerk of the board of education to compile separately a registry of such applicants and the list so compiled, as aforesaid, shall have the same force and effect for the purposes of this act as the poll books, and a person's name so appearing thereon shall be entitled to vote at such school election as if his or her name had appeared on the poll books of the preceding general election."

At the election for members of the Board of Education held at Glassboro on February 13, 1924, the appellant was defeated by about forty votes. It is admitted that one hundred or more persons voted at the election who were not listed on the poll book as having voted at the preceding general

election, and that the Clerk of the Board of Education did not obtain or use the poll books of the Borough of Glassboro, and it does not appear that any registry list of new voters was provided. The board in its answer "denies that it was necessary for the said Clerk so to do because of the fact that the provisions of the statute requiring the same have been declared to be illegal by the Commissioner of Education upon the opinion of the Attorney General of the State of New Jersey." This allegation is based on the following circumstances.

On October 17, 1922, in response to a request from the Commissioner that he be advised as to the proper construction of certain portions of the statute in question, the Attorney General rendered an opinion which contained with reference to Section 12 the following among other things:

"The Constitution requires that all citizens of the United States having the qualifications therein set forth shall be entitled to vote for officers to be elected.

It is clear that the Legislature in enacting the proviso not only intended that those who shall have become of age subsequent to the last preceding general election and otherwise qualified should be entitled to vote, but all legal voters should also be entitled to do so.

I think, therefore, that the word 'and' after the words 'general election' should be read as 'or', so that the proviso shall read: 'provided, however, that any person, who shall have become of age since the preceding general election *or* (and) shall be otherwise possessed of all the qualifications which would entitle such person to vote,' \* \* \*. Such construction of the statute would render it constitutional; otherwise, I think it would not be so."

After receiving this opinion the First Assistant Commissioner issued a printed bulletin to Boards of Education and District Clerks, instructing them how to proceed to carry out the provisions of this new election law and therein stated that the Attorney General had decided that the requirement of Section 12 (which is above quoted), if literally interpreted will be unconstitutional and that accordingly all citizens who had resided in the State one year and in the county five months before election and were twenty-one years of age and claimed residence in the municipality holding the election, were entitled to vote without regard to whether they had registered or voted at the last preceding election.

On the facts above stated, the Commissioner has held that the opinion of the Attorney General is binding upon him and that under that opinion the counting of the one hundred ballots of persons not on the poll book at the election in question was proper.

The holding of the Commissioner that he must follow the opinion of the Attorney General requires some consideration of the nature of the jurisdiction and functions of the Commissioner and this Board in this matter. The powers of the Department of Education are both administrative and judicial. When the Commissioner sent out the bulletin above referred to, he was performing one of his administrative functions, but when this case was presented to him for his determination, he was empowered and required to act solely in a judicial capacity. Section 10 of the School Law provides that the Commissioner of Education shall decide, subject to appeal to this

Board, "all controversies and disputes that shall arise under the school laws," and that his decision shall be binding until upon appeal a decision thereon is made by this Board. Respecting this provision, it was said by the Supreme Court in *Thompson v. Board of Education of New Jersey*, 57 N. J. Law, 628, that "the Legislature for the government of a particular branch of the public service has given authority to a special tribunal to hear and decide all controversies arising thereunder" and that the judgments given under this section have "all the properties of a judgment pronounced in a legally created court of limited jurisdiction acting within the bounds of its authority."

This controversy over the election of school trustees is within the provisions of the statute. *Buren v. Albertson*, 25 Vroom 72. No official, person or body of persons is empowered to pass on it except the Commissioner, and on appeal, this Board. Therefore, in deciding this controversy, no ruling of any other official or board could be binding upon the Commissioner or is now binding upon us. The opinion of the Attorney General was and is, of course, entitled to great respect as an opinion, but it was not a ruling or other act which the Commissioner or this Board must follow in deciding this case.

It is therefore necessary to determine the validity of the election challenged by the Appellant. In that respect the specific question presented is whether the Board should have followed the statute which it now alleges is "illegal," i. e. unconstitutional. Neither the Attorney General nor the Commissioner nor this Board is empowered to declare any act passed by the Legislature to be contrary to the Constitution, and we do not understand that the Attorney General attempted to do so. The act of 1922 is the law of the State and is in full force and effect. It is clear that no attempt was made to observe it either by obtaining the poll list or requiring that voters be registered and therefore the election was illegal. The statute must be complied with unless and until it is declared unconstitutional by a competent tribunal.

For these reasons, we recommend that the Commissioner's decision be reversed and that the Glassboro election of February 13, 1924, be declared invalid and void.

November 1, 1924.

## XVI.

### CONDUCT OF ANNUAL SCHOOL ELECTION AND CONSEQUENT VALIDITY OF BONDING AUTHORIZATION

J. ALLSTON DENNIS,

*Appellant.*

*vs.*

BOARD OF EDUCATION OF THE TOWN OF WESTFIELD,

*Respondent.*

### DECISION OF THE COMMISSIONER OF EDUCATION

This action is brought by the above-named appellant to contest the validity of the annual school election held on February 13, 1924, in the Town of West-



field, at which election the board of education was authorized to purchase or condemn a tract of land for school purposes and to issue bonds therefor at a total cost, including the Clark Street improvement assessment, not to exceed the sum of \$28,000.

Appellant bases his protest upon five grounds: First, that at such annual election on February 13, 1924, and prior to the opening of the polls appellant was denied by the chairman the right to speak upon the propositions to be submitted to the voters on the ballot; second, that the polls were not officially opened by the president or district clerk as required by law, but by the chairman of the meeting; third, that the ballots were not distributed at the entrance to the building or room but after the polls were opened and after the voters had registered; fourth, that the voters were misled in voting for the proposition to purchase the land described on the ballot by misrepresentations in a circular sent out by the board of education as to the purpose and effect of such purchase, and fifth, that the payment of an improvement assessment is a matter for separate appropriation and cannot be considered a legitimate part of the purchase price of land so as to be included in a lump sum expenditure authorized by the voters for the purchase of the property in question; and that moreover the authorization of purchase including the paying of the assessment as passed by the voters will not support an assessment already paid.

A hearing in this case was conducted by the Assistant Commissioner on Thursday, March 27th, 1924, at the Court House in Elizabeth, at which hearing testimony of witnesses on both sides was heard. Since that date moreover briefs upon the legal points involved have been filed by counsel on both sides.

It appeared from the testimony that appellant's request that he be allowed to speak concerning the propositions on the ballot was rejected by the chairman of the meeting. The Commissioner cannot agree however with the appellant's contention that discussion or speaking upon the propositions to be submitted have any legitimate part in a school election. Section 14, Chapter 211, P. L. 1922, provides as follows:

"The board of education before they receive any vote shall make public proclamation by the president or the clerk of the opening of the election, and of their readiness to receive the vote of the voters. A judge of elections and two tellers shall be elected by those present and thereupon the election shall be opened and the balloting shall continue without recess in accordance with the instructions printed upon the ballots used at said election and in accordance with the provisions of this act until the hour of closing shall have arrived."

Nowhere in the above quoted law is there any provision for discussion or speaking or in fact any procedure other than that of the organization of the meeting and the casting of ballots. In the case of William B. Krug and Benjamin F. Ellison *vs.* Board of Education of the Township of Woodbridge (pages 374-5, 1918 Compilation of the School Law), it was held by the Commissioner of Education that "A school district meeting is an election and not a meeting in the ordinary meaning of that word." The opinion of the State Board of Education in the same case went on to state that "Where the Legislature has undertaken to specify the procedure to be followed at such a meeting we cannot assume that something which it has not specified is essential to its validity."

Although the testimony shows that the polls were not opened by the president or district clerk in strict conformance with the statute, there was nevertheless in the Commissioner's opinion a substantial compliance with the law in the opening of the polls by the chairman. It appeared moreover that no ballots were actually cast until the chairman had indicated shortly after eight o'clock that the polls were open.

The ballots, it appears, were distributed not at the entrance to the building or room, but after the voters had registered and before they approached the booths. There was nothing however in the testimony to indicate that the voters did not have ample opportunity to consider their ballots after their distribution; and in any event the statutory requirement that ballots be distributed at the entrance to the building or room applies to bonding elections and not to the annual school election as in the case at hand. Although, it is true, a proposition for the purchase of land and issue of bonds was submitted at the election in question, it was nevertheless the annual school election and therefore governed by the law regulating annual elections, which law contains no requirement as to the distribution of ballots at the entrance to the building or room.

There is nothing in the testimony to show that in a circular sent out by the Westfield Board of Education in advance of the election there were any wilful misrepresentations of facts in regard to the proposition for the purchase of land and the issue of bonds therefor. Nor was there any testimony whatever to the effect that any persons were induced by any of the alleged misrepresentations to vote for the propositions in question.

There remains then to be considered only the legality of the authorization for the purchase of land for school purposes including the improvement assessment upon the Clark Street frontage together with the authorized bond issue in the amount of \$28,000.

It is true, as stated in *Cochran vs. Garrabrant* (3 Vroom 444), that the district voters cannot authorize an expenditure for several and distinct purposes without appropriating a specific amount for each of the several purposes. In the case before us however there was but one purpose for which the expenditure of \$28,000 was authorized on February 13, 1924, and that was the purchase of the property in question; and in the Commissioner's opinion there is included as an integral part of such purchase whatever expenditure is necessary in order to obtain title to the property, such as the payment of a prior existing lien in the form of an improvement assessment. In view of there being but one purpose therefore there was no need of apportioning the \$28,000 authorized for purchase into specific amounts.

Whether under a supposed authority which proved to be void the money for the improvement assessment or the actual purchase price of the land in question has already been paid by the board of education in 1923 is in the Commissioner's opinion immaterial, since such expenditure, together with a provision for bond issue, has now been duly authorized by the legal voters on February 13, 1924, and will therefore theoretically be deemed to follow such official authorization of February 13, 1924.

In view of the failure on the part of appellant or his witnesses to establish any vital illegalities or irregularities in connection with the Westfield annual

school election or any of the propositions submitted thereat, the validity of such election in its entirety is hereby sustained.

April 25, 1924.

#### DECISION OF THE STATE BOARD OF EDUCATION

On February 13, 1924, an election was held in the town of Westfield, pursuant to the call of the board of education, for two purposes; first, the election of members of the board of education, and, second, to vote upon a proposition to purchase or condemn lands on which to erect a schoolhouse and issue bonds in payment therefor. The proposition was carried by a considerable majority. The appellant thereupon filed a petition with the Commissioner of Education, alleging that the election was not conducted according to law and that in other respects the action of the board was illegal and praying that the election be declared to be null and void. The Commissioner, after hearing testimony, filed his decision sustaining the validity of the election and denying the petition.

Several objections are raised by the appellant to the conduct of the election and the acts of the board of education with respect thereto, but the conclusion we have reached makes it unnecessary for us to refer to all of them.

Section 14 of chapter 211 of the Laws of 1922, which makes provision for the election of members of boards of education, provides that

"The board of education, before they receive any vote, shall make public proclamation by the president or clerk of the opening of the election and of their readiness to receive the vote of the voters."

It is admitted that at the election in question the proclamation of its opening was not made by the president or clerk of the board of education, but by the judge of elections, who was elected at that meeting; therefore, it appears that in this particular the statute in question was not complied with. It may be said that the statute which provides for elections to vote on such propositions as that to purchase lands and issue bonds does not require such a proclamation, but it would seem that inasmuch as the proposition to purchase land, etc., was printed on the same ballot with the names of the candidates, it was necessary, to make the election valid and binding, to comply with the act of 1922. But even if it be assumed that this act does not apply to the election with respect to the proposition printed on the ballots, it seems to us that it is impossible to escape the conclusion that the election was improperly conducted for another reason, which is as follows:

Chapter 98 of the Laws of 1921 refers solely to elections on propositions to purchase lands, issue bonds, etc., which in the Commissioner's opinion are termed "bonding elections." Among other things this statute provides:

"At the entrance to the building or room in which the voting is to be done ballots shall be distributed as the voters *enter* the room, and sufficient accommodations shall be provided by the board of education for the voters to mark their ballots without undue publicity, or may furnish booths or curtained-off places, properly lighted, for the convenience of the voters, to the end that the ballot voted by each voter shall not be disclosed."

It is stipulated that at the election in question the ballots were not distributed to the voters at the entrance to the building or the room in which the voting was done, but were handed to the voters by the tellers well within the interior

of that room as they passed to the voting places. It seems to us clear that this was not even a substantial compliance with the statute. The provisions above quoted are clearly and distinctly to the effect that the ballots are to be distributed to the voters at the entrance of the building or the room in which the election is held or as they enter that room. The intent and meaning of the words of the statute are clear.

That being so, we cannot take into consideration any inconvenience to the voters at the time of the election, or the principal reasons or objects which the Legislature may have had in mind in passing the act, or its wisdom or lack of wisdom, or any injustice or absurdity in its results.

We do not overlook the fact that the Commissioner has held that the act of 1921 applies only to a "bonding election" and that the first purpose of the election in question was to elect members of the Board of Education. It seems to us, however, that all "bonding elections" must be held in compliance with the statutes governing such elections, whether or not members of the board of education are voted for at the same time. It is unfortunate that the will of a considerable majority of the voters at the election in question should be set aside, but we cannot do otherwise than apply the law as we find it in the statutes of the State.

It is, therefore, recommended that the Commissioner's decision be reversed.

October 4, 1924.

## XVII.

### EXPULSION OF SCHOOL PUPIL

RACHEL ARCHER,

vs.

GLASSBORO BOARD OF EDUCATION,

*Appellant,*

*Respondent.*

### DECISION OF THE COMMISSIONER OF EDUCATION

Petition has been filed by the above-named appellant to protest against the action of the Glassboro Board of Education on March 5, 1924, in permanently suspending appellant's daughter, Mary Archer, from high school upon her conviction at a hearing before said board of the offense of stealing a nickel while in the school building.

Counsel for both appellant and respondent have submitted the case for decision by the Commissioner of Education upon the stenographic record of the testimony taken on February 28, 1924, before the local board of education, from which testimony the board's conclusion of guilt was drawn and upon which its action of permanent suspension was based.

In the Commissioner's opinion the testimony above referred to plainly proves appellant's daughter, the said Mary Archer, to have been guilty of the offence with which she was charged. The punishment inflicted upon her, however, of permanent suspension from school was, in the Commissioner's opinion, more drastic than the circumstances warranted. In order to justify the exclusion of a child from the educational privileges to which she is entitled under the statute, her absolute unfitness to remain in school should first be conclusively

demonstrated. In the Commissioner's opinion there has been no such conclusive demonstration of unfitness by means of the offence of which Mary Archer was convicted. Moreover, removing a child from the school influences, which tend to stimulate and encourage good citizenship, is not conducive to promotion of either the child's welfare or through her that of the State. It was entirely proper that punishment be inflicted in such a case, but the child's suspension for three weeks before the hearing by the principal and for the two months since such hearing under order of the board was, in the Commissioner's opinion, more than adequate for the offence of which she was convicted.

It is therefore hereby ordered that the suspension of Mary Archer from attendance at the Glassboro High School be terminated and that she at once be reinstated by the Glassboro Board of Education as a pupil in such school.

May 8, 1924.

### XVIII.

#### LEGALITY OF CONDUCT OF ANNUAL SCHOOL ELECTION

MELVIN D. GREER,

*Appellant,*

*vs.*

BOARD OF EDUCATION OF THE BOROUGH OF CALDWELL,

*Respondent.*

#### DECISION OF THE COMMISSIONER OF EDUCATION

The petition filed by the above-named appellant seeks to set aside the annual school election held on February 13, 1924, in the Borough of Caldwell on several grounds: First, that sample ballots with the name of the district clerk appearing thereon and containing specific directions as to voting in the affirmative for particular candidates were distributed among the voters prior to the election; second, that voters who were unable to mark their ballots at the election were assisted in doing so by other than election officials; and third, that the poll books of the municipality were not produced at the election with the result that contrary to law persons were allowed to vote at the school election whose names did not appear on the municipal poll list as having voted at the last preceding general election.

A hearing in this case was conducted by the Assistant Commissioner on Friday, May 23, 1924, at the Court House in Newark, at which hearing testimony of witnesses on both sides was heard. Opportunity to file briefs on the questions of law involved was also given by the Assistant Commissioner to counsel on both sides.

That a sample ballot with the name of the district clerk appearing thereon and containing a specific designation of a choice of candidates to be made was circulated among the voters prior to the election was definitely shown at the hearing. In order, however, for such sample ballots to invalidate the election it must be proved that they were distributed upon the express authorization of the board of education or by the board's agent, the district clerk, in pursuance of a general statutory authority to act for the board in such matters. In the case under consideration there was no evidence whatever

of any authorization by the Caldwell Board of Education for the distribution of the sample ballots and the district clerk has no statutory authority as the board's agent in such matters under which he could be deemed to be acting. By reason of the limited power of agents of municipal corporations to bind their principals the public have no right to assume the acts of such agents to be those of a municipal corporation such as a board of education in the absence of express or statutory authority.

The appellant therefore was unable to place the responsibility for the distribution of the sample ballots upon the board of education, which is the only way by which such distribution could invalidate the election.

There is, in the Commissioner's opinion, no violation of law involved in the assistance by other than election officials of those persons unable to mark their ballots. Nowhere in the law controlling and regulating school elections is there any requirement that only election officials may assist those who are unable to mark their ballots without aid.

As to appellant's final contention that the municipal poll books were not produced at the Caldwell school election and that accordingly persons voted at such election whose names did not appear on such poll books, it is the Commissioner's opinion that it would have been a physical impossibility for the board of education to have produced the municipal poll books at the election since the boundaries of the three voting districts did not coincide with those of the general election districts. The poll books could not therefore have been produced by the board of education at the three polling places at the school election with any possibility of determining the eligibility of the voters of each district. Moreover, appellant produced at the hearing neither number nor names of persons alleged to have voted whose names were not on the municipal poll books as having voted at the last general election; and the number of such persons is essential since it must be proved to have been great enough to have changed the result of the election. Even could the number of such persons have been produced, it is, in the Commissioner's opinion, almost beyond possibility that such number would have been large enough to change the result of the election since the plurality in the case of the lowest successful candidate over the highest of the defeated candidates for board membership was 545, while the plurality in the case of the remaining two successful candidates was 578 and 596 respectively.

In view, therefore, of the appellant's inability to support the allegations of his petition of appeal, the validity of the annual school election in the Borough of Caldwell in its entirety is hereby sustained.

June 23, 1924.

## XIX.

ESTABLISHMENT OF OFFICE OF PRINCIPAL WITH  
SUPERVISORY POWERS

EDNA CRATER,

*Appellant,**vs.*JEFFERSON TOWNSHIP BOARD OF EDU-  
TION,*Respondent.*

## DECISION OF THE COMMISSIONER OF EDUCATION

The above-named appellant protests against the action of the Jefferson Township Board of Education on April 15, 1924, in adopting a resolution which provided for the reinstatement of Albert H. Gordon as Supervising Principal of the schools of that district and which also provided for uniting with the Mount Arlington Board of Education in the employment of Mr. Gordon and in the payment of his salary. Appellant further protests against the latter action of the Jefferson Township Board of Education of June 3, 1924, by which the April 15th resolutions above referred to were amended by changing the word "reinstated" to "employed" and by omitting the earlier provision, by which the employment of a supervising principal could only be terminated by joint action of the two districts.

Appellant contends that since the office of supervising principal was abolished by the Jefferson Township Board of Education on December 4, 1923, the services of a helping teacher have proved entirely adequate and those of a supervising principal accordingly not needed; and further contends that whether in the recent employment of Mr. Gordon the word "reinstated" or "employed" was used is immaterial since the office of supervising principal had been abolished and it is therefore legally impossible to appoint a person to an office which does not exist.

Since there was no issue of fact involved in the controversy under consideration, it was agreed by counsel for both sides to submit the case on briefs which has accordingly been done.

In the opinion of the Commissioner the re-establishment of an office previously abolished is as much a matter of policy and of good faith discretion on the part of the appointing power as is the abolishment of such an office. As a matter of fact, however, the office recently established by the Jefferson Township Board of Education on June 3, 1924, is not the supervising principalship formerly abolished in December, 1923, and which in order to be reestablished must be approved by the Commissioner and the State Board of Education, but on the contrary is merely that of a principal with supervisory powers. The latter appointment is one which any board of education may make without the necessity of any approval by a higher body and is an office which entitles the district to less apportionment than that of an approved supervising principal.

The Commissioner, moreover, can see no application to the case under consideration in the statement contained in appellant's brief to the effect that "before a corporation can employ an officer in a given office or position, the authority to create that office must have been derived from the by-laws of the company's charter." The right of a board of education to create the office of principal with supervisory powers or supervising principal, as he is frequently referred to, is recognized by the statutes governing school districts, and a definite apportionment is fixed by statute for such an office.

Neither can the Commissioner agree with appellant's contention that the appointment as made by the Jefferson Township Board of Education on June 3, 1924, was for an office which did not exist. The creation of the office may in the Commissioner's opinion be said to be implied in the appointment of Mr. Gordon by the resolution on June 3 and to automatically come into existence with such appointment.

In view of the fact that the Commissioner can see no merit in any of the appellant's contentions, the action of the Jefferson Township Board of Education as expressed in its resolutions of April 15 and amended on June 3, 1924, is hereby sustained and the appeal accordingly dismissed.

July 25, 1924.

## XX.

### LEGALITY OF REDUCTION OF JANITOR'S SALARY

DAVID P. HOLMES,

*vs.*

ELIZABETH BOARD OF EDUCATION,

*Respondent.*

*Appellant,*

#### DECISION OF THE COMMISSIONER OF EDUCATION

This appeal is brought by David P. Holmes, a public school janitor in the employ of the Elizabeth Board of Education, to protest against the action of the board on or about April 17, 1922, in decreasing appellant's salary from \$146.66 to \$139.00 per month as a result of his transfer as janitor from School No. 5 to School No. 16 in the City of Elizabeth.

The respondent defends the appeal on the grounds that appellant accepted the decreased compensation upon the transfer as aforesaid and that such compensation was the amount already fixed by the board for such position prior to the acceptance by the appellant.

A hearing in this matter was conducted by the Assistant Commissioner on Tuesday, July 8, 1924, at the Court House in Elizabeth, and at such hearing testimony of witnesses on both sides was heard. Opportunity, moreover, to file briefs upon the legal points involved was granted by the Assistant Commissioner to counsel for both sides.

Section 355, Article XXVII, of the 1921 Compilation of the School Law, provides as follows:



"No public school janitor in any municipality or school district shall be discharged, dismissed or suspended, nor shall his pay or compensation be decreased, except upon sworn complaint for cause, and upon a hearing before such board. Upon the filing of such sworn complaint, a copy thereof, certified by the Secretary or Clerk as a true copy, shall be served upon such person at least five days before the hearing, and at such hearing such janitor shall have the right to be represented by counsel. If, upon such hearing, it shall appear that the person charged is guilty of the neglect, misbehavior or other offense set forth in said complaint, then said board may discharge, dismiss or suspend such janitor or reduce his pay or compensation, but not otherwise."

From the testimony in the case it appears that appellant at the time of his transfer and reduction in salary was serving an appointment for an indefinite term and was therefore enjoying indefinitely the protection under the above law as to both salary and employment, which according to an opinion of the Attorney General extends until the expiration of the term for which a public school janitor is employed.

The fact that the transfer of appellant from School No. 5 to School No. 16 resulted in lighter work for him to perform in no way justifies in the Commissioner's opinion a reduction in salary, since according to Section 355, Article XXVII above quoted, it is only upon conviction of offenses enumerated in the statute upon a hearing duly granted that a janitor can be dismissed or his compensation reduced during his term. Neither in the Commissioner's opinion could the appellant be bound by any express or implied acceptance of the reduced salary, since such an acceptance could not prevail against the terms of the statute above referred to, by which protection as to both employment and salary during their terms is conferred upon public school janitors.

In spite of the delay in bringing the aforesaid appeal the Commissioner is willing to consider the action since such delay has not resulted in any changed conditions which would cause the present prosecution of the case to work a hardship to the respondent. In *Tynan vs. Warren*, reported in 8 Dickinson Chancery Reports, 313, the opinion of Vice Chancellor Green was to the effect that "The rule that laches in bringing suit will deprive one of his remedy is not applied, unless such neglect has so prejudiced the other party, by loss of testimony, or means of proof or changed relation, that it would be unjust to now permit him to enforce his rights."

In view of the fact therefore that the salary of a public school janitor cannot according to law be reduced without charges and a hearing, both of which were entirely absent in this case, it is hereby ordered that the appellant's salary be fixed at the amount which he was receiving immediately prior to the reduction in April, 1922, plus the 10 per cent. increase awarded since that time; and it is further hereby ordered that the Elizabeth Board of Education pay to the said appellant the difference between the amount which he has been receiving since April 17, 1922, and the amount he would have received from that date until the present time had the reduction not taken place.

July 25, 1924.

## XXI.

CONTRACT INVALIDATED BY INTEREST OF BOARD  
MEMBER

JOSEPH ENGEL,

*Appellant,**vs.*PASSAIC TOWNSHIP BOARD OF EDUCA-  
TION AND WALTER SWENSON,*Respondents.*

## DECISION OF THE COMMISSIONER OF EDUCATION

Appellant asks in his petition of appeal that a transportation contract awarded on November 15, 1923, by the Passaic Township Board of Education to Walter Swenson upon advertisement for and receipt of bids be set aside as illegal on the ground that a violation of the School Law is involved in the award by the board of education of a contract to a person whose wife is a member of such board.

Respondent defends the action on the ground that Mrs. Swenson, the wife of the party receiving the contract in question, took no official part in the award of such contract but on the other hand refrained from voting whenever the question came before the board.

In view of the fact that questions not of fact but solely of law are involved in the case under consideration it was agreed by both sides that the matter be submitted for decision upon the pleadings and upon written argument.

Section 117, Article VII of the School Law reads in part as follows:

"He (a board of education member) shall not be interested, directly or indirectly, in any contract with or claim against said board."

According to the legal authorities and previous rulings of this department a board of education member who has a financial interest in a contract with the board of which he is a member will be deemed to be indirectly interested and thus to come within the prohibition of the statute even though such contract be actually between the board of education and a party other than himself.

In the case under consideration, therefore, Mrs. Swenson, a member of the Passaic Township Board of Education and the wife of the party with whom such board of education has contracted, must be presumed to have a financial interest in such contract and consequently an indirect interest in the agreement even though she be not actually one of the contracting parties.

Not only has it been decided in equity cases that there cannot legally be a conflict between public duty and private interest in the case of a person occupying a position of public trust, but the section of the School Law above quoted explicitly prohibits a member of a board of education from being directly or indirectly interested in a contract with the board of which he or she is a member.

It must also be observed from the phraseology of the statute that the prohibition contained therein extends not only to cases where the board member has actively participated in the official award by the board of the contract in which he or she is directly or indirectly interested, but even to those cases in which the party interested in the contract is merely a member of the board of education making the award without regard to any participation in the official act.

In view of the phraseology of the statute, therefore, it is the opinion of the Commissioner of Education that Mrs. Swenson, the member of the Passaic Township Board of Education and the wife of Walter Swenson to whom the transportation contract was awarded, is financially, and therefore indirectly, interested within the prohibition of the statute; and that therefore such contract with Walter Swenson cannot legally be made by the Passaic Township Board of Education. Such contract is therefore in view of the existing facts hereby declared to be illegal and accordingly void and of no effect.

January 10, 1924.

## SECONDARY OR HIGH SCHOOL EDUCATION

PREPARED BY

LAMBERT L. JACKSON,

*Assistant Commissioner in Charge of Secondary Education*

*The Commissioner of Education,  
Department of Public Instruction,  
State House, Trenton, New Jersey:*

DEAR SIR—In compliance with your request, I respectfully submit the following report for the year ending June 30, 1924. The statistical data contained herein are compiled from the annual reports of all of the approved secondary public schools of the State, and these reports are on file in this Division.

## LIST OF PUBLIC HIGH SCHOOLS WITH ENROLMENTS

*Four-year Schools*

Atlantic City .....	2,131	Gloucester City .....	219
Egg Harbor City .....	85	Haddon Heights .....	307
Hammononton .....	280	Haddonfield .....	502
Pleasantville .....	299	Cape May City .....	165
Cliffside Park, Grantwood ...	309	Cape May Court House ....	148
Closter .....	97	Ocean City .....	221
Dumont .....	252	Tuckahoe .....	56
East Rutherford .....	303	Wildwood .....	282
Englewood .....	762	Woodbine .....	103
Fort Lee .....	196	Bridgeton .....	847
Garfield .....	509	Millville .....	688
Hackensack .....	1,105	Port Norris .....	94
Hasbrouck Heights .....	158	Shiloh (Hopewell Township) ..	108
Leonia .....	598	Vineland .....	643
Park Ridge .....	181	Belleville .....	479
Ramsey .....	273	Bloomfield .....	774
Ridgefield Park .....	371	Caldwell .....	300
Ridgewood .....	750	East Orange .....	1,962
Rutherford .....	544	Glen Ridge .....	241
Westwood .....	160	Irvington .....	696
Bordentown .....	173	Millburn .....	127
Burlington .....	508	Montclair .....	1,185
Moorestown .....	333	Barringer (Newark) .....	2,188
Mount Holly .....	363	Central (Newark) .....	3,240
Palmyra .....	372	East Side (Newark) .....	1,673
Pemberton .....	161	South Side (Newark) .....	2,103
Camden .....	2,358	Nutley .....	425
Collingswood .....	763	Orange .....	786

South Orange .....	784	Butler .....	417
Verona .....	110	Chatham .....	119
West Orange .....	457	Dover .....	463
Clayton .....	140	Madison .....	263
Glassboro .....	353	Morristown .....	686
Paulsboro .....	191	Netcong .....	88
Swedesboro .....	114	Rockaway .....	153
Woodbury .....	731	Succasunna .....	162
Bayonne .....	1,523	Wharton .....	133
Harrison .....	235	Barnegat .....	78
Hoboken .....	1,174	Lakewood .....	403
Dickinson (Jersey City) .....	4,980	Point Pleasant .....	152
Lincoln (Jersey City) .....	4,325	Toms River .....	162
Kearny .....	1,029	Tuckerton .....	102
Town of Union .....	1,183	Clifton .....	778
West Hoboken .....	721	Passaic .....	1,651
West New York .....	865	Paterson (Girls) .....	1,762
Clinton .....	84	Paterson (Boys) .....	2,132
Flemington .....	332	Penns Grove .....	320
Hampton .....	73	Salem .....	406
High Bridge .....	139	Woodstown .....	229
Lambertville .....	283	Bernardsville .....	224
Hightstown .....	194	Bound Brook .....	356
Hopewell .....	133	North Plainfield .....	247
Princeton .....	371	Somerville .....	405
Trenton .....	2,724	Hamburg .....	124
Jamesburg .....	89	Newton .....	410
Metuchen .....	155	Sussex .....	87
New Brunswick .....	1,327	Cranford .....	266
Perth Amboy .....	887	Elizabeth .....	2,252
South Amboy .....	117	Hillside .....	195
South River .....	225	Linden .....	238
Woodbridge .....	330	Plainfield .....	1,156
Asbury Park .....	836	Rahway .....	381
Atlantic Highlands .....	127	Roselle .....	245
Freehold .....	400	Roselle Park .....	355
Keyport .....	196	Summit .....	475
Leonardo .....	320	Union .....	96
Long Branch .....	769	Westfield .....	523
Manasquan .....	237	Belvidere .....	206
Matawan .....	167	Blairstown .....	77
Ocean Grove .....	416	Hackettstown .....	225
Red Bank .....	539	Phillipsburg .....	574
Boonton .....	298	Washington .....	158

*Three-year Schools*

Tenafly .....	300	Mendham Borough .....	40
Newport .....	43	Oxford .....	30
Long Valley .....	34		

*Two-year Schools*

Mays Landing .....	40	Carteret .....	90
Merchantville .....	73	Allentown .....	42
Pitman .....	119	Rumson .....	35
Frenchtown .....	27		

*One-year School*

Mountain Lakes .....	19
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The following tables of statistics are arranged in the same way as in previous reports, so that comparison from year to year may easily be made.

TABLE I

## COMPARATIVE STATISTICS BY TOTALS

	1920	1921	1922	1923	1924	Inc.	Decr.
Approved four-year high schools....	137	137	139	142	144	2	..
Registered three-year high schools.	10	8	8	7	5	..	2
Registered two-year high schools...	8	7	6	5	7	2	..
Registered one-year high schools...	1	..	1	2	1	..	1
Total registration in high schools..	55,243	62,457	73,489	81,205	86,459	5,254	..
Pupils attending schools in adjoining districts .....	10,339	12,549	14,314	15,976	17,080	1,104	..
Total school enrolment of the State	591,798	612,277	648,936	668,391	686,005	17,614	..
High school teachers—							
Men .....	736	706	922	1,020	1,084	64	..
Women .....	1,289	1,528	1,650	1,840	1,948	108	..
Total .....	2,025	2,234	2,612	2,860	3,032	172	..

There are now 144 districts maintaining approved four-year public high schools in this State; 5 three-year schools; 7 two-year schools and 1 one-year school.

The district of Newark maintains four senior high schools and Jersey City two, and Paterson two.

The district of Bogota, Bergen County, will open a two-year high school September, 1924.

There are nine districts maintaining approved junior high schools. These districts are:

Moorestown	South Amboy
Montclair	Red Bank
Princeton	North Plainfield
Trenton	Franklin
New Brunswick	

The increase in total registration over last year is 5,254, or 6.4 per cent. The percentage of increase for the last six years, that is, since the close of the World War, are 0.6 per cent., 7.5 per cent., 13 per cent., 18 per cent., 10.5 per cent., 6.4 per cent. These figures indicate that immediately after the World War there was a period of abnormally large high school attendance. Sufficient high school facilities are available everywhere outside of the

cities of Newark, Trenton, Bayonne, Jersey City, and Paterson, where part-time prevails.

The average salary for men teachers in the high schools of the State in 1924 was \$2,578.50; for women teachers in the high schools, \$2,035.81. The corresponding salaries for 1923 were \$2,509.99 and \$1,955.49.

TABLE II

## GRADE IX

## TOTAL ENROLMENT OF SCHOOLS BY CLASSES

	1920	1921	1922	1923	1924
Four-year schools .....	24,297	26,869	31,484	33,065	34,838
Three-year schools .....	363	201	398	210	194
Two-year schools .....	137	295	193	188	251
One-year schools .....	106	...	28	63	19
Total .....	24,903	27,364	32,103	33,526	35,302

## GRADE X

	1920	1921	1922	1923	1924
Four-year schools .....	14,223	16,142	19,108	21,666	22,981
Three-year schools .....	175	85	275	155	153
Two-year schools .....	134	109	147	123	175
One-year schools .....	...	...	...	...	...
Total .....	14,532	16,336	19,530	21,944	23,309

## GRADE XI

	1920	1921	1922	1923	1924
Four-year schools .....	9,469	10,354	12,573	14,641	15,711
Three-year schools .....	106	58	105	112	100
Two-year schools .....	...	...	...	...	...
One-year schools .....	...	...	...	...	...
Total .....	9,575	10,412	12,678	14,753	15,811

## GRADE XII

	1920	1921	1922	1923	1924
Four-year schools .....	7,150	8,189	9,076	10,899	11,956
Three-year schools .....	...	...	...	...	...
Two-year schools .....	...	...	...	...	...
One-year schools .....	...	...	...	...	...
Total .....	7,150	8,189	9,076	10,899	11,956
Four-year schools, P. G. ....	83	156	82	83	81
Grand total .....	55,243	62,457	73,469	81,205	86,459

Of the 157 public approved high schools of New Jersey, 144 are four-year schools. Thus the small partial high school is no longer a problem. Two districts, Woodbridge and Englishtown, established emergency ninth grades during 1923-1924, because neighboring districts refused to take their pupils on a tuition basis. These schools will probably not be necessary beyond another year.

TABLE III

PERSISTENCE OF CLASSES OF 1920, 1921, 1922 AND 1923 COMPARED

		<i>Enrolment Per Cent. Per Cent. Per Cent. Per Cent.</i>			
		<i>1924</i>	<i>1923</i>	<i>1922</i>	<i>1921</i>
1921, Grade IX .....	27,364	100	100	100	100
1922, Grade X .....	19,530	71.3	65.6	64.4	60.3
1923, Grade XI .....	14,753	53.9	50.5	46.1	44.0
1924, Grade XII .....	11,956	43.7	50.9	40.2	37.6

The increased persistence in high school attendance indicates greater adaptability of the curricula to community needs.

TABLE IV

PERCENTAGE OF ENROLMENT BY GRADES

	<i>1920</i>	<i>1921</i>	<i>1922</i>	<i>1923</i>	<i>1924</i>
Grade IX .....	45.08	43.81	43.69	41.29	40.84
Grade X .....	26.32	26.14	26.58	27.02	26.95
Grade XI .....	17.33	16.67	17.25	18.17	18.28
Grade XII .....	13.09	13.36	11.10	13.52	13.92

This table shows that from year to year on the average the whole high school population is distributed among the four years of the course approximately in the proportion of: 1st year, 41; 2d year, 27; 3d year, 18; 4th year, 14.

TABLE V

DISTRIBUTION OF GRADUATES PROPOSING TO ENTER HIGHER INSTITUTIONS

	<i>1920</i>	<i>1921</i>	<i>1922</i>	<i>1923</i>	<i>1924</i>
Colleges .....	1,485	1,761	2,026	2,040	2,033
Technical schools .....	284	332	283	279	357
Normal schools .....	820	887	1,202	1,508	1,490
Law schools .....	64	46	77	130	175
Medical schools .....	51	66	68	81	82
Dental schools .....	74	38	53	68	78
Other higher institutions .....	848	423	377	563	599
Total .....	3,626	3,553	4,086	4,669	4,814
Total graduates .....	6,119	6,879	7,362	8,709	9,991
Percentage of graduates proposing to go on for additional study .....	59.2	51.7	55.5	53.6	48.1



Table V bears out the general impression that approximately 50 per cent. of the high school graduates pursue further study in higher institutions. The general tendency is toward an increase in this proportion.

SPECIAL PERIODIC STUDIES

In accordance with the plan established in 1916 to report the registration of pupils by subjects every four years instead of annually, the following table was prepared, showing the registration of pupils in the commercial subjects in 1920 and 1924.

TABLE VI

ENROLMENT IN COMMERCIAL SUBJECTS IN 1923-1924

<i>Subject</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>	<i>Per Cent. of</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>		<i>Total</i> <i>Registration</i>
Stenography .....	206	1,109	569	1,812	1,108	3,220	525	1,884	10,433	12.06
Typewriting .....	889	2,341	993	2,395	1,242	3,243	591	1,910	13,604	15.72
Bookkeeping .....	1,696	2,886	2,398	4,151	654	1,133	192	319	13,429	15.53
Business practice .....	99	213	34	59	78	134	402	764	1,783	2.06
Commercial arithmetic .....	3,282	5,378	451	1,077	53	150	71	160	10,622	12.28
Commercial geography .....	380	510	939	1,876	352	623	107	264	5,051	5.84
Commercial law .....	74	69	25	90	508	968	528	830	3,092	3.57
Industrial history .....	129	169	150	321	65	96	91	97	1,118	1.29
Spelling .....	195	344	11	7	1	...	...	...	558	.06
Penmanship .....	302	540	80	173	13	10	2	2	1,122	1.30
Secretarial studies .....	...	...	...	...	...	...	26	21	47	.006
Economics .....	...	...	...	...	...	...	124	194	318	.04
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Both sexes .....	7,252	13,559	5,650	11,961	4,074	9,577	2,659	6,445	61,177	
	20,811		17,611		13,651		9,104			

144 Four-year high schools.



## NOTES ON COMMERCIAL REGISTRATION

A study of these tables shows that there has been a slight falling off in the proportion of high school pupils taking commercial subjects during the last five years, commercial law being the only subject of importance that shows a gain, and this is trifling.

It appears that a larger proportion of commercial students is taking stenography in the last two years in preference to the first two, a distinct gain pedagogically. Typewriting has taken just the opposite trend, as it probably should.

Economics was not reported in 1920, but it was reported in 1916. At that time there were 681 pupils enrolled in this subject, or 1.3 per cent of the whole high school population. It is rather disappointing to find that this subject has fallen to 318 in the last ten years. It is time to work for a revival in the study of economics. The new syllabus in the social sciences emphasizes appropriate courses. Commercial arithmetic has shifted toward the ninth grade and book-keeping toward the tenth. These tendencies are generally favored by expert educators.

The popularity of the commercial curriculum is not excessive. There is no landslide in its election. This is probably due to the proportion of solid academic work contained in it. English, science, civics, and modern language are an essential part of all high school curricula. The high school is maintaining its stand for a preparation in culture and citizenship as well as in vocations for all of its population.

The next step forward in secondary commercial education is the adaptation or revision of the curriculum to be based upon the study of the needs and demands of the business world.

## STATE HIGH SCHOOL CONFERENCE AT NEW BRUNSWICK

The sixth Annual High School Conference, organized by the State University, the various high school teachers' associations and the State Department of Education was held on November 2 and 3 at Rutgers College and the State University of New Jersey. The section meetings on Friday were organized for supervisors and administrators. The latter half of the afternoon was devoted to general sessions of the conference and the evening meeting following the annual dinner was also a general meeting of the conference. All co-operating associations made the autumn meetings of their associations section meetings of the State High School Conference.

The administrative section held its meetings on Friday. The forenoon session was devoted to reports of committees on courses of study in health and social sciences. Mr. Paul R. Radcliffe reported for a health program in junior high schools, Miss Pauline McDowell for the contribution of the physical sciences to health instruction, and Mr. S. B. Howe on courses of study in the social sciences. At the afternoon session Dr. Andrew F. West, of Princeton University, discussed the problem of preparing pupils for college and Mr. Jesse B. Davis, Supervisor of Secondary Education of Connecticut, presented a proposal for reducing college entrance requirements.

The general session on Friday was addressed by President J. H. Penniman, of the University of Pennsylvania, on "High School Preparation—Its Relation to University Work." At the general conference in the evening addresses were delivered by Professor Thomas Nixon Carver, of Harvard University, on "Education from the Point of View of the Economist." and Dr. Albert Parker Fitch, of Amherst, on the topic: "Is Teaching Ceasing to be a Profession?" Many who did not attend the dinner were present at this session and heard the addresses.

On Saturday the section meetings were addressed by speakers of national reputation. Among those who spoke were: Robert O. Small, Deputy Commissioner of Education for Massachusetts; Professor David Snedden, Columbia University; M. Fortunat Strowski, Professor a la Sorbonne, Paris; Bruce Cary, Girard College, Philadelphia; Dr. Charles H. Miller, Director of Music, Rochester, New York; Clarence Linville, American Smelting Company, Perth Amboy; Dr. Henry Kummel, State Geologist of New Jersey; Dean Andrew F. West, Princeton University; Dr. Cheesman A. Herrick, President Girard College, Philadelphia; E. W. Barnhart, Federal Board for Vocational Education, Washington, D. C.; Professor J. Duncan Spæth, Princeton University; Dr. George E. Dawson, Psychologist, Springfield, Mass.; Dr. George R. Seikel, State Director of Physical Education, Trenton, N. J.; Professor J. Preston Haskins, Princeton University; Jesse B. Davis, State Supervisor of Secondary Education, Hartford, Conn.; Professor George D. Hadzsits, University of Pennsylvania, and Dr. William C. Bagley, Professor of Education, Teachers' College.

On Saturday the University tendered a luncheon at which members of the Conference were the guests of the institution.

The officers of the New Jersey State High School Conference succeeded in making the 1923 meeting one of the largest and most worthwhile that has been held.

#### INTERSCHOLASTIC DEBATING CONTESTS

The Rutgers Interscholastic Debating Committee has presented the following report for the year 1923-1924.

Rutgers Interscholastic Debating continued in its tenth year to fill a very important place in the educational system of the state. At the end of a decade of growth and progress, the League, which was started at the instigation of the Philoclean Literary Society of Rutgers College among sixteen high schools in the neighborhood of New Brunswick, numbers 110 high schools, 95 in New Jersey and 15 in the Hudson Valley and in Nassau County, New York.

The annual conference of the schools held in New Brunswick in January to lay plans and adopt rules for the coming debates was the largest and most interesting in the history of the movement. About 400 high school students and teachers attended as official or unofficial delegates. The feature of the conference was an Historical Public Speaking Pageant presented after the business session and luncheon in the Gymnasium of the New Jersey College for Women. It was given as an anniversary program by students of twelve of the sixteen schools which participated in the first series of Interscholastic Debates. Appropriate costuming and settings were arranged for each

speech, and the whole pageant presented in a dramatic and instructive way some of the great history-making speeches of America's greatest orators and statesmen from Washington to Wilson and Coolidge. This was the first program furnished by the schools themselves, and it met with such success that it is probable that it will be a precedent for the future.

The business session was held as usual Saturday morning in the Rutgers College Chapel. The old by-laws were for the most part adopted without change; but there was lively discussion of a number of points, which indicated a distinct trend toward higher standards of debating within the League. Last year the three man rebuttal was made the standard for the League; and this year, on the initiative of the conference, a rule was inserted making previously prepared rebuttal speeches illegal. As usual, the difficulty of securing competent judging came in for considerable discussion and it was decided to make it obligatory to place in the hands of all judges a copy of the "Guide for Debate Judges" prepared by the college committee, and in general use as a basis of instruction by the high school coaches. The custom of having three judges, selected by the host school from a list proposed by the guest school was retained.

The question for debate chosen by most of the schools was the much discussed Bok Peace Plan which had just been published:

"Resolved, That the Bok prize plan should become a part of the foreign policy of the United States."

The second most popular question was the federal bonus:

"Resolved, That Congress should enact the proposed adjusted compensation legislation for all who served in the army or navy of the United States during the World War."

A number of others debated the familiar question of Philippine independence, and still others debated the creation of a Federal Department of Education of Cabinet grade.

The importance and scope of the work of the League is apparent when we reflect that the membership in New Jersey includes about two thirds of the approved four-year high schools, and that there are at least 300 student debaters and 100 alternates participating in inter-school contests each year. But this is only a part of the story. Inquiry has shown that the average school has at least three and often more intra-school contests in preparation for the final debate. A questionnaire sent out after the 1919-1920 series indicated that there were in the schools of the State well over 4,000 students gaining actual debating experience in connection with the interscholastic debating program. The same questionnaire revealed also the fact that approximately 29,300 people had attended the interscholastic contests that year. These figures would certainly not be too high for subsequent years. The importance of Interscholastic Debating in bringing the work of our schools to the attention of the public is therefore tremendous, and within the schools, it serves as a stimulus and a focusing point for the teaching of civics and public speaking.

Although Interscholastic Debating was conceived and is still sponsored by a committee of Rutgers students, it is controlled entirely by the schools themselves. An advisory board of high school principals makes recommendations regarding matters of policy and methods of operation, while the annual conference in which each school has one vote is the final supreme authority in all

things. Although the Conferences have evolved a general body of by-laws which serve as a code in debating contests in the same manner as national rules governing athletic contests, they have also given the contesting schools the greatest freedom in departing from the rules should they feel it advisable to do so. The indispensable function of these rules has been to facilitate arrangements for debating contests and to serve to lift the standard of interscholastic debating to a higher plane. The college committee working under the direction of the general secretary or his assistant has served mainly as the voluntary secretariat of the League for administrative purposes. Except for its missionary work in spreading the gospel to new parts and in maintaining interest and enthusiasm in the old schools, it has simply carried on the necessary routine work in connection with the maintenance and operation of the League as a whole. The general secretary has since the beginning been Mr. Ralph W. Voorhees, one of the founders, who has served in a volunteer capacity. His work is being taken over, however, by Mr. William Reager, Assistant in the Department of Public Speaking at Rutgers College. Mr. Voorhees found that he could no longer devote the time required, and it is hoped that the new arrangement will be a permanent one. The finances of the League have come from two sources. An assessment of \$12.00 on the proceeds of each debate has furnished from \$900 to \$1,000 to cover expenses of official delegates to the Conference, the cost of trophies, and all other expenses directly connected with the debates. In addition, first the Rutgers Alumni Association, and later, the College have provided sums amounting to as much as \$1,000 per year to defray expenses of student speakers sent by the committee to the schools, the cost of the conference, contingent salaries, printing, postage, etc.

The comment of Assistant Commissioner Meredith in his annual report following the first year of Interscholastic Debating has increased significance in the light of ten years of progress:

"That the debates are fulfilling the end for which they were initiated by the Philoclean Society is quite evident when we review the results of the series just completed and compare them with the purpose outlined by the committee in their letters of invitation to the schools now participating. The committee is to be congratulated upon the success attained toward the achievement of these purposes: (a) to encourage the art of debating as a school activity, (b) to develop in our secondary schools an active competition along literary lines, (c) to cement more closely the bonds of union which unite the high schools of New Jersey to their State institutions of higher learning, and (d) to promote among our secondary schools an intelligent and vital interest in questions of a civic nature."

#### SCHOLARSHIPS

The scholarship, offered annually by the Colorado School of Mines, was awarded this year to Mr. William Polisson, of North Plainfield High School, on the basis of scholarship. The following persons have previously qualified for this scholarship:

Mr. Bryant Rogers, of the Montclair High School, .....	1917
Mr. Justin Shearn, of the Roselle Park High School, .....	1918

Mr. Halliday McKay, of the Plainfield High School, .....	1919
Mr. Louis Height, of the Ocean Grove High School, .....	1920
Mr. Charles Oscar Kohl, of the Ridgewood High School, .....	1921
Mr. William Robinson, of the Salem High School, .....	1922
Mr. Robert Orlando, of the Paterson High School, .....	1923

## BULLETINS

In addition to the articles on secondary school subjects published in the Bulletin of the Educational Department, the high school division has issued a monthly secondary school letter. These letters, besides carrying current announcements, have contained studies made by the Department or secured from expert schoolmen for the purpose. The following subjects have been treated during the year:

High school enrolment in mathematics.

Report of the study of the Rutgers free scholarship examinations.

Report of committee on content of biology courses with reference to health instruction.

Report of committee on general science and health instruction.

Questions and rulings with reference to credits in special cases.

Monroe's "Fourteen Points" on examination.

Outlines on art appreciation course.

## STUDY OF INTELLIGENCE AND READING ABILITY AMONG HIGH SCHOOL SENIORS

During May of the school year 1923-1924, all seniors enrolled in the high schools of New Jersey were given the Haggerty Test in Reading for high school students and the Terman Group Test of Mental Ability. These tests were given throughout the State with few exceptions on the same days, May 7 and 8. This was a project carried out cooperatively by the high schools on the one hand and the State Department of Public Instruction and the Department of Education of Rutgers University on the other. The State Department assumed responsibility for organizing the testing in English and the University for the testing of intelligence. Teachers and officers of the high schools who were to give the tests were assembled at convenient centers in the State and there received detailed instructions for the administration of the tests. Six thousand eight hundred and seventeen pupils were examined, 3,068 boys and 3,749 girls.

The purpose of this program as agreed upon by the high schools and the cooperating agencies was to obtain as accurate a measure as possible of the personnel of the senior classes of 1924 in these traits. Schoolmen in this State have long desired to have at hand exactly this information so that they might be able to estimate more accurately the type of ability and some of the achievements to be expected from our high school senior classes.

This report presents the scores made in the Terman Test by decile and quartile distribution for a random selection of 1,716 cases by courses and similar data for 4,450 Haggerty measures.

A correlation between Terman and Haggerty scores for five hundred cases selected at random is presented as well as a complete distribution of the intelligence scores secured by 6,817 pupils. A report was prepared and sent to



the schools giving detailed instructions for use by the cooperating schools in constructing their own tables and graphs and making comparisons between such distributions and the data secured for the State.

For the intelligence examination the Terman Group Test of Mental Ability was used; the English achievement was measured by the Haggerty Reading Examination, Sigma 3. The former of these tests was selected because the pupils of New Jersey high schools were considered less familiar with it than with some other forms of tests suitable for our purpose. At the same time standard scores are available with which the records of these pupils may be compared. The Haggerty Reading Examination was used because, in the opinion of those responsible for the examinations, it would give the most reliable distribution of scores and would adequately differentiate the achievement of the pupils in one fundamental school subject.

The correlation shown in Table I was plotted and the coefficient of correlation was calculated by the use of the Otis correlation chart. The value of  $r$  for this group of cases is 0.70.

The results for both tests are given in the raw scores because I. Q.s based on ages above 16 are not over significant and "reading age" is more difficult to use in interpreting problems.

TABLE I

CORRELATION BETWEEN HAGGERTY AND TERMAN SCORES WITH 500 REPRESENTATIVE CASES—TERMAN SCORES

<i>Haggerty</i> <i>Scores</i>	60 70	70 80	80 90	90 100	100 110	110 120	120 130	130 140	140 150	150 160	160 170	170 180	180 190	190 200	200 210	210 220	<i>Total</i>
65- 70 .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7
70- 75 .....	1	2	..	1	3	..	..	..	..	..	..	..	..	..	..	..	13
75- 80 .....	..	..	1	..	1	3	2	1	4	1	..	..	..	..	..	..	13
80- 85 .....	..	..	1	..	2	3	..	5	1	..	1	..	..	..	..	..	25
85- 90 .....	..	..	1	3	4	1	5	4	3	2	2	..	..	..	..	..	34
90- 95 .....	..	..	..	..	1	7	6	6	2	11	11	..	..	..	..	..	41
95-100 .....	..	..	..	..	1	2	6	8	10	10	2	2	1	..	..	..	42
100-105 .....	..	..	..	..	1	4	3	9	10	3	6	6	..	..	..	..	51
105-110 .....	..	..	..	..	..	..	3	5	12	12	10	6	3	..	..	..	56
110-115 .....	..	..	..	..	..	..	2	6	10	9	9	11	7	2	..	..	54
115-120 .....	..	..	..	..	..	..	1	1	7	12	9	13	7	3	1	..	51
120-125 .....	..	..	..	..	..	..	..	..	2	3	14	11	12	8	1	..	51
125-130 .....	..	..	..	..	..	..	..	..	..	3	7	16	9	12	4	..	39
130-135 .....	..	..	..	..	..	..	..	..	..	..	6	6	10	9	8	..	17
135-140 .....	..	..	..	..	..	..	..	..	..	..	2	..	2	4	9	..	6
140-145 .....	..	..	..	..	..	..	..	..	..	..	..	1	2	1	2	..	500
Totals .....	1	2	3	4	13	20	28	45	61	65	69	72	53	39	25	..	500

The figures of Table II show the decile and quartile scores for the four chief high school courses; also for household arts, agriculture, etc., included under "Others," and for the total number of pupils for whom we secured records.

TABLE II

DECILE AND QUARTILE RANKS ACCORDING TO COURSES Terman Scores

	<i>Classi- cial</i>	<i>Scien- tific</i>	<i>Gener- al</i>	<i>Commer- cial</i>	<i>Others</i>	<i>Total</i>
10 per cent. do not exceed ....	130	132	119	102	115	116
20 per cent. do not exceed ....	145	145	133	116	130	131
25 per cent. do not exceed ....	151	152	138	121	135	137
30 per cent. do not exceed ....	155	157	143	126	142	142
40 per cent. do not exceed ....	163	164	151	134	152	151
50 per cent. do not exceed ....	170	171	158	143	160	159
60 per cent. do not exceed ....	177	177	165	150	168	166
70 per cent. do not exceed ....	183	183	172	157	175	173
75 per cent. do not exceed ....	186	186	176	162	179	178
80 per cent. do not exceed ....	189	190	180	167	182	182
90 per cent. do not exceed ....	199	197	189	178	193	193

From the table we see that the scores range from below 116 to above 193, the ten and ninety percentiles respectively. That is, eighty per cent. of the pupils fall within the range of 116 to 193. But the common measure is the range within which fifty per cent. of the cases fall. This range is that between the lower and the upper quartiles. Twenty-five per cent. of the cases fall below the lower, and twenty-five per cent. lie above the upper quartile. The two quartiles are 137 and 178, a range of 41 points. Thus, within this range of 41 points fifty per cent. of the cases are found.

A comparison of these scores with the standards given by Terman shows an interesting difference. Taking the decile ranks for all the pupils we find that the scores for New Jersey seniors are consistently higher than the corresponding standards. The highest score made by the pupils in the lowest ten per cent., according to Terman, is only 100 while in order to include ten per cent. of the New Jersey seniors, it is necessary to take every score not higher than 116. Terman's lower quartile is 122 while the corresponding New Jersey score is 137. The median and the upper quartiles are, by the country-wide standards, 147 and 169, respectively, while the corresponding New Jersey scores are 159 and 178.

The probable explanation for this is: first, the New Jersey test was given a half year later in the year than the tests on which the Terman standards are based and, second, the conditions under which the tests were given tended to increase the scores. The higher levels doubtless do not accurately indicate differences between New Jersey and other high school seniors.

The actual scores secured by the 6,817 pupils are shown in the following table where the first column gives the scores in ranges of five and the second column gives the number of those who made the different scores.

TABLE III

## DISTRIBUTION OF SCORES FOR 6,817 HIGH SCHOOL SENIORS

<i>Range of Score</i>	<i>No. of Pupils</i>	<i>Range of Score</i>	<i>No. of Pupils</i>
Up to 50 .....	1	135-140 .....	316
50- 55 .....	2	140-145 .....	356
50- 60 .....	4	145-150 .....	350
60- 65 .....	3	150-155 .....	439
65- 70 .....	7	155-160 .....	398
70- 75 .....	16	160-165 .....	426
75- 80 .....	21	165-170 .....	458
80- 85 .....	42	170-175 .....	440
85- 90 .....	44	175-180 .....	461
90- 95 .....	60	180-185 .....	416
95-100 .....	73	185-190 .....	324
100-105 .....	113	190-195 .....	285
105-110 .....	115	195-200 .....	201
110-115 .....	162	200-205 .....	194
115-120 .....	199	205-210 .....	89
120-125 .....	199	210-215 .....	37
125-130 .....	263	215-220 .....	2
130-135 .....	301		

One per cent. of this total number is 68.17. Counting from the lowest score to get 68 cases we must include all these in the range 75-80 and 14 of the range 80-85. The lowest one per cent. comes as high as a score somewhere in the latter range. Calculating for the proportion as we did before, we find the one percentile score is 82. Any pupil who does not score higher than 82 falls in the lowest one per cent. of the distribution for New Jersey High School seniors. The pupil who makes a score of 213 has only 36 companions in the same range and only two in the one higher range. He thus comes clearly among the highest 39 or well up in the highest one per cent. of these pupils. In this way the relative position of any pupil may be found.

## HAGGERTY READING TEST

The reading scores for pupils whose records are tabulated from the Haggerty tests show variations similar to those for the Terman test. The rescoring and checking of all papers has not yet been possible, hence we have for the present a total of only 4,450. These pupils were all registered in the four principal courses. The decile and quartile scores for these courses together with the total of the group are shown in Table VII.

TABLE IV

HAGGERTY TEST—SIGMA 3

	<i>Classi- fical</i>	<i>Scien- tific</i>	<i>Gener- al</i>	<i>Commer- cial</i>	<i>All Courses</i>
10 per cent. do not exceed .....	93	92	84	82	85
20 per cent. do not exceed .....	102	99	93	90	95
25 per cent. do not exceed .....	106	102	96	93	98
30 per cent. do not exceed .....	109	105	99	96	101
40 per cent. do not exceed .....	113	111	104	100	105
50 per cent. do not exceed .....	117	115	108	104	110
60 per cent. do not exceed .....	121	120	112	108	115
70 per cent. do not exceed .....	125	123	117	113	120
75 per cent. do not exceed .....	127	125	119	116	122
80 per cent. do not exceed .....	128	128	121	119	124
90 per cent. do not exceed .....	133	132	127	124	130
Totals .....	1,214	555	1,434	1,247	4,450

The median for these 4,450 pupils is 110. The median for standard scores is 102. For this higher record probably the same factors are at work that we suggested in the discussion of the Terman results.

In measuring this product we have obtained a fairly accurate measure of the intelligence of the New Jersey high school senior. We feel also that the measure in English is a fair index of high school attainment in the particular fields covered by these tests.

We recognize that a study such as this has certain limitations. It would, of course, have been more satisfactory to have administered tests to the pupils enrolled in all years of the New Jersey high schools. Such would have supplied a basis for studies of growth based upon measures taken on the same pupils through successive years. The limitations of time and available facilities made impossible any such comprehensive program. It was decided to attempt to measure carefully in two traits the product of our New Jersey high schools. But the study has illustrated the possibility of carrying out successfully an extensive cooperative measurement program. What has been done may serve as a suggestion to the various high schools for the planning of studies of achievement from year to year.

#### SCHOOL VISITATION

During the school year I have visited 145 high schools. Committee meetings and special programs have required my presence in thirty of these schools on other occasions. I have also inspected a few private schools.

Besides the regular visitations I have served on the programs of eleven county institutes, and made twenty-four public addresses, including two dedications and three commencements. In cooperation with the other divisions of the department I collaborated in making investigations and reports on several local systems.

## CURRICULA AND CREDENTIALS

The rapid growth of the schools makes possible the diversification of the curriculum in a greater and greater number of schools. This requires new curricula and courses of study and the revision of many current ones.

There is an ever increasing number of pupils transferring from school to school or from state to state. This is shown by the number of certificates or credentials submitted to this department for validation. I have passed upon nearly 3,000 of these certificates during the year.

## RECOMMENDATIONS

1. That the cities be urged to hasten additional facilities in order to abandon as soon as possible *part-time* high schools.
2. That schools undertake a régime of economy based upon:
  - a. Proper distribution of teacher load,
  - b. Employment of good teachers,
  - c. Limitation of electives,
  - d. Elimination of the loafer,
  - e. Expansion of trade education,
  - f. Better classification and assignment of pupils' work.
3. That the high schools study their products for the purpose of improvement.
4. That the State indicate minimum standards to be met by all.

In concluding this report I wish to acknowledge the hearty cooperation of the other divisions of the Department and also of the schoolmen of the State. The spirit of service pervades the public schools.

Respectfully submitted,

L. L. JACKSON,  
*Assistant Commissioner of Education.*

## ELEMENTARY EDUCATION

PREPARED BY

ROY L. SHAFFER

*Assistant Commissioner in charge of Elementary Education*

*Hon. John Enright,  
Commissioner of Education,  
Trenton, New Jersey.*

MY DEAR MR. ENRIGHT—I respectfully submit to you the annual report of the Department of Elementary Instruction for the year ending June 30, 1924.

All government must take a constructive interest in the education of its people. This applies more especially to children who are in the plastic age, and who will be future citizens. With this thesis in mind, I conceive it to be the duty of this department to devote its time and energy to the improvement of the educational facilities of the State. In any analysis of the school the following major divisions stand out: (1) grounds, (2) buildings, (3) equipment, (4) subject matter, (5) pupils, (6) teachers, (7) administrative officials. Each of these major divisions must have careful attention in order that the whole school may function. An old axiom of Euclid states that the whole of anything is equal to the sum of all its parts. Therefore, the entire school system will be just as good as the total of the parts which comprise it. In a representative government such as ours, the problems of education are entrusted to the local boards of education, who represent the people. Some of the problems must be viewed impartially by experts. Consequently, the organization of a school system is complex. It is no small task to ascertain the duties of a state department of elementary instruction in its relation to local authorities and yet both must work harmoniously. I conceive it to be my major duty to improve the instruction in our schools. Educators unite in the statement that the teacher is the most important factor of the school. A good teacher will organize the subject matter so that it meets the need of the pupils. This is fundamental. During the year, the emphasis of this department has been placed upon the improvement of teaching, and a more careful selection of the subject matter to be taught.

## OBJECTIVES OF ELEMENTARY EDUCATION

Educators are agreed that the schools should develop the individual child. The courses of study if analyzed show that the objectives of the public school are as follows:

1. Character development
2. Command of the fundamental processes
3. Health and physical efficiency
4. Good citizenship
5. Training for home life
6. Vocational efficiency

7. Worthy use of leisure
8. General mental efficiency

There has been much controversy over the emphasis which the school gives to these objectives. The National Education Association has just completed a study which shows the emphasis of instruction our country over. The period of time of a child's elementary school career is divided as follows:

<i>Subject</i>	<i>Percentage of Time</i>
The three R's (reading, writing, arithmetic, spelling, and language) .....	51
Other fundamental subjects (history, civics, geography, and science) .....	14
Health (hygiene, physical training, and recess) .....	15
Industrial arts (drawing and music) .....	14
All other subjects (opening exercises) .....	6
Total .....	100 per cent.

This study shows that for the entire country more than one-half of the time is devoted to the instruction in what is commonly termed the Three R's; also that 65 per cent. of the time is devoted to what the great majority of people consider the fundamentals of an education. If health instruction is added, and I believe we all agree that the health of our people is vital, then the time devoted to the instruction of vital and fundamental subjects is 80 per cent. of the entire school time. Only 20 per cent. of the school time is devoted to the instruction in industrial arts, drawing, music, and other subjects.

In our State Mr. Ralph Decker, County Superintendent of Sussex County, has made a study to show the amount of time devoted to the different parts of the course of study. This study shows that the State of New Jersey is devoting more time than the average of the entire country to the fundamental subjects. The study shows the following:

Eighty-two per cent. of the time of the schools is devoted to the Three R's, and the fundamental subjects of history, civics and geography. Nine per cent. of the time is devoted to teaching of better health, a total of 91 per cent. of the time of the child at school. Only 9 per cent. of the time is devoted to instruction in the practical arts and other subjects as drawing, music and opening exercises. The conclusion from studies of this kind is that the schools are doing their duty with respect to the time devoted to the fundamental subjects.

Whether or not the problem of what shall compose the curricula and the time to be devoted to each subject need revision can only be wisely met by creating the machinery whereby those who draft the curricula and set the time to be devoted to each subject may have a suitable kind of information; that is, (1) information regarding best practices; (2) results of sound experiments; (3) scientific data relative to the capacity, interests, and needs of individual pupils; (4) informational studies to indicate minimum essentials of content; (5) an interpretation by authority of the social objectives so that the curricula will meet the needs of the State.

I am bold enough to assert that this machinery can be nothing less than a bureau of information and service whose duty it would be to secure the data



necessary for compiling a scientific curricula and to impart the means and methods of teaching it.

#### THE NEW JERSEY COMPOSITE TEST

During the year 1922, a movement was initiated by the State administrative officers to ascertain scientifically the needs and capacities of the pupils of the State. All of the beginning fifth grade pupils were given a set of tests. These tests were named the New Jersey Composite Test. The number of pupils tested was 48,486. The tests were devised by persons within the State. One part of these tests was devised to measure native intelligence. It consisted of questions which tested the acquired ability to reason in arithmetic, the ability to know facts within the common knowledge of fifth grade children, the acquired ability to comprehend word meanings. There was also a picture test by which it was hoped to measure the non-verbal intelligence of the pupils tested. There were also questions to test the pupil achievement in arithmetic and reading. The teachers who gave the tests and scored the results were trained to do the work. The test papers were sent to this Department. The Business Division transferred the results to Hollerith cards. The Hollerith card is a method by which the results may be rapidly counted for analysis. From the test many significant results have been discovered.

One of the most significant results is the variation in the ability of the fifth grade pupils. There was a total of 353 questions in the entire test. Five per cent. of all the pupils could answer less than seventy of these questions, while five per cent. were able to answer 180 of the same questions. Is it not significant that with questions within the knowledge of fifth grade pupils there should be so much variation of ability? A study was made to ascertain the ability of fifth grade pupils to answer these questions. This study showed the average level of ability of this grade was to answer 117 questions. The results of the New Jersey Composite Test showed that 40 per cent. of the fifth grade pupils could not answer 117 of the questions, while 50 per cent. of the fifth grade pupils could answer more than 117 questions. There is only one conclusion, and that is that there is a need for better grouping of the children of the grades in our schools.

The results of the entire test have been published, and the report is available for those interested. The committee in charge of the test submit the following conclusions:

1. That a program of measurement should center about the welfare of the individual child.
2. That classification should have a prominent place.
3. That the use of intelligence measures and of school achievement measures is indispensable.
4. That such a program should be one that can have the approval of those who are technically competent to pass upon it and upon the measuring instruments employed.
5. That New Jersey must find some means of abandoning less for more scientific tests and methods.

## THE HELPING TEACHERS

The helping teacher is rendering a valuable service to the rural schools of the State. The table below recites the work that the helping teacher is doing.

COUNTY	NAME OF HELPING TEACHER	Number of one-room schools supervised	Number of two-room schools supervised	Number of three or more room schools supervised	Number of buildings supervised	Number of inexperienced teach- ers	Number of teachers with experi- ence but new to district	Total number of teachers super- vised	Total number of pupils en- rolled	Total number of eighth grade pupils enrolled
Atlantic .....	Cora Schaible .....	13	7	9	29	23	13	79	2,296	127
Bergen .....	Agnes E. Brown .....	2	1	6	9	9	9	34	1,143	91
	Mrs. Ethel H. Carroll .....		1	8	9	3	10	44	1,141	98
	Nora C. Leiter .....			2	2	2	5	24	399	21
	Melvia Wormuth .....	1	2	7	10	7	5	45	1,609	105
Burlington .....	Hulda Hewitt .....	3	8	5	16	11	13	39	1,367	91
	Caroline B. LeConey .....	2	1	8	11	3	8	51	1,700	110
	Alice R. Shreve .....	1	4	8	13	7	6	46	1,593	86
Camden .....	Mrs. Helen A. Ameisen .....	8	2	10	20	13	2	64	2,537	143
	Olivia F. Richman .....	5	2	9	16	10	4	51	2,094	116
Cape May .....	Roxana S. Gandy .....	12	8	2	22	14	3	33	862	87
Cumberland .....	Nella H. Cole .....	14	4	6	24	9	6	51	1,589	85
	Jean F. Mackay .....	1	3	8	18	6	5	50	1,459	86
Essex .....	Margaret Milmine .....	1	1	6	8	2	5	37	1,098	98
Gloucester .....	Florence L. Knox .....	1	5	11	17	10	12	55	1,851	106
	Katherine L. Smith .....	6	6	7	19	7	11	45	1,414	116
Hunterdon .....	Jennie M. Haver .....	27	6	4	37	9	16	52	1,972	125
	Mrs. Manette M. Lawson .....	35	4	3	42	16	7	57	2,033	155
Mercer .....	Dorothy B. Smith .....	1	1	5	7	3	4	29	782	50
Moumouth .....	Kathryn M. Parker .....	9	5	1	15	11	3	22	729	47
	Mrs. Ida J. Vocke .....	11			14	2	1	23	877	55
	Charlotte E. Wilson .....	2	5	3	10	6	4	27	1,081	60
Morris .....	Etta Donahay .....	3	5	6	14	7	16	35	1,040	70
	Evelyn G. Garabrant .....	8	4	1	13	5	3	21	559	35
Ocean .....	Mrs. Sara B. Hernberg .....	11	6	3	20	9	6	40	1,192	100
	Harriet Simpson .....	10	6	3	19	9	10	34	937	71
Passaic .....	Clare Bartlett .....	6	5	2	13	6	7	26	781	62
Salem .....	Mae Stillwell .....	17	4	9	30	14	7	55	2,114	151
Somerset .....	Georgiene Dismant .....	18	8	2	28	12	10	45	1,692	116
	Laura M. Sydenham .....	13	6	1	20	5	10	29	893	62
Sussex .....	Florence L. Farber .....	47	5	1	53	18	6	60	1,517	115
Union .....	Ethel M. Alexander .....	2	1	4	7	4	6	31	1,097	68
Warren .....	M. Melissa Cook .....	23	5	2	30	13		41	1,205	75
	Vera M. Telfer .....	15	6	5	26	10	3	47	1,732	76
	Total .....	334	137	179	641	295	236	1,416	46,306	3,059

This table shows: That the number of buildings which come under the supervision of the helping teachers is 641. Of this number, 334 are one-room schools. There are in the territory of these helpers 295 teachers without experience, and 236 teachers with experience, but new to the district in which they teach. The total number of teachers who come under the influence of the helping teachers is 1,416. The number of pupils which receive both the

teacher's effort and that of the helping teacher is 46,306. Of this number 3,059 are in the highest elementary grade.

There is need of more helping teachers. The work to be done is too great for the number of them employed. This is especially true of the following districts: Atlantic County, Cumberland County, Hunterdon County, Salem County, Somerset County, Sussex County and Warren County. I call your particular attention to Sussex County. The helping teacher has under her supervision 47 one-room schools, 5 two-room schools and 1 three-room school—a total of 53 buildings and 60 teachers. The schools of these districts are widely separated and often during the year cannot be reached on account of bad roads and winter conditions. Even if the roads and weather were favorable, it would be impossible to visit these teachers more than three times each year. The successful supervision is the kind that recommends constructively, and then is followed up by a visit to see how well the suggestions are working. This is practically impossible when visits are very far apart. If the helping teacher work is to be more efficient, the teacher load should be reduced.

STATE EFFICIENCY TESTS

Below will be found two tables which show the results of the efficiency tests for the highest elementary grade for January and May and June, 1924.

**SUMMARY OF STATE EXAMINATION FOR PUPILS IN THE HIGHEST ELEMENTARY GRADE  
JANUARY, 1924**

State	Arithmetic	Writing	Spelling	English	U. S. History	Geography
Total number of pupils taking examinations .....	9,153	8,676	10,618	8,816	10,598	12,020
Per cent. of number of pupils receiving 90 points or more .....	.227	.219	.083	.096	.179	.116
Per cent. of number of pupils receiving from 70—89 .....	.531	.693	.566	.688	.547	.622
Per cent. of number of pupils receiving 69 or less .....	.242	.088	.351	.216	.274	.262
<b>Counties</b>						
(Districts outside of cities)						
Total number of pupils taking examinations .....	2,208	2,483	3,380	1,836	3,212	3,145
Per cent. of number of pupils receiving 90 points or more .....	.231	.195	.083	.100	.185	.104
Per cent. of number of pupils receiving from 70—89 .....	.541	.728	.521	.718	.568	.626
Per cent. of number of pupils receiving 69 or less .....	.228	.077	.396	.182	.247	.270
<b>Cities</b>						
Total number of pupils taking examinations .....	6,945	6,193	7,238	6,980	7,386	8,875
Per cent. of number of pupils receiving 90 points or more .....	.226	.229	.083	.095	.177	.120
Per cent. of number of pupils receiving from 70—89 .....	.528	.678	.587	.682	.537	.620
Per cent. of number of pupils receiving 69 or less .....	.246	.093	.330	.223	.286	.260

**SUMMARY OF STATE EXAMINATION FOR PUPILS IN THE HIGHEST ELEMENTARY GRADE  
MAY AND JUNE, 1924**

State	Arithmetic	Writing	Spelling	English	U.S. History	Geography	Hygiene
Total number of pupils taking examinations .....	27,727	26,970	27,159	27,960	27,277	25,724	26,755
Per cent. of number of pupils receiving 90 points or more..	.261	.200	.168	.101	.178	.114	.284
Per cent. of number of pupils receiving from 70—89 .....	.534	.699	.626	.625	.542	.630	.615
Per cent. of number of pupils receiving 69 or less .....	.205	.101	.206	.274	.280	.256	.101
<b>Counties</b>							
<b>(Districts outside of cities)</b>							
Total number of pupils taking examinations .....	14,348	13,976	14,139	14,780	14,017	14,378	14,207
Per cent. of number of pupils receiving 90 points or more..	.271	.195	.159	.118	.172	.116	.285
Per cent. of number of pupils receiving from 70—89 .....	.542	.712	.620	.620	.571	.654	.620
Per cent. of number of pupils receiving 69 or less .....	.187	.093	.221	.262	.257	.230	.095
<b>Cities</b>							
Total number of pupils taking examinations .....	13,379	12,994	13,020	13,180	13,260	11,346	12,548
Per cent. of number of pupils receiving 90 points or more..	.251	.205	.178	.082	.184	.111	.284
Per cent. of number of pupils receiving from 70—89 .....	.525	.685	.633	.631	.512	.607	.608
Per cent. of number of pupils receiving 69 or less .....	.224	.110	.180	.287	.304	.282	.108

The Assistant Commissioner had the assistance in preparing the test questions of a committee composed of the following county and city superintendents: Mr. Unger, Cumberland County; Mr. Morelock, Essex County; Mr. Morris, Ocean County; Mr. Sanford, Warren County; Mr. Philhower, Westfield; Mr. Scott, East Orange. The Department received valuable aid from these men. The appreciation of the Elementary Department of Education is hereby expressed.

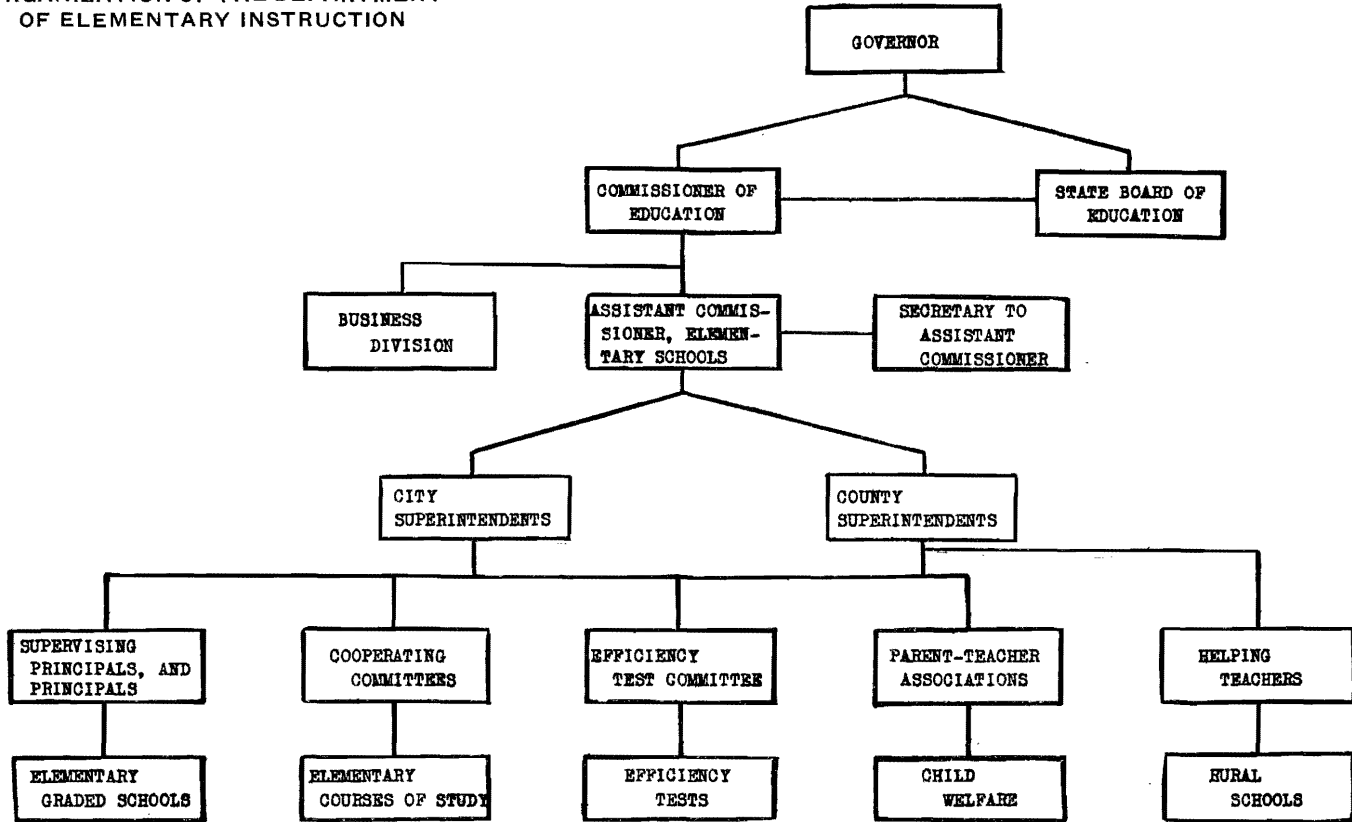
Today as never before the education of boys and girls is necessary in order that a democratic form of government may properly function. With this in view, the schools are doing their work efficiently. It is my opinion that the schools are better than they have ever been.

Very truly yours,

ROY L. SHAFFER,

*Assistant Commissioner of Education.*

ORGANIZATION OF THE DEPARTMENT  
OF ELEMENTARY INSTRUCTION



REPORT  
ON  
INDUSTRIAL AND AGRICULTURAL EDUCATION

BY

WESLEY A. O'LEARY

*Assistant Commissioner in charge of Vocational Education, Manual Training,  
and Continuation Schools*

(PRINTED AS A SEPARATE DOCUMENT)

## PHYSICAL TRAINING

PREPARED BY

DR. G. R. SEIKEL

*Director of Physical Training and Hygiene*

Physical education has come to be regarded as a coordinate in importance, in the schools today, with vocational education, social education and cultural education; and in the future the means and methods which it will employ will be more and more scientific and effective than those now employed. The importance of physical education as a part of a school program grows, as do other forms of education, out of the needs and conditions of the age in which we live. The great need for instruction in hygiene and systematic oversight of physical development and training as a condition of living and working under modern conditions, is necessary for the adjustment to the hampering conditions of a physical environment and for a conscious promotion of sanitation.

In other days the home and the farm supplied the necessary physical activity fairly adequate for the growth and development of the child, but today when life has become more urban and tends more and more in that direction, the home does not provide the opportunity to learn and promote such qualities as skill, strength, perseverance and health. Therefore, the school, a cooperative enterprise on the part of the community, can do in a way more economical of time and energy what a community cannot do individually, and becomes the agent of a physical training and health program. And, as a public school is a school established by the state or nation to train the children of the nation for the responsibilities and duties of citizenship, it is proper that it provide such instruction related to the facts that the nation has need of, the physical powers of her people in subduing the wilderness, in cultivating and gathering the annual harvests, in increasing the national wealth, in accomplishing public improvements and resisting the ravages of disease. Therefore, that the physical tasks of the nation may be wrought successfully, and that the physical strength of the nation may not decline in successive generations, the study of hygiene and physical exercises are properly embraced in public school education.

## TEACHERS' PHYSICAL EDUCATION INSTITUTE

In September of the school year 1923-1924, there was placed in the hands of the teachers, in districts without special teachers of physical training, a bulletin, "Minimum Essentials in Health and Physical Training." To have the teachers become thoroughly acquainted with the teaching material, special institutes were arranged by the county superintendents at which every teacher actively participated in the practical part of the program.

Teachers of the I-IV grade children received instruction in health habits and daily inspections and the establishing of health boards in each class. That children in these grades should breathe deeply, sleep much and eat slowly was

emphasized. The singing games and rhythmic plays were demonstrated, and it was pointed out that these activities are developers of latent powers, that they arise out of growth needs, that in them are expressed social relationships which are not found in any other activity of child life.

With the teachers of the V-VIII grades we discussed the removal of growth defects, diet, nutrition, sleep and rest, avoidance of infection, respiration, elimination, temperature regulation, cleanliness, avoidance of physical injury, care of motor mechanism and sense organs, care of skin, nails and hair. The objectives were to establish the capacity in children for self-direction according to the laws of health, for health depends on behaving according to hygienic standards. To establish the capacity for self-direction according to the standards of hygiene, the teacher must build habits, ideas and attitudes.

The participation in the formal types of exercises was meant to demonstrate the value of these exercises as related to the individual, as specifically directed to counteract the deleterious influences of the hours spent in sedentary occupation. Gymnastic exercises are largely subjective in nature and they serve particularly to stimulate normal physical development and to promote good carriage and easy coordination in motion and locomotion. Here we stressed the fact that a few exact movements conscientiously performed accomplish more for accurate coordination than many minutes of listless half-hearted movements.

With the teachers of the upper grades, games were played indoors and on the playgrounds. It was impressed upon the minds of the teachers that "Play is the serious business of childhood." Play, conceived in a broad way ministers to the development of the personality as well as to the physique of the child, and yields him valuable training both of body and mind. But more and more is the child's playing space being encroached upon; in more homes than one would think, play is prohibited, and it becomes necessary for the school to develop this method of physical activity and self-expression. Great as may be the importance of play from the practical standpoints of exercise and health, when we approach it on the side of personal development we come to the real heart of the matter. If we are to consider play as a means only of providing good times for children or solving problems of institutional discipline and training, we have failed to catch its full significance. Just as the child has instinctive desires for food, shelter and motion, satisfaction of which will prove the determining factors in his physical growth, so he has other instincts such as rhythm, imitation, conflict, loyalty; through the guidance of these instincts are we able to train him in good habits.

As a result of three hours of intensive work there is no doubt that all teachers were immeasurably benefited and better prepared to teach the health and physical training programs. Having been instructed in the fundamentals, there necessarily must now be a more uniform type of work done in our schools as well as one of a higher and better grade.

#### PARENT-TEACHERS' MEETINGS

A special effort was made to attend meetings of parent-teachers' associations and to present the "Health Rights of the School Child" from the child's point of view. Most of the meetings attended were in smaller communities, the rural districts.



With the changes that have come in our methods of living, the importance of health knowledge and health activities is preeminent. When the child obtained most of its bodily development from about the house and farm, the physical coordination was easily learned and healthy habits were brought about by exercise. But now with the long stretch of time required for adequate mental training and the lack of natural activity of another day, it is necessary that definite plans and methods be devised for the physical growth of the child at the same time that we are seeking mental training and development.

Parents were urged to see to it that their children received proper medical and physical examinations, and that one or both parents be present at such examinations. When defects were found it was the duty of parents to make provision for correcting such defects so that the children would not be under greater handicaps in later years.

The cooperation of parents was sought in helping the teachers in the promotion of good health habits. The value of the tooth-brush and its use, as it is taught, avails the child little if it does not put this knowledge into action, and this action is a duty of the home.

The school lunch, the hot lunch which is a means to better attention and effort during the afternoon session, and nutrition in general were touched upon; likewise malnutrition, for malnutrition is not confined to children below the poverty line, because malnutrition may mean more than insufficient food—it may mean improperly balanced food or improper mastication.

The right of a child, with faulty sight and hearing, to be placed in a seat from which it can see well and hear well received consideration, for many times children were classified as dull children because faults in sight and hearing prevented them from realizing what the teacher was demonstrating.

A new attitude toward the school playground and its facilities was created. Organized play, with stunts and tests on apparatus, helps the soul of the child to unfold. Play serves, and so it is necessary to the physical, mental and social welfare of the child. It was pointed out that play was filled with a wealth of physical, mental, moral, social and preventive values: (1) Physical growth is bound to follow and with it a gain of bodily strength. (2) The mental value lies in the learning of the games and rules; in training the senses to observe closely, hear accurately, think clearly, and move with greater ease. (3) The moral value is found in how the individual or group plays the game; how it takes defeat and victory, and how it obeys the rules. (4) The socializing value is found in its democratic nature, that all are equal and stand or fall by what they can do. (5) The preventive value is found in making better thinking and living people so that in the future it will not be necessary to spend vast sums to take care of delinquents, defectives and dependents.



PART V

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REPORTS ON  
EDUCATIONAL INSTITUTIONS

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FOR THE YEAR ENDING JUNE 30, 1924

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State Normal School at Trenton  
State Normal School at Montclair  
State Normal School at Newark  
State Normal School at Glassboro  
State Normal School at Paterson  
New Jersey School for the Deaf  
Manual Training and Industrial School for Colored Youth  
School of Industrial Arts of Trenton  
Board of Trustees of Schools for Industrial Education, Hoboken  
Newark Technical School



# STATE NORMAL SCHOOL AT TRENTON

DON C. BLISS, *Principal*

No radical change has occurred in the Trenton Normal School during the year ending June 30, 1924. Students and faculty have cooperated in the most cordial manner to raise standards of scholarship and promote ideals of right living.

## ENROLLMENT

In September the entering class totalled 245 students. These were distributed as follows:

General course .....	175
Kindergarten-primary course .....	30
Special courses .....	40

The February, 1924, group increased this number by 19, giving a total for the year of 264 juniors.

The special courses present a strong appeal to entering students and there is a very real danger of admitting to these groups a larger number of students than the needs of the State require. Since the demand in the State for special supervisors is strictly limited and the training facilities in the normal school even more so, it is evident that only those students should be admitted to the special courses who are particularly well qualified to profit from the work. Unless possessed of something more than a superficial interest in the special work students should enter the general course. In this field there is no danger of the supply exceeding the demand. The per capita cost of the supervisory courses is inevitably much higher than in the general field and the State cannot afford to provide this training in excess of requirements. An oversupply results in the filling of positions with the less competent while some of the better teachers are without employment.

Of the 316 graduates in the February and June classes, 282 report themselves as successful in securing positions; 20 fail to make any report; 14 are not engaged in teaching at the present time because of ill health, inability to secure a position or some other valid reason. Salaries range from \$800 to \$1,900, with a median salary of \$1,200.

## ENTRANCE EXAMINATIONS

The plan of requiring all candidates to pass an entrance examination in English, spelling, and arithmetic is being justified by results. A steady improvement in the character of the preparation offered is plainly evident. There is an obvious purpose on the part of high school principals to withhold certificates of admission from unqualified graduates and to give those certified the special preparation essential to success in the normal school.

All candidates for admission in the June examination were given the Thorndike intelligence examination on the same day. Without exception those scoring less than thirty failed to pass the simple tests in the fundamental sub-

jects. It is unfortunate that a few candidates possessed of superior mental ability as shown by the intelligence test are debarred from entering the normal school by their inability to pass the efficiency examinations. This is probably due to the failure of the secondary school to recognize the specialized preparation necessary for teacher training. This is no less important for normal entrance than it is for admission to college. Obviously students who are unable to write a decent sentence in English or give the simplest rules in grammar are poorly prepared to enter upon their preparation for teaching. Applicants able to secure only eight or ten per cent. on a scale of one hundred in arithmetic are too seriously handicapped to justify the State in providing the instruction in subject matter necessary to remedy the deficiency.

One gratifying result of the examination plan is the steady improvement in the quality of the high school English preparation as evidenced by the percentage of candidates passing the entrance tests. In June, 1924, 93.9 per cent. of the candidates passed the English examination. Arithmetic continues to be the chief obstacle. In this subject only 70.8 per cent. were successful.

#### ALTERATIONS AND IMPROVEMENTS

While the new power house with the substitution of fuel oil for coal has provided adequate heat and power with the minimum of inconvenience, it has proved to be somewhat more expensive. A small saving is effected because ashes no longer have to be removed. No reduction in the number of men employed is possible as one man must watch the boilers constantly to insure their safe operation.

The last legislature provided \$38,000 to remodel the old boiler house for a modern laundry and to remove the butcher shop and bakery from the dark and unsanitary quarters below ground which they now occupy. This will complete the series of jobs necessary to provide adequate facilities at the boarding halls.

#### GENERAL REPAIRS

For a number of years the annual reports have called attention to unsatisfactory conditions in the north wing occupied by the Training School. The classrooms separated as they were by window sash partitions presented an unkempt and unattractive appearance. Though window space was decidedly below standard no artificial light was available. On cloudy days this involved a serious strain on the eyes of pupils.

During the summer the wing was entirely renovated. The glass partitions were replaced by solid walls and the entire wing given a coat of light paint. Electric lights supplement the inadequate window space and the entire appearance of the building is changed. It now gives the impression of a modern school. Aside from hygienic reasons the expense of these changes is justified by the effect of these improvements upon the morale of children and student teachers.

Fire risks, always serious in old buildings, have been minimized by the installation of sirens operated by buttons located in different parts of the building. Fire drills are held frequently and these are characterized by a business-like observance on the part of students. Confusion and panic would seem impossible. The only serious remaining fire risk is the upper gymnasium with

a single wooden stair exit. It is hoped that funds will permit the installation of an adequate fire escape next summer.

#### STUDENT GOVERNMENT

To an increasing degree the discipline of the school is being taken over by the student body. This is becoming more and more a matter of self government for each individual rather than a government by duly elected students. There is a growing appreciation of the necessity for self-control for those who are to become teachers. Unless they have learned to govern themselves they are not likely to succeed in training children in right habits of thought and conduct.

The will of the student body is expressed through a council consisting of nine members. This body holds weekly meetings when questions affecting the welfare of the school receive thorough discussion. Their recommendations then are submitted to the student body for approval. It is significant that in no instance has the recommendation of the council been voted down by the student body.

#### THE BOARDING HALLS

One of the most significant and far-reaching administrative changes is the appointment of a dean of women. The school is most fortunate in securing for this difficult task the services of Miss Charlotte Marshall, a Wellesley graduate with a long experience in secretarial work in public, private, and normal schools. In general, she assumes the position of advisor to the girls in all matters that have to do with their daily life outside of the classrooms. Ranking as a regular member of the faculty and conversant with the classroom standing of the students, the dean is able to help the students to a wise use of their leisure time. The position demands the most thorough culture, wide experience, unlimited tact, and boundless sympathy. Already the wisdom of creating such an office is apparent in the general conditions of the dormitories.

The decrease in the number of students in the halls has removed the necessity of assigning two girls to one small, poorly lighted room furnished with a three-quarter bed. It is now possible to assign one girl to these rooms and for the single occupant they are fairly adequate.

#### FACULTY CHANGES

The vacancy in the history department cared for last year by a substitute, was filled by the appointment of Miss Rachel Jarrold, of Providence, Rhode Island.

After many years of devoted service Miss Emily Daw resigned to accept a position in a western college.

The vacancy in the kindergarten-primary department caused by the withdrawal of Miss Meredith Smith was cared for by the election of Miss H. Grace Parsons who brings to the school a rich experience as a kindergarten supervisor.

Continued ill health brought about the resignation of Miss Helen M. Stockton. Miss Virginia Currier now fills the position.

Miss Dorothy Fielding resigned as assistant in the biology department and Mrs. Ethel H. Hausman was elected in her place.

After a year's leave of absence Miss Maragret Cochrane has returned to the department of home economics. Miss Marguerite A. Gulick, who served so acceptably in the interim, has accepted an appointment in Bound Brook.

Leave of absence was granted Miss Mary Louise Corning for study and her duties are assumed by Miss Claire Croasdale.

For the department of rural supervision Miss Edna Marshall, of Teachers College, was chosen.

Three changes took place in the Training School. Miss Alice Smithick was made assistant principal and general supervisor of the work of the school. Mrs. Grace Arrowsmith resigned because of home duties and Miss Margaret Wise, to accept another position. Miss Bessie S. Clark, of the Willimantic Normal School, was appointed as sixth grade critic. Mrs. Isabel Riddell, of the Bridgewater, Massachusetts, Normal, came to the fourth grade and Miss Lulu J. Eisenhauer, of Ridgewood, New Jersey, to the third grade.

#### LOAN FUND

Several worthy students have been enabled to continue in attendance through the assistance afforded by this fund contributed by generous alumni of the school. While the fund is still small the good accomplished is out of proportion to the amount available. Every graduate of the school should have a part in this enterprise.

The number of pledges received to date is 531. Alumni subscribing to the fund who make the ten dollar payment with the subscription become life members. The names of life members in addition to those appearing in the catalog last year are as follows:

Ackerman, Alphra	Mundy, Florence
Blaisdell, Frances	Packer, Marianna G.
Buchanan, Mary F.	Paulin, Ray Wood
Buck, Augusta R.	Pogue, Mrs. Gertrude H.
Camp, Laura	Provost, Cornelia D.
Cathcart, Cleora	Randalman, Fanny
Coman, Clara L.	Read, Mrs. Lucia V.
Corning, Mary Louise	Shreve, Alice R.
Ely, Sarah Y.	Silvers, Katharine H.
Fowler, Olive P.	Souter, Sydney H., Jr.
Harman, Ida L.	Stern, Edna
Henion, Ina E.	Straughn, Florence
Hewitt, Hulda K.	Sutphin, Verna E.
Jamieson, Sarah	Tatem, Alice F.
Kaser, Louis J.	Thorn, Mrs. Isabel
Lake, Harry E.	West, Helen W.
LeConey, Caroline B.	White, Helen O.
McNichol, Sarah J.	Wilson, John R.
Melson, Coral	



The sum available from the loan fund supplemented by the scholarships established through the generosity of parent-teacher associations and public spirited individuals has sufficed to care for all deserving students who have made application for assistance.

#### CONCLUSION

It is a genuine pleasure to pay tribute to the fine professional spirit animating the faculty of the school and the attitude of cordial cooperation appearing in the student body.

The support of the State Board of Education both as individuals and as a body has been a constant inspiration to better service.

## STATE NORMAL SCHOOL AT MONTCLAIR

EDITH T. BRIDGE, *Assistant Principal*

The attendance at the Montclair State Normal School for the year ending June 30, 1924, was 738. The number of graduates in January, 1924, was 76; in June, 1924, 196, making a total of 272. This is the largest number to be graduated in any single year from this institution.

Owing to the very large number of students in the field of practice, another supervisor of practice teaching seemed advisable. Miss Grace Pattison, teacher of reading and methods in the State Normal School, was appointed on a part time supervision basis and has proven of very great assistance. Miss Pattison has had successful experience in working with children in primary grades and has done demonstration and critic work for a number of years. The addition of a supervisor enabled supervisors to make more frequent visits to practice teachers and has made it possible for us to graduate a class which has had the advantage of careful and thorough supervision. At the beginning of the September term, 1924, all 1924 graduates who had signified their willingness to accept positions in any part of New Jersey had secured positions, with the exception of about fifteen. The majority of these have since received regular appointments or have been substituting in city systems. Superintendents and supervising principals in search of strong, experienced teachers have applied to us from time to time and it has been possible for a number of our graduates of some teaching experience to secure more desirable positions in this way. It is interesting to note that of the hundreds of our graduates who are enrolled with us and whose complete records we have on file, a large number who have signified their desire to change to another locality have given as their reason a desire to do extension work at Teachers' College or New York University.

The demonstration school continues to be very popular with the mothers of Montclair and we have a long waiting list of children unable to secure admission. The students of the normal department have come more and more to realize the important place which the demonstration school has in establishing high ideals of teaching. Superintendents find our practice teachers apply regularly the methods observed in the demonstration school, and many projects which have been worked out in this connection have been the basis for project work carried out with the children by our senior students when they have started practice teaching.

A fourth grade room was added in September, 1923. The equipment was selected with great care and the room is most attractive. A fifth grade room will be added in September, 1924.

The entrance examinations held June 2, 1924, were taken by 312 candidates and 208 succeeded in passing the examinations. The papers show a great improvement over previous papers in that the majority secured a much higher rating than heretofore. This is due, no doubt, in a large measure to the fact that high schools have been very earnest in planning review courses for normal school candidates, and have cooperated most heartily with us in every way.

The Montclair State Normal School suffered a very severe blow early in the second semester when we lost our beloved principal, Dr. Charles Sumner Chapin. Dr. Chapin, just before he returned to us in September, had a severe attack of summer grippe and was not at his best when school opened. He remained at his post, however, and carried out his usual program of work from day to day with his accustomed earnestness. Those of us who worked with him, however, hoped that the Christmas vacation spent in the South would afford him the change which we believed he needed. Just at the opening of the February term, he again suffered a severe attack of grippe and he was persuaded, as soon as he was able, to go to Atlantic City to regain his strength. He did not return to us. It seemed at first impossible to go on without the leader who had been at the helm since the school was organized and had molded the ideals of the hundreds of graduates who are teaching successfully in New Jersey and in various States of the Union today. The student body shortly after Dr. Chapin's death organized into a self-governing body seeking the advice and guidance of the faculty whenever necessary. They, with the faculty, in May presented to the State Board of Education a tympanum of "Froebel and the Children" in loving memory of Dr. Chapin. This was erected under the direction of Guilbert & Betelle, State architects, as their tribute to Dr. Chapin. The tympanum, with an appropriate memorial plate, was placed over the platform in the Assembly Hall just back of the desk where, since the beginning of the institution, Dr. Chapin conducted Assembly exercises. Hundreds of alumni have from year to year recalled these assembly periods as the periods in which Dr. Chapin gave them their most treasured memories and instilled the high ideas and fine school spirit which he called "The Montclair Spirit." Appropriate exercises attended by Mrs. Chapin and her daughter were held at the time of presentation. Dr. Chapin's life long friend, Dr. Abram Harris, of the Educational Department of the Methodist Episcopal Church, gave the principal address. Honorable Robert Lynn Cox accepted the tympanum and paid a splendid tribute to Dr. Chapin's work.

The fine spirit of cooperation between students and teachers and the united effort of all to carry on in the true Montclair Spirit made it possible to bring the school year to a successful close.

At the meeting of the State Board of Education, held June 2, Mr. Harry A. Sprague, Superintendent of Schools, Summit, New Jersey, was appointed to succeed Dr. Chapin.

The Montclair State Normal School will ever be associated in the minds and hearts of the hundreds of Montclair alumni who have graduated during the first sixteen years of its history with its great leader, educator and friend who has meant so much to us all and is responsible for establishing the fine reputation which Montclair enjoys today.

## STATE NORMAL SCHOOL AT NEWARK

W. SPADER WILLIS, *Principal*

I hereby submit my annual report concerning the State Normal School at Newark, New Jersey, for the year ending June 30, 1924.

It is a pleasure to state that the various departments of the school have maintained a high degree of excellence and have become more unified in their aims and purposes than ever before. This has been brought about by conferences with the faculty, the student body and various departments, such as the high school principals and training teachers in the field, making a complete cycle of united effort and cooperation.

I wish to especially call attention to the fine spirit manifested by superintendents and principals in cooperating with us in all of our work. This general condition is responsible for raising the standards of our work and securing helpful advice from the field at large. It is pleasing to note the interest manifested by the high school principals in connection with the entrance examinations and their desire to meet the requirements by special preparation for normal school entrance. The meeting of high school principals at the State Normal School at Newark during the year in regard to this proposition was one of the most valuable meetings that has ever been held between high schools and normal schools and has resulted in the normal schools submitting a syllabus on the amount of work to be covered by high schools in the three subjects required for entrance to the normal schools. These conferences should be annual events, as they promote mutual understanding as a basis of judging.

During the year 1923-1924 the aggregate enrollment has been 1,242 students, representing fifteen counties in the State. Seventy-five young men were enrolled among this number, thirty-two pursued the manual training course in order to become manual training teachers in the elementary and junior high schools. The demand for these graduates indicates that the manual training course is meeting a much felt demand. Eighty-eight young women have pursued the kindergarten course in connection with the primary grades. These students are given an opportunity to observe demonstration lessons in kindergarten and first year grades in the Normal School building. The children attending these classes come from the immediate district around the school and are in daily attendance. It may be of interest to state that one hundred seventy-five students leave home at 6:30 in the morning in order to reach school on time. These young women deserve special mention on account of their promptness and attendance. The average attendance for the year has been 95.4 per cent., a remarkable showing in view of the fact that this is entirely a commuting school.

The health of the student body has been excellent. Two physicians examine the students at recurrent intervals and make reports to the principal regarding their physical condition. These reports are made known to the faculty and especially to the members of the hygiene and physical training departments. The principal of the school also informs parents of serious conditions and suggests that medical attention be given at once. In this

connection the students themselves are given a practical, helpful course of a scientific nature in health hygiene for use in classrooms. This course includes examinations of the eyes, ears, and teeth and throat trouble, contagious diseases and general healthful and sanitary conditions. It is hoped by this intensive phase of the work the graduates of the school will put into practice the training they have received along these lines.

The entrance examinations, held June 2, were attended by four hundred sixty-five high school graduates. These young people were examined in English composition and grammar, arithmetic and spelling and were also given an intelligence test. A personal interview was also held with each applicant. Thirty-four per cent. failed in arithmetic, fourteen per cent. in English and no failures in spelling. The entrance examinations, in my judgment, have proven their value in many ways. They may exclude some worthy students, but they certainly indicate that it would be a mistake to permit a large number of pupils who are unprepared to take up the normal school work.

The commencement exercises, held June 27, were of an interesting character and largely attended. Three hundred fifty-two young people graduated at this time. Honorable John Enright, Commissioner of Education, made the address to students and parents and the Honorable Oscar W. Jeffery, member of the State Board of Education, presented the diplomas to the graduates. Twenty-two commencements have been held since the organization of the school. Three thousand two hundred graduates have entered the teaching profession. It is a pleasure to know that the follow-up system employed by the school indicates that these graduates have made excellent records and the percentage of failures has been extremely small.

In conclusion permit me to thank the members of the State Board of Education for their unfailing cooperation, the Commissioner of Education for his advice, the members of the faculty of the school for their loyalty and interest and the student body, themselves, who have ever been anxious to uphold the standards of the school.

## STATE NORMAL SCHOOL AT GLASSBORO

J. J. SAVITZ, *Principal*

The New Jersey State Normal School at Glassboro opened its doors for instruction on June 30, 1923, when the summer school, formerly conducted at Collingswood, began its session with an enrollment of approximately 350 students.

The first regular session of the Glassboro Normal School began on September 3, with an enrollment of 239 students, which number was increased to 263 at midyear. The students were distributed by counties and States as follows:

Atlantic .....	24	Monmouth .....	1
Burlington .....	8	Ocean .....	2
Camden .....	60	Salem .....	28
Cape May .....	10	New Hampshire .....	1
Cumberland .....	75	Pennsylvania .....	2
Gloucester .....	51	Virginia .....	1

In planning for the school no provision was made for boarding students because the location of the school, at a railroad center, at which many of the railroads of South Jersey converge, seemed to obviate the necessity of providing dormitory facilities. However, about fifty students found it necessary to board, owing to the fact that their places of residence were remote from railroad stations. To accommodate a part of these students the women in charge of the Tri-County Young Women's Christian Association generously loaned furniture to the school to furnish a house. The State House Commission made an appropriation from the Emergency Fund to pay the rent for the Warrick House, one of the fine old residences of Glassboro, and twenty-five young women were accommodated. The remainder found suitable boarding places in Glassboro and Pitman.

Since the number of students who applied for boarding accommodations for the school year 1924-25 exceeds those applying in the first year, the Legislature appropriated \$20,000 to remodel the fine old mansion on the school property, known as Holly Bush, and \$3,500 to equip it. The plans provide for hardwood floors, a steam heating system, baths, papering and painting, in fact, for a new house, with the exception of the walls, which are built of beautiful native conglomerate stone. When completed this will be one of the finest normal school dormitories in the country and will comfortably accommodate thirty-five students.

In addition to this the State Board of Education has rented and furnished two complete apartments in the Ackley Building adjoining the grounds. These two apartments accommodate eighteen students. Each apartment is in charge of a faculty member, who, with the assistance of a student council, guides the young women in developing those qualities of mind and heart which are desirable in a young woman and in a teacher. Similar arrangements for the government of students have been arranged at Holly Bush.

A large dining room has been provided in the school for the accommodation of the students, and the meals are prepared under the direction of the instructor of household economics. Unusually good, wholesome food is provided at \$7 a week, including room rent. Practically all the vegetables are raised on the farm and the food is prepared in a large, well-equipped, sanitary kitchen. The day students are fed in the well-equipped cafeteria with food provided under conditions similar to those of the boarding students at reasonable prices. Practically all students take advantage of these provisions for their noon luncheon.

Since the number of students who find it necessary to board is approximately twenty per cent. of the enrollment and the capacity of the school is 500 students, it would seem that provision must be made very soon for 100 to 125 boarders. Since only one-third of this number can be comfortably accommodated in the Holly Bush dormitory, two dormitories of the same capacity will be required to care for the remainder. Since living conditions are more wholesome and opportunities for developing character more favorable when students are accommodated in small groups, steps should be taken to provide similar dormitories. The number of applications for admission to the school for the coming year is 254, which would indicate that there will be a capacity enrollment by September, 1925.

#### DEDICATORY EXERCISES

An audience of more than fourteen hundred people consisting of members of the State Board of Education, members of the State Legislature, city and county superintendents of schools, the donors of the twenty-five acres of farm land, and interested citizens from all parts of the State, especially from South Jersey, assembled to assist in the dedicatory exercises of the school. A feature of the exercises was the music furnished by the South Jersey Community Band, organized especially for this occasion by Professor William L. Nassau, director of music in the public schools of Glassboro. The band was composed of citizens from all walks of life living between Woodbury and Cape May. After two rehearsals this band furnished music which evoked favorable commendation from all in attendance. Following is a program of the exercises:

Concert

South Jersey Community Band

Overture, ..... *Mendelssohn-Bartholdy*  
Band

Flag Salute, followed by singing of "Star Spangled Banner"  
The School

Chant, The Lord's Prayer  
The Band and School

Introductory Remarks  
President State Board of Education

La Danse des Demoiselles, ..... *Rudolph Friml*  
Band

Address, "History of the Movement for a South Jersey Normal School"  
Honorable Robert Lynn Cox

Songs

- (a) Bendemeer's Stream, ..... Traditional  
(b) Lift Thine Eyes (from Oratorio "Elijah"), .... *Mendelssohn-Bartholdy*  
Girls' Chorus

Address, "Education as a Profession"  
Dr. Edwin C. Broome  
Superintendent of Philadelphia Schools

Meditation, ..... *George Drumm*  
Band

Address, "The Relation of the State to the Normal Schools"  
Honorable John Enright  
Commissioner of Education

Stars and Stripes Forever, ..... *Sousa*  
Band

Address, "The Making of a Teacher"  
Dr. J. J. Savitz  
Principal of the School

Dedicatory Exercises  
In Charge of American Legion

Dedication Ode, ..... Ada P. Schaible, Class of 1924  
The School

America

The new school planned with painstaking care by the Normal Schools Committee, of which Honorable Robert Lynn Cox is chairman, and Guilbert & Betelle, of Newark, architects, and Arnold Moses, of Camden, associate architect, with its fine location and adequate equipment, has attracted unusual attention and interest. Hundreds of visitors, educators and citizens from all parts of the State, have inspected the school. Inquiries concerning the plans and equipment of the school have been received from all sections of the country. Meetings have been held during the year on the grounds and in the building by the State Horticultural Society, The Gloucester County Farmers' Association, The State Freeholders' Association, The West Jersey Presbytery, The Odd Fellows of New Jersey, The New Jersey Welfare Association, The Gloucester County Rural School Association, The Rotary Clubs of South Jersey, The Camden and Gloucester County Granges, The Jr. O. U. A. M. of N. J., and The National Oratorical Contest. The citizens of South Jersey are manifesting commendable interest and pride in the school and their attitude creates an environment which is most favorable for the development of a flourishing institution.

FACULTY

The faculty of the school was chosen to meet the particular needs of the students of the southern section of the State. Most of them had considerable experience in the grades as well as in supervisory positions before coming here. Besides having experience in the grades, one had experience as a superintendent



of schools; two as grade supervisors in large cities; one as principal of a training school; one as rural supervisor; one as head of a department in a university school of education; seven as heads of departments in other normal schools; one as head of an English department in junior grades of a public school; one as principal and head of the science department in a high school; one as head of stenography and typewriting in a high school; one as social director in an institution; one as secretary to a president of a teachers' college, a commissioner of education, and a normal school principal, and one as manager of a commercial hothouse and superintendent of grounds.

#### STUDENTS

There were, judging on the basis of experience and training, three classes of students enrolled: those, thirty-three altogether, who had attended the Trenton State Normal School for one year and decided to transfer to Glassboro because the school was more accessible for them; those, twenty-eight in number, who had taught for a number of years and entered normal school to supplement the training in State and university summer schools, and those who entered on the basis of high school graduation and entrance examinations.

The advantage of admitting the first two classes to the school cannot be overestimated. Their experience, example and attitude had a wonderfully stabilizing effect and the school entered upon its work with such ease, orderliness, and determination that the work differed very little from any well-established school. The whole student body seemed to appreciate the privilege and responsibility of setting standards of procedure and work, of establishing traditions which would influence the future work of the school. It was a joy and a privilege to work with and for them.

#### STUDENT ASSOCIATIONS

To give students training in parliamentary procedure, public speaking and debate, seven literary societies were organized each with a faculty adviser. In order to preserve a democratic spirit, the members of the societies were chosen by lot with an equal number of students in each society and each student in the school a member of a society. Particular attention was given to the development of individual traits and capacities of students by varying the activities of the societies.

To provide still further for the interests and tastes of students, special interest clubs were organized. Each student belongs to one or more of these societies as taste, inclination, and the time at the disposal of the student dictate. The instructors of the department to which the work of the clubs naturally belongs, act as faculty advisers. The work was so well done that not only the members of the clubs but also the whole student body was stimulated. Through presentation at the morning assembly of interesting phases of the work of the clubs the whole school was put abreast of the development in the phases of human activity for the study of which these clubs were organized. The following clubs were formed: art, dramatic, camera, history, music, outdoor, and psychology. The school also maintains two other thriving organizations, viz., the glee club and the athletic association.

## CURRICULUM

The curriculum, so far as the subjects of study and the time devoted to each subject are concerned, follows the requirements prescribed by the State Board of Education in September 1917. However, the division of the year into terms and the order of the subjects are determined by the needs of the school. It has been found more advantageous to the students and more effective in results to require students to pursue a smaller number of subjects at any one time and a greater number of recitations per week in each subject than in some of the other schools.

In this connection it should be pointed out, as I have frequently done in my reports as principal of the Trenton State Normal School, that the time devoted to the preparation of teachers is hopelessly inadequate. The students entering the normal school have usually not had an opportunity to study the subjects pursued in the normal school, except perhaps in a hurried review, since they graduated from the eighth grade. Their immaturity at the time these subjects were studied in the grades precluded the possibility of a comprehensive and thorough treatment. As a consequence some time must be given to a review of these subjects in the normal school even though the time for professional training is already inadequate.

At the opening of the school year, each department in the school gave an examination to the new students to determine their attainments in the various subjects and to test the effectiveness of our teaching. The results clearly revealed that what is true in English and arithmetic, subjects in which an entrance examination for the normal school is required, is also true in other subjects. It would seem futile under these conditions to continue our present system of training. We should either frankly give up the idea of doing professional work and devote our time to teaching elementary school subjects in such a comprehensive manner as college subjects are taught and to give the graduates of normal schools their professional training when actually in service, or lengthen the normal school course to three years. To continue this inadequate training of teachers will continue to produce the results in the common English branches of which there is now so much complaint by patrons of the schools and especially business men.

A visit to almost any school would readily convince any thinking individual that the subjects are inadequately taught. Teachers are not grounded in subject matter and frequently their experiences with life situations which form the basis of subject matter is so limited that vital teaching is out of the question. A teacher cannot teach what she does not know and has not had the opportunity or the ability to experience.

If, therefore, a year of preliminary training in common branches could be given in the normal school, effective work could be done in the two following years and the normal school could be held responsible for results. At present we are turning out teachers poorly grounded in elementary school subjects, who in turn teach these subjects poorly to their students. The result is more poorly prepared applicants for the normal school.

A four-year normal school course is highly desirable though it is doubtful if there would be enough teachers if a four-year course were required as the number of applicants to normal schools would be greatly lessened by such a

requirement. In New York State, where I understand an investigation has been made, the average life of a teacher is seven years. This means that a goodly number do not teach seven years. But supposing all normal graduates taught seven years after normal school graduation, would they spend four years to prepare to teach five years, which would be the case if they quit teaching nine years after graduating from high school?

#### EXTENSION TEACHING

So numerous were the requests from individual teachers and from school districts, for instruction to teachers in service, that two classes were organized for work after school hours in industrial arts, and another in geography. Two groups of teachers numbering approximately seventy-five each, pursued a two-hour course in the school, one hour from five to six o'clock in the afternoon and another from seven to eight o'clock in the evening. The principal conducted a class in English on Wednesday afternoon at Woodbury to the teachers who could not come to the normal school, with about sixty in attendance. Those who completed the course in a satisfactory manner were given certificates which entitle them to credit, hour for hour, if they should later attend the normal school. These teachers of maturity and experience could, of course, do work at a very much higher grade than students attending the normal school.

In addition to this, one of our teachers conducted classes for four Saturdays in reading and speaking, reaching more than two hundred students. The principal, assisted by one of the seniors, conducted a whole day conference on English in Atlantic County for approximately 250 teachers. A similar conference was conducted in Burlington County. Ten half-day conferences were conducted by other members of the faculty with twenty to fifty teachers in attendance. Various groups of teachers from different districts come to the normal school for help.

This work evidently proved satisfactory for requests have come for similar work from four county superintendents and from a large number of individual teachers. Much to our regret, owing to the heavy teaching load due to our increased enrollment this year, only a part of these teachers can be accommodated. A full-time teacher should be engaged to carry on this work. It is a most hopeful sign when teachers in service wish to study and the normal school could serve the State in no better way than by extending its facilities to carry on this work effectively.

#### BEAUTIFYING THE GROUNDS

The limited appropriation originally made for grading and planting the grounds of the school made it impossible to do the planting on the campus in front of the school that is desirable. During the year considerable progress has been made through the initiative and efforts of the students themselves and this will be continued until the desired results are obtained. On Arbor Day the whole student body was engaged for three consecutive hours in planting trees, shrubs and vines, many of which they themselves furnished.

To beautify the property along the railroad an American Beauty Rambler rose was planted in each panel of the wire fence, 154 in all. Mrs. Townsend, a public

spirited citizen of Glassboro, who is greatly interested in the school, presented enough rambler roses to the school of the Dorothy Perkins variety to plant along the line of Whitney Avenue. Through these efforts two sides of the property are bordered with rose bushes.

Under direction of the State Forester and his assistant, Mr. Scovell, considerable progress has been made in caring for the forest trees, in making provision to replace those which have died, and in preparation for planting ornamental trees and shrubs to replace the smaller trees usually found in a grove of this character, which have been destroyed by the forest fires in past years. Plans have been made to plant evergreen trees to add color and beauty in the winter season. A special feature of our woods is the grouping of trees of the same variety, walnut, hickory, linden, pine, in sections of the property in addition to the various species of oak which are rather evenly distributed.

The planting of trees has not been confined to the campus in front of the building and the grove in the rear. One hundred and fifty fruit trees have been planted on the farm. The work was done by Mr. Roy Culbertson, the instructor of agriculture in the Glassboro High School, and his students, as a class project. An equal number of apple, cherry, peach and pear trees of early and late varieties were planted so that in a bearing year there will be fruit during the whole season. The small fruits have not been overlooked. Currants, gooseberries, red and black raspberries, blackberries, dewberries and strawberries were planted in sufficiently large quantities to insure eventually a supply of these fruits for the cafeteria.

Though the purpose of this work may seem primarily ornamental and useful it nevertheless provides unusual opportunities for gaining first hand information and practice in conservation and in cultivating small fruits, which not only makes school work intensely practical, but also equips the future teachers to minister more adequately to the needs of the rural boys and girls.

#### THE HOTHOUSE AND GARDENS

The hothouse has proved an indispensable accessory in beautifying the grounds and in making the work of the school practical. From a small stock of plants which necessitated but a moderate expenditure of money, the superintendent of grounds is developing enough plants for the flower beds and a flower garden. Through the cooperation of the instructor in the science department, the students assist in doing the work and thus gain not only first-hand knowledge but also interest and enthusiasm for this work. They learn through actual practice how to propagate plants, to select and prepare the soil, to plant, to care for, and to protect plants from destructive insects. The principles which govern the growth and development of plant life become an open book to the students and they will go out from this school full of interest and enthusiasm in nature. During this first year they prepared, planted and cultivated a large garden in such a satisfactory manner that our stock of vegetables was very materially augmented. The hothouse is open to them at all times for observation, study and experiment. No one feature of our school work has aroused more interest and enthusiasm than our work in nature study.

THE FARM

The farm land belonging to the school had been uncultivated for a number of years and was overgrown with weeds, briars and bushes. The land has all been cleared and brought under the plow. Through the application of lime, manure, artificial fertilizer and green manure it has been rendered fairly productive. A very satisfactory crop of green vegetables and a fair crop of potatoes were raised. In a very few years the farm will more than pay for itself. Its chief value, however, will be to enable the students to gain first-hand experience with the activities in which the people of South Jersey are engaged, to develop appreciation and to make the instruction vital.

LECTURES AND ENTERTAINMENTS

During the year a number of lectures and entertainments were given to the students, the patrons of the school and citizens generally. The response on the part of the public has been hearty and a fine spirit of cooperation, of mutual appreciation and understanding has been developed. Early in the year a large audience listened to an inspiring talk by Margaret Slattery. During American Education Week the students of the local high school joined with our students and the citizens of the community in listening to two addresses by Mr. Cameron Beck, personnel director of the New York Stock Exchange. The week ended in a mass meeting of citizens with a popular address on education by the principal of the normal school.

The interest of the public in the school is evidenced by their attendance at the presentation of Hiawatha by the Dramatic Club. So many people were unable to gain admittance to the two evening performances that it was repeated a second time to give all who desired an opportunity to enjoy it. People living at a distance of thirty miles were present at the performances.

The music department, under the direction of Miss Florence Dare, was especially active in bringing before the students and citizens worth while musical productions. A memorable service at which the church choirs and music lovers crowded the auditorium and participated in singing Christmas carols was held during the holiday season. The entertainment by Hans Kindler, 'cellist, and Robert Braun, pianist, was greatly appreciated by music lovers of South Jersey who crowded the assembly room. The citizens responded so enthusiastically to this program that in the future similar entertainments will be a regular feature of our work.

COMMENCEMENT

On June the twenty-fourth the school graduated its first class, numbering fifty-eight students. Following is the program:

Processional, "War March of the Priests".....	<i>Mendelssohn</i>
The School Orchestra	
Chant, The Lord's Prayer	
The School	
The Heavens Resound .....	<i>Beethoven</i>
The School	

Address, "Improvement of Teachers in Service"	Edith Willey
Berceuse (from "Jocelyn") .....	<i>Godard</i>
	Virginia Bozeath
Address, "The Teacher's Opportunity"	Evelyn Willits
Pilgrims' Chorus .....	<i>Wagner</i>
	The School
Address	Dr. J. J. Tigert
	U. S. Commissioner of Education
Class Song .....	Words by Ada P. Schaible '24
	The Class
Presentation of Class	The Principal
Class Creed	The Class
Awarding of Diplomas	Colonel D. Stewart Craven
	State Board Representative for Glassboro Normal School
"Fair Normal" (School Song)	The School
Selection	The School Orchestra

These graduates are all employed in South Jersey schools and a larger number could easily have been placed. With the larger classes entering the school, normal graduates will soon be available for all the schools of this section.

#### PRIZES

Honorable Thomas W. Synnott, who served for a long term as member of the State Board of Education and who was instrumental in securing this admirable site for the school, offered \$200 in prizes, \$100 for the students who rendered the most unselfish service to the school, and \$100 to the three literary societies who did the most worth while work during the year. Gold medals were awarded to Dorothy Baker, Katherine Dorwart, Marion Emory, Florence Leeds and Elizabeth Suplee, for rendering unselfish service and \$50, \$30 and \$20 in cash prizes were awarded to three literary societies. The same amount has been donated by Mr. Synnott for similar purposes during the coming year.

#### ALUMNI ASSOCIATION

An alumni association was organized by the graduates and the following officers were elected: President, Ada P. Schaible; Vice-President, Evelyn Willetts; Secretary, Gertrude Kulp; Recording Secretary, Dorothy Cann; Treasurer, George Lloyd; Chairman Executive Board, Elsie Carter.

The spirit of the students, their cooperation in organizing the school, and their conduct of the various student associations made this year of beginnings an unusually interesting and profitable one. Their disposition to help, their cooperation and encouragement insures a school that should render a worth while service to the State.

In submitting this report I desire to express my appreciation to students and citizens for their helpful spirit and attitude and to the members of the State Board of Education for their counsel, encouragement and help.

## PATERSON STATE NORMAL SCHOOL

FRANK WEBSTER SMITH, *Principal*

The Paterson Normal School was established about 1860 for the purpose of providing teachers of higher qualifications for the public schools. It was, therefore, one of the pioneer city training schools. At first it seems to have enrolled only teachers in service, but it soon admitted non-teachers, graduates of the high school, who wished to prepare for the teaching profession, and in time its classes were made up exclusively of such students. In the early days sessions were held outside of regular school hours, on Saturdays or during late hours of the regular school days. Later, sessions were made similar to those of other schools and a regular one-year course was provided. In the early nineties a two-year course was established which grew to its present proportions, in breadth and effectiveness, equivalent to the better State normal schools of the country. In 1923 it was rechristened a State normal school, with little to change but the name, and was taken over by the State. In assuming charge of the school the State pays only for instructional expenses and the city of Paterson furnishes the building free of all expense. During this, its first year, the city of Paterson has even paid a substantial part of the instructional expenses in order to give the school a fairer chance, with the limited State appropriation available. The Legislature in the session of 1924 removed the limitation of appropriation and gave the school sufficient funds to cover all instructional expenses. The city of Paterson will continue to furnish the building and its running expenses indefinitely.

This is in outline the biography of the Paterson State Normal School, which has just completed a quiet but eventful year with gratifying success.

A normal school is perhaps a sociological more than a pedagogical institution. It is both, with greater stress on the sociological. The training of teachers is fundamentally a sociological process. A new fundamental in normal training therefore is sociology, or rather educational sociology. It involves first a study of the child, his characteristics and attitudes at different ages, his racial and industrial sets and tendencies, his primary stock of ideas, and other items in this same direction. It leads also to a study of his extra-school associations and relationships, which reveal helps and hindrances to his education and suggest appropriate school programs and methods.

It is the aim of the school to follow out such studies through its courses in psychology and sociology, history of education and administration, which supplement the professional courses in subjects relating to the teaching of the elementary school subjects. It is the policy of the school to avoid the fanciful and build on the basis of broad scholarship and the mastery of the basal principles of teaching—to steer its students through the maze of special methods and devices, discriminating between the transient and permanent, the showy and the solid, and clearing the way for safe and sane progress.

Methods rise and fall. Many of them are sound and useful, at least in part. Some of them, propelled by a popular name and by varied propaganda,



run riot in the educational world, seemingly becoming talismen for universal wonder-working that will settle all problems and reduce them to common-places. Many methods and devices leave behind them some gain, some new angle of vision. Some of them are dangerous from their very speciousness. Some are pernicious. It is one of the functions of a normal school to refrain from going off on some quixotic course of exploration in some seductive method. Its chief concern is with fundamental principles—to explore them, to elucidate them, to open up in them broad and inspiring vistas that allure one on to practical and workable educational tasks and experiments, and to guide sanely in working these out. This means in part that a normal school is to encourage in every possible way initiative and the development of personal methods on the part of its students. In the great field of methodology it must test, compare, discriminate, interpret and sanely guide rather than commit itself to a single method-style whose name has become a widely-heralded shibboleth. It is its business to get at meanings, not forms.

But the most distinctive feature of the school lies in its unique practical facilities supplied by a fully graded elementary school, a part of the city school system, in the same plant. This practice school is used without limit by the normal school. The school therefore may introduce all its work concretely, the order being observation, discussion, reference—reading of the best, further discussion, planning, executing, so that text-books and lecture methods are supplanted by something more vital. The practice school also provides for intensive practice teaching at close range, which can be effectively supervised by members of the faculty who can watch the effect of their teaching as applied to actual school conditions.

Not the least of the advantages of these practice facilities is that they supply compulsion from within, rather than a kind of external urging, to accurate grounding in elementary school subjects. Under this compulsion and the ordinary urgings students study the common branches as they never did before and by their own efforts, without taking the time of teachers from their more legitimate normal work, make themselves creditable students of arithmetic, geography and the rest.

There were sixty-five graduates in the winter and summer classes, all of whom entered in the smaller classes that came in before the school was taken by the State. Altogether there were two hundred and fifty-two students enrolled for the year, a large increase over city normal school enrollment, and a decisive step toward a possible enrollment of three hundred and fifty, which bids fair to be speedily realized.

## NEW JERSEY SCHOOL FOR THE DEAF

ALVIN E. POPE, *Superintendent*

## OLD SCHOOL,

*Intermediate and Advanced Department*

Only pupils belonging to the intermediate and advanced grades were admitted at the opening of the old school on Hamilton and Chestnut Avenues, the number being about one hundred and fifty. This number is all that the old buildings are able to accommodate and is more than the entire number of pupils in 1916. Separating the little children from the older ones and caring for them in the primary department at the new school relieved the crowded conditions described in a former report. Previously, two hundred and fifty children, small and large, were crowded together in these same buildings. Beds had to be sawed in two and there were four more boys than there were beds or places for beds. The relief of these conditions added greatly to the improvement of the children physically, mentally and morally.

*Academic Department*

The academic department at the old school began with six oral and nine manual classes. No other school for the deaf in the United States has that number of manual classes. The best combined schools have about three manual classes out of fifteen and the rest are oral. Most of the children of these classes have been ruined in their early education on account of poor teaching caused by underpaid and poorly qualified teachers, and on account of lack of speech atmosphere outside of the classrooms, due to lack of cooperation of officers and employees and on account of previous crowded living conditions. The school is following a definite plan to reduce the number of manual classes. Next year there will be one less manual class and one more oral class and in two years we expect to have the advanced and college preparatory class taught orally. Our school is already attracting considerable attention among the profession at large for the constructive work we are doing along these lines.

*Industrial Department*

The industrial department has made great improvement in its organization and in the efficiency of its work during the past year. There has been a great change in the response of the older pupils to the advantages offered them, especially in shop language and shop arithmetic. The girls in the dressmaking department, while learning their trade, have made over two hundred dresses besides other articles of wearing apparel and articles for household use. The classes in freehand and mechanical drawing designed furniture for the new school which was made by the woodworking department. In fact, the pupils have made most of the furniture for the new school.

## NEW SCHOOL

*Primary Department*

The contractors were very late in completing the new buildings and we had to move in with some of the children in order to force them out and to protect the buildings. Neither the lighting nor the telephone system had been installed. The doors of the cottages had not been hung and the interior work was not completed. There were no roads or sidewalks and there seemed to be nothing but mud everywhere and the children had no place to play.

It was impossible to secure any trained and experienced help for the household department. No one connected with this department understood the children. They had never been called upon to manage children in large groups and knew nothing about the deaf or about institutional work. Consequently, there was a great deal of disorder and a great many privations and hardships, but this has all been lived through and everything has been progressing orderly and systematically and we have succeeded in securing a well-trained and competent head of the household department.

In spite of all these difficulties, the primary department made the greatest educational progress in the history of the school. The teachers were well trained and understood the children and their work was thoroughly organized and supervised. The grading was greatly improved and the lessons more carefully prepared by the teachers. There was a better use of speech and lip-reading and an improved attitude towards oral work. Classes in sewing and drawing were started for the little ones, together with classes in physical training. The Sunday work was well organized and a solid foundation was established for our future educational progress.

*New Buildings*

Six cottages and the main building including the school building, dining-room and kitchen were completed and occupied by the primary department and a dormitory for the large boys is under construction. An appropriation of 502,000 was granted for the erection of the school building, auditorium and gymnasium, dining-room and kitchen, shop buildings, laundry and superintendent's home. When these buildings are completed it will leave only a girls' dormitory and an infirmary to be constructed. If this amount should not be sufficient to complete these buildings it will be necessary to secure for their completion the balance and the additional money for the girls' dormitory the coming year. The buildings are so planned as to give the best service with the most economical arrangements for maintenance. They are also arranged so that while the construction is durable, serviceable and simple, great beauty is secured practically without any extra cost.

## PER CAPITA COST

*Education*

The education of the deaf is the most difficult and the most expensive educational reclamation work. The per capita cost is always high. The law limits the number of pupils in a class for the deaf to ten. The average in the United

States is seven and a fraction. Last year our school averaged eight. The public schools of Trenton average about forty and their per capita cost is a little over a hundred dollars. Consequently, the cost of educating the deaf is five times that of the hearing and to give our children the same advantages, the per capita cost for educational work would be over five hundred dollars.

The first five or six years of school work with the deaf is devoted entirely to saving their minds. It is devoted exclusively in establishing a foundation in the use of language, speech and speech-reading; work which is not taken up in the public schools and which a hearing child acquires practically without effort and before he comes to school. This only leaves five or six more years in which to acquire an academic education and in which to learn a trade. Consequently, the school work for the deaf must be very strenuous and it requires greater pedagogical skill than any other line of educational work.

#### *Maintenance*

It is a well-known fact that the greater the number of pupils or inmates in an institution, the smaller the per capita cost. As the number of pupils in a school for the deaf is always small compared to other institutions, the per capita cost is increased. The per capita cost of maintenance in a school for the deaf is also high because in the primary department the children are so young that they need a great deal of care and attention. Many of them are not old enough to bathe or to dress themselves without assistance. In addition, these little children require more medical attention, principally on account of their age, but also on account of the condition of their ears. Furthermore, the strenuous educational requirements for the older boys and girls leaves them little time to do work about the school. In other institutions where the educational work is not so strenuous the children can do a great deal more of the outside work. For example, the following schedule shows the duties of our older boys:

5:50 A. M.	Arise
5:50 to 6:20	Wash, dress and make up beds
6:20 to 6:30	Calisthenics
6:30 to 7:00	Breakfast
7:00 to 7:30	Wash dishes and do chores
7:30 to 7:45	Military drill
7:45 to 7:55	Prepare for school
8:00 to 1:00	School
1:00 to 1:15	Wash faces and hands
1:15 to 1:45	Dinner
1:45 to 2:00	Wash dishes and do chores
2:00 to 4:00	School
4:00 to 4:10	Change clothing
4:10 to 5:40	Physical training and athletics
5:40 to 6:00	Wash and prepare for supper
6:00 to 6:30	Supper
6:30 to 7:00	Wash dishes and do chores
7:00 to 8:00	Study hour

8:00 to 9:15.....Club meetings, religious work,  
basketball games, etc.  
9:30.....Retire  
Boys who take turns helping with work in the boiler room and  
kitchen arise at 5:00 A. M.

In addition to this the operation of the two schools has increased the per capita cost as this prevents using any of the older pupils to help with the work in the primary department. It also necessitates the maintenance of two heating plants, two sets of engineers, night watches, etc. The attached financial statement shows that although our per capita cost is high it is not unreasonably so, but on the contrary, considering the fact that we are maintaining two schools and that we are pulling a school up that has been down educationally, the per capita cost has been less than any one acquainted with the work would anticipate.

In some schools, the facts concerning the high cost of educating the deaf have not been properly presented to those who have charge of the distribution of the State funds with the result that they have tried to keep the per capita cost of the deaf on a par with the per capita cost of other institutions of an entirely different nature. On account of this great pressure to reduce the per capita, the schools for the deaf have gradually accumulated a poorly trained and inefficient teaching staff with crowded and poorly graded classes under conditions which have required from three to four years to accomplish work which should have been done in a year. On paper, such a school shows a low per capita cost, but it means a great economic loss to the State as the expense of maintaining a teacher and a class in school for four years, when the same work could have been accomplished in one year, amounts to many times the saving in the per capita cost and ruins the opportunities of the deaf boys and girls. In such a school, seven classes were found doing third grade work and the children had been in school from eight to fourteen years. After a school finds itself in that position it takes about fifteen years to bring it up to normal. In fact, it takes a few years to thoroughly organize a primary department and after it is once organized those little children have to reach the upper grades before the school is functioning properly. The pupils who have been in school have been ruined and most of the time must be spent in correcting former mistakes. When a school once goes down it is a very expensive proposition to restore it. The progressive schools of the United States have a high per capita cost and they not only perform a greater service to the State, but perform it more efficiently and from a business standpoint they are more economical.

## SUMMARY OF EXPENSES FISCAL YEAR 1924

<i>Item</i>	<i>Total Expenses</i>	<i>Per Cent. Used</i>	<i>Instruction of Pupils</i>	<i>Per Cent. Used</i>	<i>Mainte- nance of Pupils— Upkeep of Plant</i>
Administration expenses	\$12,445.56	.33⅓	\$4,148.52	.66⅔	\$8,297.04
Instruction of pupils ..	83,464.73		83,464.73		
Operation of plant ....	43,522.03	.33⅓	14,507.34	.66⅔	29,014.69
Maintenance of plant ..	11,305.55	.33⅓	3,768.52	.66⅔	7,537.03
Maintenance of pupils	52,940.26				52,940.26
Auxiliary agencies ....	1,646.47		1,646.47		
Medical inspection .....	3,675.18	.33⅓	1,225.06	.66⅔	2,450.12
Miscellaneous expense ..	1,026.58				1,026.58
	<hr/>		<hr/>		<hr/>
	\$210,026.36		\$108,760.64		\$101,265.72
<i>Deductions</i>					
Receipts from "Silent Worker" .....			3,032.68		
Other receipts .....				\$1,259.36	
Value of new furniture made .....				1,000.00	2,259.36
			<hr/>	<hr/>	<hr/>
Net expenses .....			\$105,727.96		\$99,006.36
Per capita cost based on instruction and maintenance of 250 pupils.					
Per capita cost instruction of pupils .....					\$422.91
Per capita cost maintenance of pupils and upkeep of plant ....					396.03

## 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, 1923, to June 30, 1924.

The total enrolled during the year was 342, the average daily attendance being 263, the same as last year. No additional housing facilities were furnished during the year, therefore the attendance was again limited. The largest number of new students fell in grade eight, whereas last year they fell in grades seven and eight. Each year they enter a higher grade. The excess number of applicants makes it possible to give the preference to the more advanced pupils. The average age of the boys was 17 years and one month, and the girls sixteen years and nine months. The preference is also given to the older boys and girls, since they are physically stronger and more mature for the industrial courses offered, although there are a great number of boys and girls 14 and 15 years of age who are applying and would perhaps on the whole make better students because they are less retarded. It is hoped that provision will in a short time be made for these younger boys and girls. It only requires more dormitories and a lengthened course of study.

### COURSE OF STUDY

The academic course is equivalent to a junior high school, extending from the sixth grade through the tenth grade. In addition to this there is a special class below the sixth grade of pupils who have not had educational opportunities, but who seem especially deserving. There are twenty in this class. The course of study is as follows:

#### *Sixth Grade*

	<i>Periods</i>	<i>Minutes</i>
Arithmetic .....	4	45
English .....	9	45
American beginnings (history).....	2	45
Geography .....	3	45
Hygiene .....	1	45
Music .....	1	45
Physical training .....	1	45

#### *Seventh Grade*

Arithmetic .....	4	45
English .....	9	45
United States history .....	3	45
Geography .....	2	45
Hygiene .....	1	45
Music .....	1	45
Physical training .....	1	45

*Eighth Grade*

	<i>Periods</i>	<i>Minutes</i>
Arithmetic .....	4	45
English .....	6	45
United States history .....	5	45
Geography .....	2	45
General science .....	1	45
Hygiene .....	1	45
Music .....	1	45
Physical training .....	1	45

*Ninth Grade*

Mathematics .....	4	45
English .....	6	45
Physics .....	5	45
Civics .....	4	45
Music .....	1	45
Physical training .....	1	45

*Tenth Grade*

Mathematics .....	4	45
English .....	5	45
Chemistry .....	5	45
Modern history .....	4	45
Negro history .....	1	45
Music .....	1	45
Physical training .....	1	45

*Trades for Girls*

Cooking .....	2	90
Plain sewing .....	3	90
Dressmaking .....	5	180

*Trades for Boys*

Carpentry .....	5	180
Printing .....	5	180
General mechanics .....	5	180
Auto mechanics .....	5	180
Agriculture .....	5	180

The academic work is given one-half day and the trade work, consisting of agriculture, carpentry, printing, general mechanics, domestic science and art, the other half day. The formal school day is six and three-quarter clock hours for thirty-six weeks, without vacation periods, except the Christmas holidays. A summer school of six weeks follows the close of the regular school year.

All students were put through the same academic course as far as their abilities allowed. The student body is too small as yet to arrange a diversified course of academic study without a large increase in per capita cost. This will be remedied when the new boys' dormitory is completed in



1924. The course of academic study will then diverge at the end of the eighth grade, so that one group can take a special course of academic study related to the trades in accordance with the Smith-Hughes requirements, and the other group of brighter minds may proceed with the regular junior high school subjects along with the trade. Wherever possible, however, adjustments were made to meet the requirements of the individual student.

The academic classes have been greatly handicapped by lack of classroom facilities. Last year such classes were held in the gymnasium pending the alteration and enlargement of the academic building. The building was not ready for occupancy until December of this school year.

This marks the first year that the school has possessed any science laboratories or a library of any kind. Nothing has added so much to the pleasure and culture of the students as the library, small as it is.

#### GRADUATION

Graduation was held June 18, 1924, with the largest attendance in the history of the school. There were about fifteen hundred visitors, only about one-third being able to attend the exercises, even though the students, except the graduates, were excluded. The address of the occasion was delivered by Mr. James Weldon Johnson, of New York. Colonel D. Stewart Craven and Mrs. Bertha Shippen Irving, of the Bordentown School Committee, were present, Mrs. Irving presenting the diplomas and certificates. There were presented twenty diplomas. A diploma is given to that student who completes satisfactorily both the academic and trade courses. Thirty-five trade certificates were awarded, some of these finishing the trade course only. About thirty-five prizes were awarded. Only about three of these were contributed by white friends. They are a manifestation of the substantial interest of the colored people of the State in the school. This becomes more apparent each year.

#### PUBLICITY

The male quartette and the Glee Club are unique organizations in this State. They have given the people of the State the opportunity to hear the negro folk songs, rendered under the best conditions, and have stimulated an intelligent interest in them. Demands come in from all parts of the State, even more than they can attempt to fill, for these two organizations. They have broadcasted from the largest radio stations in New York and Philadelphia. They entertain rotary clubs, women's clubs, etc. They have acquired a State-wide reputation, and they carry the name of the school with them to about 55,000 people annually, not including estimates of radio audiences. They also gave concerts last April to large colored audiences in Newark, Orange, Montclair, Jersey City, Plainfield and Asbury Park.

Mr. Lester Granger, extension worker, interviews prospective students, follows up graduates and former students, visits the colored schools, interpreting the school to the people.

Under the supervision of Miss Frances Grant, teacher, the "Echo" is published bimonthly by the students and a Year Book issued at the end of the school year.

## MEETINGS AT SCHOOL

The people do not fully appreciate and understand the school until they visit. To this end meetings are held at the school. Among others were the Y. M. C. A. summer camp; the boys' conference; church meetings; parents' meetings; old students' day; alumni day; picnics; North Jersey Medical Association; athletic events; annual Chautauqua.

## DEDICATION OF CITIZENS' GATEWAY

The gateway projected last year was completed and dedicated on Commencement Day after the graduation exercises. The gateway, or entrance to the grounds, cost \$3,220.00. The colored citizens of the State raised among themselves \$3,000.00 and the contractors, Karno-Smith Company, of Trenton, who constructed it, cancelled the balance of \$220.00. The gateway is therefore constructed and paid for. Mr. Arnold Moses, architect, drew free of charge the original drawings which were changed in some details after consultation with Mr. Betelle, of the firm of Guilbert and Betelle, architects of Newark; Colonel D. Stewart Craven and Mrs. Bertha Shippen Irving, of the Bordentown School Committee. Models of the gate as designed were erected and set in place by the school before the contractors started to work. Dr. George E. Cannon, of Jersey City, treasurer of the Citizens' Committee, which raised the money, presided at the dedicatory services. Dr. Solomon Porter Hood, U. S. Minister to Liberia, presented the gateway on behalf of the citizens to Colonel D. Stewart Craven, who accepted it on the part of the State.

The growing interest and pride in the school on the part of the colored citizens is again reflected in this gift.

## ITEMS OF INTEREST

The principal, with the permission of the State Board of Education, visited the colored State schools from Virginia to Louisiana. He came in contact with available teachers and also got the Bordentown School before the people of those States. The greatest benefit was derived from seeing and comparing the various methods of management.

Mr. Victor Daniel, commandant of boys for five years, resigned June 30, 1924, to become principal of an industrial school in Maryland.

Governor George S. Silzer visited the school unannounced, Wednesday afternoon, January 23, 1924, from two to four-thirty. The students were assembled in the auditorium where they sang for about twenty minutes. Governor Silzer addressed them briefly, but inspiringly. This is the first time in ten years, at least, that the Governor of the State visited the school while in regular session and made a thorough inspection.

It will be of interest to know that the Mayor of Montclair in a public address informed his audience that the 4,000 colored citizens of that city paid taxes on \$1,500,000.00 worth of property. It is evident that the taxes paid by the 120,000 colored population of the State are substantial in amount. This is of interest lest it be forgotten that the colored citizens also help to support the Bordentown School.

## PLANT IMPROVEMENTS

The fourth double house on Pottery Row has been moved and set on its foundation within the group of teachers' cottages on the State Highway and is in process of remodelling by the school.

The extension and last unit of the water system, for which \$11,000.00 was appropriated, is completed. This unit included a pumping station and an extension of the pipe line to include the barnyard and the placing of additional fire hydrants.

The Irving Cottage, located back of the girls' dormitory and purchased last year by the State, has been remodelled into modern apartments. One family and 12 boys have been occupying the house.

The remodelling and alteration of the administration and school building for which \$135,000.00 was appropriated, has been completed and accepted December, 1923. The building has been equipped throughout at a cost of \$15,000.00.

The work on the new boys' dormitory, for which a total of \$212,000.00 was appropriated, was begun March, 1924. It will be completed during the next fiscal year.

The roads have been improved, cement walks laid connecting the administration building with the girls' dormitory and auditorium and with the teachers' cottage. The grading around the administration building, and the campus along the river bank from the teachers' cottage to the Principal's residence was completed. Additional shrubbery has been set out around the various buildings. About five acres of timberland was cleared and fencing extended in order to provide the necessary pasture for the increased herd of cattle. The herd now numbers about 42 head. These improvements in grading, walks, planting and fencing have been accomplished by students and school workmen as a part of the farm operations.

## NEEDS OF THE SCHOOL

A new girls' dormitory is needed. The girls are shamefully crowded. It is impossible to give them standards of proper housekeeping when they are crowded four in a room in double-deck beds.

## RECORD OF GRADUATES UP TO JULY, 1924

Since no records of graduates were available previous to 1915, the following report includes only graduates since that date:

Graduates since 1915 .....	166
Men .....	71
Women .....	95
Graduates following trade learned or related one .....	113 (68 per cent.)

<i>Men</i>		<i>Women</i>	
Auto mechanics .....	10	Wives (housekeeping) .....	30
Electricians .....	3	Dressmakers .....	11
Plumbers .....	3	Plain sewing .....	9
Farming .....	3	Nurses .....	3
Printers .....	7	Domestics .....	6
Drivers .....	11	Teachers .....	1
Factories .....	10		
Teachers .....	1		
	<hr/>		<hr/>
	53		60

Graduates pursuing further schooling .....	32 (19 per cent.)
Men .....	18
Women .....	14
In some other line of work .....	19 (12 per cent.)
Men .....	14
Women .....	5
Graduates not traced .....	2 (1 per cent.)

(The percentage of graduates following their trades learned at Bordentown is very good, considering the difficulty met by colored boys and girls breaking into organized trades.)

## SCHOOL OF INDUSTRIAL ARTS OF TRENTON

ROBERT C. BELVILLE, *Secretary Board of Trustees*; FRANK F. FREDERICK, *Director School of Industrial Arts*

GENTLEMEN—I submit herewith statement of the enrollment in The School of Industrial Arts of the City of Trenton, New Jersey, for the year 1923-24.

Males .....	856	
Females .....	604	
	<hr/>	1,460
Enrolled in the following courses:		
Architectural .....	162	
Ceramic .....	18	
Chemistry .....	29	
Dressmaking .....	413	
Electrical .....	95	
Fine and applied art .....	405	
Mechanics .....	140	
Technical .....	64	
Trade		
Automobile mechanics .....	69	
Cabinet making .....	25	
Carpentry .....	19	
Electric wiring .....	13	
Machine shop practice .....	37	
	<hr/>	1,489
Enrolled in more than one course .....	29	
	<hr/>	1,460

Of the 405 enrolled in fine and applied art, 149 are children who attend Saturday mornings.

The enrollment in the school since records have been kept has been as follows:

1905-06 .....	216	1915-16 .....	990
1906-07 .....	249	1916-17 .....	1008
1907-08 .....	345	1917-18 .....	1046
1908-09 .....	373	1918-19 .....	1064
1909-10 .....	455	1919-20 .....	1269
1910-11 .....	454	1920-21 .....	1333
1911-12 .....	671	1921-22 .....	1226
1912-13 .....	645	1922-23 .....	1414
1913-14 .....	694	1923-24 .....	1460
1914-15 .....	862		

During the year the second of the three units originally planned for the shop building was completed and occupied.

Respectfully submitted,  
FRANK F. FREDERICK,  
*Director.*

FINANCIAL REPORT OF BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL  
EDUCATION OF TRENTON FOR YEAR ENDING JUNE 30, 1924

## RECEIPTS

City appropriation .....	\$33,000.00	
State appropriation .....	20,000.00	
Tuition fees .....	9,144.57	
Rent .....	672.50	
Interest on deposits .....	483.55	
Materials sold pupils .....	5,069.61	
Miscellaneous receipts .....	439.74	
Prizes .....	412.50	
	<hr/>	
	\$69,222.47	
Balance on hand July 1, 1923 .....	14,518.64	
	<hr/>	
		\$83,741.11

## DISBURSEMENTS

Teachers' salaries .....	\$39,648.95	
General salaries .....	3,954.63	
Janitors' salaries .....	4,545.79	
Fuel .....	2,487.95	
Light and power .....	1,222.69	
Furniture and equipment .....	6,094.92	
Operating equipment .....	3,013.62	
Materials .....	7,608.96	
Repairs .....	4,639.66	
Printing .....	495.85	
Advertising .....	244.87	
Insurance .....	92.40	
Models .....	483.00	
Library .....	193.73	
Miscellaneous .....	156.54	
Prizes .....	331.48	
	<hr/>	
	\$75,215.04	
Cash balance June 30, 1924 .....	8,526.07	
	<hr/>	
		\$83,741.11

ROBERT C. BELVILLE,  
*Secretary, Board of Trustees.*

## BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL EDUCATION, HOBOKEN

Detailed reports have been made by your director at each monthly meeting of the Board of Trustees.

As in two previous years, the activities of the Board were:

1. The evening vocational school for girls and women;
2. The teaching of sewing to the girls of Our Lady of Grace, of Saint Peter and Paul and
3. The continuation school with schoolroom and extra teaching force and the maintenance of an assistant to your Director in the office.

### THE EVENING VOCATIONAL SCHOOL FOR GIRLS AND WOMEN

This department has enjoyed a very active season during the past winter. The sessions were held in two terms, fall and spring, the former from October 8 to December 14, and the latter from January 7 to March 7, 1924. Because of the repayment of State money withheld from the last school year subjects were offered in addition to those carried during the last winter. Classes in the standard subjects of dressmaking, sewing, embroidery, millinery, cooking, hairdressing and manicuring met every week on Monday, Tuesday and Thursday evening from 7:15 to 9:15.

The new subjects offered in addition to the above were home nursing, lamp shade making and figure drawing. These classes met on Wednesday and Friday evening, also from 7:15 to 9:15. A table of attendance is appended. Five hundred and seventy-two girls and women registered for all departments.

No charge is made in any subject either for material used or for tuition; the material furnished by the school and converted into a project for personal use is paid for by the student.

The course in home nursing is under Red Cross supervision and carries a Red Cross certificate in addition to the one granted by the Industrial Board. An attendance of sixteen evenings of two hours each and the passing of a written examination is required for certification.

Miss Ada Havens, a graduate nurse and supervising nurse of the Hoboken school system, directed the work of the two groups, the full attendance maintained to the end testifying to the ability of the teacher and value of the course.

Lampshade making proved an attractive feature. Material was furnished entirely by the student and an interesting display was mounted in the F. Cordts Furniture Company during the winter (at Christmas time). The teacher, Miss Papachane, is a professional shademaker who knows how to maintain the enthusiasm of her pupils.

The third addition to the school, which found considerable favor, was the class in figure drawing from the model, intended as a start in poster and design groups. Messrs. Hartman and Matzal, both professional artists and designers of ability, directed this department.

A feature of considerable interest to be introduced next winter are classes in speed work in typewriting. Beginners will not be admitted, as the work is intended to be strictly vocational and only for those who use the typewriter professionally.

It is regrettable that only about forty per cent. of those registering maintain sufficient enthusiasm to attend the school after the opening days. A registration charge might work advantageously in reducing the number of thoughtless or purposeless beginners and in maintaining attendance because of the financial stake of the pupil, as the fee might be returned to those earning their certificate.

#### THE PAROCHIAL SCHOOLS

The Trustees of the Industrial Board provide instruction in sewing to the girls of the parochial schools of Our Lady of Grace and Saint Peter and Paul. Miss M. C. Meharg devotes all of her time to the former school, teaching in the classrooms of Our Lady of Grace School, while the girls of Saint Peter and Paul School come to the building every Thursday, where Miss Gunkel instructs them in her sewing room. All of the material used is furnished by this Board.

As in former years, three classes of girls from the parochial school of Our Lady of Grace meet bi-weekly in the kitchen of the Industrial School. The teacher, Mrs. Edyth Ackerman, is engaged on the part-time basis and paid by the board of education, who also pays the grocery bills of all day classes in the kitchen.

The boys of the parochial school receive no instruction in manual training. The table appended shows the time devoted to parochial work by the teachers of the Board of Trustees for Industrial Education.

#### CONTINUATION SCHOOL

This school is fortunate in being able to use the building of the Industrial Board during the daylight hours. This branch of our school system has been functioning since September, 1920, in obedience to a State law passed July, 1919, and is under the control of the city board of education, which furnishes all supplies and also pays the salary of two regular and one part-time teacher, as well as that of the custodian of the building. The Industrial Board gives the use of its rooms and equipment, with light and heat, for twenty-seven hours each week during the school year. The building is generally in excellent condition. During the past summer inside of all classrooms were freshly painted, new windows built into two classrooms, linoleum placed over the basement floor and an entire new lighting system installed.

#### ATTENDANCE REPORTS

##### *Day School*

Date of opening school, September 10, 1923; date of closing, June 27, 1924. Actual number of hours school was open, 999.

#### TEACHING STAFF

Richard A. Beyer, Director (part of).....	\$1,000
E. E. Haddenhorst, Instructor .....	2,000



# COMMISSIONER OF EDUCATION.

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Helen Gunkel, Instructor .....	2,000
M. C. Meharg, Instructor .....	2,100
K. Selck, Instructor .....	2,100
Total number of pupils in attendance .....	485

	<i>Male</i>	<i>Female</i>
Between the ages of 14-15 .....	66	137
15-16 .....	92	141
16-17 .....	14	35

## EVENING SCHOOL

Session—October 8, 1923, to March 7, 1924

<i>Subject taught</i>	<i>Oct.</i>	<i>Nov.</i>	<i>Dec.</i>	<i>Jan.</i>	<i>Feb.-Mar.</i>	<i>Total</i>
Advanced cooking .....	173	137	67	117	109	603
First year cooking .....	119	112	63	88	82	464
Advanced sewing .....	240	163	69	110	138	720
Second year sewing .....	392	321	175	246	302	1,436
Third year sewing .....	125	128	68	90	93	504
Advanced dressmaking .....	220	151	64	117	128	680
First year dressmaking .....	137	107	33	59	80	416
Practical dressmaking .....	181	110	53	92	75	511
Millinery .....	367	293	153	266	274	1,353
Embroidery .....	218	158	94	183	206	859
Hairdressing and manicuring .....	302	279	117	211	219	1,128
Totals .....	2,474	1,959	956	1,579	1,706	8,674
Home nursing .....	164	135	58	80	220	657
Figure drawing .....	71	56	29	66	80	302
Lampshade making .....	137	156	70	59	92	514
Totals .....	372	347	157	205	392	1,473
Number of sessions, first group, .....						53
Average attendance per session, .....						164
Number of sessions, second group, .....						34
Average attendance per session, .....						43
Total average attendance both groups for entire session, ....						10,154
Number of teachers employed group 1, .....						14
Number of teachers employed group 2, .....						4
Supervisor .....						1
Custodian .....						1
Registrar .....						1
Total, .....						21

The per capita cost for night school operation based on the attendance is \$28.57.

The per capita cost for day school operation based on the attendance is \$31.11.

RICHARD A. BEYER,  
*Director.*

## RECEIPTS

Balance of fund on hand July 1, 1923, .....	\$5,128.71
Appropriations:	
State, .....	\$9,000.00
City, .....	9,000.00
	<hr/> 18,000.00
Interest: Bank balances, .....	81.44
Sales: Finished product, .....	93.94
	<hr/>
Total receipts and balance, .....	\$23,304.09

## DISBURSEMENTS

*Day School*

Salaries:	
Teachers, .....	\$7,633.18
Supervisor, .....	1,000.00
Secretary, .....	600.00
	<hr/>
	\$9,233.18
Operation and maintenance:	
Repairs, .....	\$2,561.17
Equipment, .....	1,825.68
New furniture, .....	933.54
Janitor supplies, .....	211.23
Light and water, .....	281.75
Telephone service, .....	43.78
	<hr/>
	5,857.15

*Evening School*

Salaries:	
Teachers, .....	\$4,491.50
Janitor service, .....	368.00
Supplies:	
Sewing department, .....	295.78
All other departments, .....	490.07
Stationery, .....	44.70
Advertising, .....	196.22
	<hr/>
	5,886.27
Total disbursements, .....	\$20,976.60

## RECAPITULATION

Receipts and balance on hand, .....	\$23,304.09
Disbursements, .....	\$20,976.60
Balance of fund June 30, 1924, .....	2,327.49
	<hr/>
	\$23,304.09

## RECONCILIATION

Jefferson Trust Co., balance, .....	\$2,722.13
Second National Bank, balance, .....	2.09
Hoboken Bank for Savings, balance, ..	22.82
	<hr/>
Total, .....	\$2,747.04
Less warrants outstanding, .....	419.55
	<hr/>
Net balance, .....	\$2,327.49

BERNARD VEZZETTI,  
*Treasurer.*

## NEWARK TECHNICAL SCHOOL

ALLAN R. CULLIMORE, *Director*

The work at the school operating under the title of The Newark Technical School is divided into two distinct parts: (1) the evening technical courses, and (2) the professional courses listed and operating under the title of the College of Engineering of The Newark Technical School. The evening work at the school is entering upon its fortieth year; the professional work of the College of Engineering upon its sixth year.

1. In the evening school for the year ending June 30, 1924, we had enrolled 1,238 students. This taxed the capacity of our present plant to the utmost. Every room in both our buildings was used to capacity every night in the week and many of the classes exceeded the limit which we feel should be set for good instruction. About 175 students were turned away due to lack of room and it is very strongly felt by the management of the school that additional quarters should in some way be provided, as this condition of affairs has been repeated for four successive years. In this connection it should be understood that the courses now being given in The Newark Technical School do not parallel any courses given in any other school in New Jersey. They are strictly technical in their aim and their content. Vocational work is not offered. The fundamental idea for the background of this work is to furnish a technical background to those young men who are engaged in technical, engineering or industrial work.

During the year there has been introduced a group of courses in automobile work with particular emphasis placed upon the advanced work in battery building, ignition and electricity. These classes have developed very fast and the call for them seems to be great. In order to conduct them properly the school was forced to expand to the extent of renting a building at 185 New Street for the advanced work in electricity, ignition and battery building.

In the development of the evening school the most significant factor was the continuance of the swing from the lower grade preparatory courses to the higher grade technical courses. Whereas four or five years ago the preparatory courses claimed almost one-half of the enrollment of the school, now they constitute only about one-sixth of the enrollment. The number of men coming to us with one, two, three or four years of high school has been gradually increasing until now almost 50 per cent. of our evening school students have had at least a full two years' high school training.

A narrative on the evening school would be incomplete without mention of the fundamental fact which seems to us to explain to a very great extent the popularity of the school and the success of the work which it is doing, and that is, the factor of the fees paid by the students. The mortality during the whole school year was not in excess of 20 per cent. and we believe that this is not due to the character of the instruction nor to the character of the men, but to the fact that each student is required to pay a considerable fee. The management of the school does not in any sense maintain that free education in the evening school is a failure, but we do feel very strongly that in a field of endeavor as narrow as is technical work, and where the benefit to the

individual is very direct and to the community quite indirect, that the individual should bear a considerable portion of the cost of such an education.

2. Professional work in the College. The College entered a class of 58 freshmen, all of whom qualified fully on the basis of graduation and 15 counts from recognized high schools. This was the largest class which has entered the College. All the students were drawn from the State of New Jersey—about 50 per cent. coming from Newark and 50 per cent. coming from outlying suburban communities. In all the enrollment of the College was in the neighborhood of 120; the mortality, particularly in the freshman and sophomore years, being considerable. The College has felt and still does feel that in building a reputation it is necessary to stand for the very highest standards of achievement along technical lines, and the work of the College has been placed on the plane which we believe is as high as it can be. This we propose to maintain at all costs.

The cooperative work of the College which we instituted in the last two years has been particularly happy and there has been a very considerable amount of good done not only to the concerns but to the boys in training. The concerns which cooperated with us during the past year were as follows:

Crocker & Wheeler Company  
Singer Manufacturing Company  
Weston Electric Instrument Company  
General Electric Company  
Gould & Eberhardt Company  
Chemical Company of America  
Procter & Gamble  
Van Dyk Chemical Company  
Nairn Linoleum Company  
Seaboard By-Product Coke Company.

The number of cooperative students numbered approximately 30 and their pay while working averaged about \$18.00 a week.

The College has fitted up during the past year a new steam laboratory consisting of a feed water heater, the necessary feed pumps, a reciprocating engine connected to generator, the necessary switchboards and electrical connections, etc., together with a super-heater, a condenser and all the necessary piping in order to operate. This completes the necessary equipment for the College. Material additions have been made to the chemistry laboratory and the laboratory of physical measurements. The electrical laboratory and machine shop have been maintained but the additions during this year have been very slight.

The faculty has been increased by the appointment of two new men, Mr. J. A. Brooks, M. E., professor of mechanical engineering, in charge of the department, and a graduate from the Scheffield Scientific School of Yale University, having served for a considerable time as associate professor at Brown University; and Mr. H. H. Metzenheim, E. E., instructor in applied mathematics and electricity, a graduate from Cooper Union.

It might be of interest to know at the present time that on our faculty are represented Harvard, Yale, Princeton, Massachusetts Institute of Technology, Johns Hopkins University, Syracuse University, University of Missouri.

Stevens Institute of Technology and several others; the idea being to secure a faculty of representative men from the best universities in the country. This, we believe, has been done.

In June we graduated from the College our second class. The degree of Bachelor of Science in Chemical Engineering was conferred on Ira Bergman, Cecil S. Davis, Morris Kosches, Carl Mannheim, Leo Mosch, Lawrence J. Patterson and William Perrine; in Electrical Engineering, on George Boorujy, Jack Nile, Samuel Reigenstreich, Charles A. Shultz and Arthur L. Vanderlip; in Mechanical Engineering, on F. Raymond Fogel and Robert Widop.

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