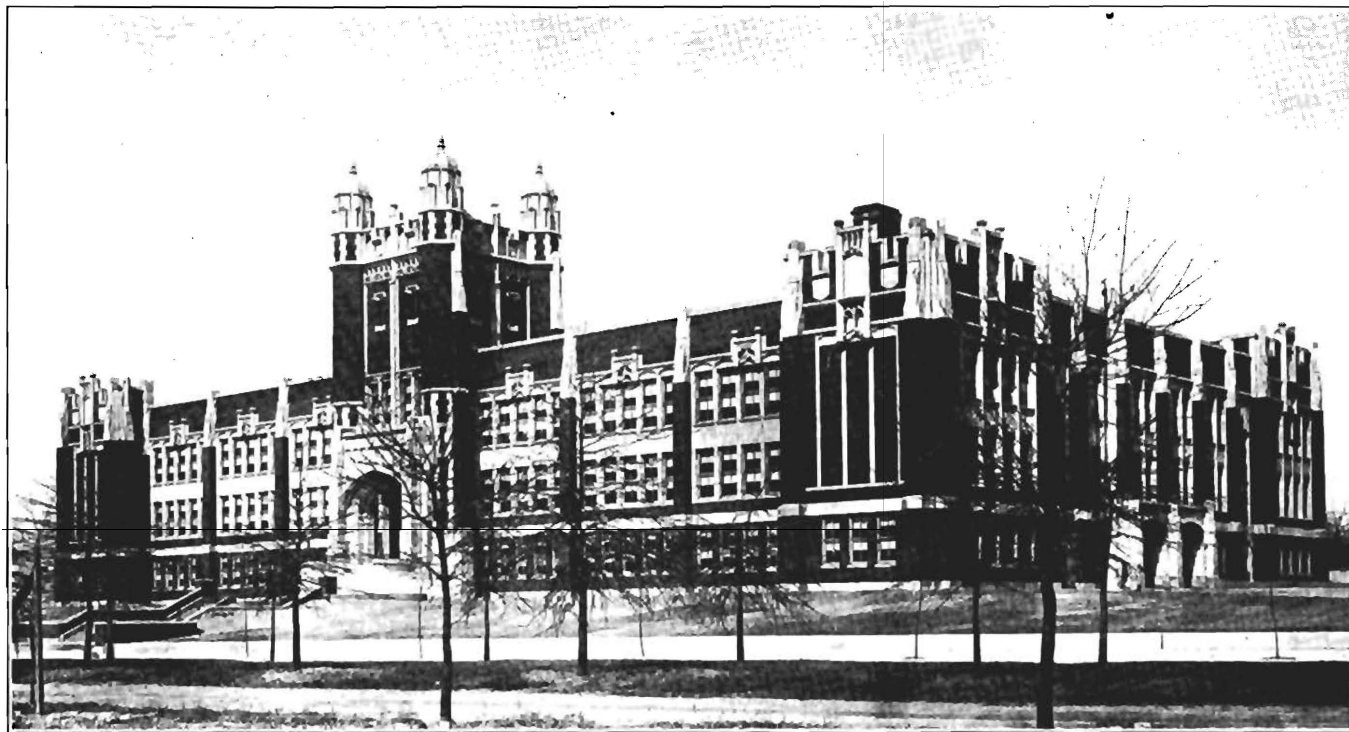




CAMDEN HIGH SCHOOL

Dedicated April 25, 1918

Located on the highest point of ground in the city, on the edge of Forest Hill Park. Capacity, 1400 pupils.

Cost, \$509,000, exclusive of site

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

1918

NEW JERSEY STATE LIBRARY

SOMERVILLE, N. J.

THE UNIONIST-GAZETTE ASSOCIATION, STATE PRINTERS

1919

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State Board of Education

1917-18

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D. STEWART CRAVEN.....Salem
JOHN P. MURRAY.....Jersey City
EDGAR H. STURTEVANT.....Edgewater
THOMAS W. SYNNOTT.....Wenonah
ERNEST R. ACKERMAN.....Plainfield
ROBERT LYNN COX.....Montclair
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1918-19

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1917-18

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Law

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Manual Training and Industrial School for Colored Youth

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PART I

REPORTS OF
PRESIDENT OF STATE BOARD OF EDUCATION

AND

COMMISSIONER OF EDUCATION

For year ending June 30, 1918

NEW JERSEY STATE BOARD OF EDUCATION
REPORT OF PRESIDENT

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, 1917, to June 30, 1918.

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

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STATE OF NEW JERSEY DEPARTMENT OF PUBLIC INSTRUCTION

REPORT OF COMMISSIONER OF EDUCATION

TRENTON, December 1, 1918

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, 1918.

The school year has been an unusual one, partly because of war conditions. These conditions may be summarized as follows:

1. The shortage of fuel, necessitating the closing of many schools, in certain cases for weeks at a time.
2. The shortage of teachers due to the great demand for labor.
3. The curtailment of the erection and renovation of school buildings because of the scarcity of labor and the high cost of building materials.
4. The large number of war activities, which the schools, however, were glad to undertake.
5. The initial year of the application of federal aid for vocational education.
6. The beginning of the operation of the physical training law.

The first three have been only detrimental; they have impeded progress in the development of the schools. It has been a serious matter for the children to be deprived of part of their education. It is a loss which can never be made up.

These conditions, however, have been accepted as a part of the war situation.

The population of the State, according to the State census of June, 1915, was 2,844,342. The total enrollment of pupils in all

the various departments of the public schools in 1917-18 was 595,413. Of these pupils nearly 50,000 were enrolled in the high schools of the State. The total school enrollment was approximately one-fifth of the total population of the State. To teach these children and youth 17,743 teachers were necessary.

The children were housed in 2181 school buildings. Nearly 600,000 children were furnished, free of cost, books, supplies and the necessary apparatus for teaching. Some 300,000 of them were given some form of manual or industrial training. Approximately 9000 boys, men, girls and women were given some form of vocational education. There were 18,349 children transported to schools at public expense because there were no schools suitable for them in their neighborhood.

As stated last year, all this indicates the vastness of public education in New Jersey.

The cost of the schools, based on the number of pupils present, was 28.8 cents a day; for these children—actually present—this was approximately $5\frac{3}{4}$ cents an hour for each child.

While the aggregate cost is large, in terms of the actual individual child 28.8 cents seems a moderate cost per day, particularly in view of the heavy high cost of living, which affects the conduct of schools as well as the lives of individuals.

How many parents are there in the State who would not be willing to contribute 28.8 cents a day for the care-taking of their children for five or five and a half hours a day, to say nothing of the benefits received by the children from the positive influences of education.

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

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

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

Important facts in the report are summarized as follows:

During 1917-18 the current expenses for operating the schools amounted to \$21,741,295.87. This was an increase of \$2,063,707.15 over the preceding year. Over \$16,000,000 of this amount was expended for salaries of teachers, superintendents and principals.

COMMISSIONER OF EDUCATION.

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Janitors' salaries cost \$1,407,379.21. Salaries of attendance officers cost \$152,093.03 and fuel \$934,750.60.

There were enrolled in the schools, including evening schools, 595,413 pupils. Of this number, 33,588 were in the evening schools. In the day schools were 282,789 boys and 279,036 girls, making a total of 561,825 enrolled in the day schools. This was an increase of 17,544 in the day school enrollment.

Of this total of more than one half million pupils 39,858 were enrolled in the kindergartens, an increase of 3164 over the preceding year. There were 267,746 pupils in the first four grades—or, as commonly known, the primary schools. The total number of pupils in grades five to eight inclusive was 167,529.

The total number registered in high schools was 51,048, an increase of 322. The high school registration was, therefore, practically the same as the year before. The fact that there was a slight increase instead of a decrease was gratifying in view of the temptation of young people in high schools to withdraw from school in order to engage in commercial pursuits. Our high school registration for the past six years has been as follows:

1913	1914	1915	1916	1917	1918
33,142	38,099	44,314	50,030	50,726	51,048

The total number of day school pupils reported as neither absent nor tardy was 16,290, a decrease of 7889 from the preceding year.

The total number of pupils enrolled in one-room rural schools was 20,015, a decrease of 1479. The number in two-room schools was 13,962, a decrease of 1245. There was a decrease of 111 in the number of teachers in one and two room schools. These figures are indicative of the progress of consolidation of schools in the State.

The average daily attendance in day schools was 423,750, a decrease of 4124. The average absence of pupils was 18 days, one day more than the preceding year.

There was a decrease of men teachers in all the schools of the State of 79, and an increase in women teachers of 526.

CHIEF DISBURSEMENTS FOR LAST FIVE YEARS

	1914	1915	1916	1917	1918	Increase or De- crease 1918 over 1917	
Salaries of Teachers.....	\$11,415,629 00	\$12,291,576.00	\$13,545,693.37	\$14,449,414.81	\$15,785,310.12	\$1,335,895.31	I
Operation of school plant, includ- ing janitor's services.....	1,778,191.00	1,946,052.00	2,078,377.11	2,349,927.80	2,779,047.66	429,119.86	I
Maintenance of school plant, re- pairs, etc.....	733,827.00	737,318.00	743,027.96	830,955.10	957,625.02	126,669.92	I
Purchase of land and erection of buildings	5,356,639.00	5,729,335.00	5,056,143.72	5,657,609.69	5,440,048.39	217,561.29	D
Transportation	326,881.00	372,920.00	412,405.38	430,728.71	529,527.27	98,798.56	I
Medical inspection.....	198,481.00	215,266.00	230,958.34	258,436.04	284,703.56	26,267.52	I
Manual Training.....	486,281.00	554,287.00	587,979.48	661,213.04	741,146.64	79,933.60	I
Vocational Training.....	109,665.00	167,000.00	206,156.68	211,274.49	276,226.01	64,951.52	I

COMMISSIONER OF EDUCATION.

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SOURCES OF INCOME

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

1. Income of State School Fund.....	\$250,000 00
Apportioned to counties on basis of days' attendance	
2. Appropriation by Legislature for General Purposes	439,346 69
3. Appropriation from State Railroad Tax.....	3,877,419 50
Apportioned to counties on basis of ratables	
4. State School Tax	7,315,023 54
90 per cent apportioned to counties on basis of ratables; 10 per cent apportioned to counties arbitrarily by State Board	
5. Interest on Surplus Revenue Fund.....	28,159 05
Apportioned to districts by county superintendents on general plan	
6. Local Appropriations	15,854,093 11
Used for current expenses, buildings and repairing, etc.	
7. Other Sources	920,702 08
Appropriated for special purposes	

SCHOOL PROPERTIES

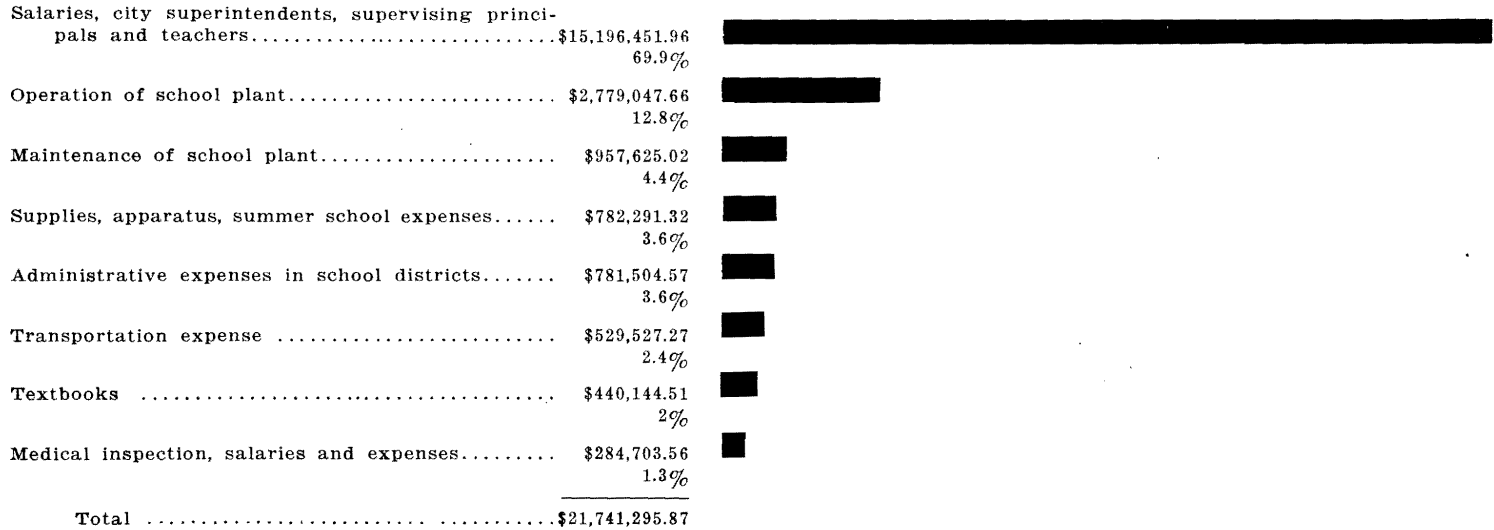
The reported valuation of school properties increased during the year from \$74,000,000 to \$79,000,000. Reported valuations for the past ten years are in round numbers as follows:

1909.....	\$34,000,000	1914.....	\$58,000,000
1910.....	36,000,000	1915.....	64,000,000
1911.....	44,000,000	1916.....	69,000,000
1912.....	53,000,000	1917.....	74,000,000
1913.....	53,000,000	1918.....	79,000,000

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

GRAPH OF CURRENT EXPENSES FOR EDUCATION

July 1, 1917, to June 30, 1918



COMMISSIONER OF EDUCATION.

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WAR ACTIVITIES

The war was the cause of many activities in the schools. These were carried on to a greater or less extent in nearly every school in the State. The purpose was patriotic—to help win the war.

Numerous circulars pertaining to the war were issued by the Department. Some of them are reproduced in this report.

It was the first time in more than fifty years that the schools had been called upon to work under war conditions. They were confronted with an unprecedented situation. New obligations were imposed and new ideals created.

The response by superintendents, principals, teachers and pupils was gratifying. It was a call not only of country but of humanity, and most significant of all, a call to service. Throughout the year there was a new seriousness in the work of the schools but also a new joy because of the feeling of service.

I believe that the war work has had a wholesome effect upon the schools and upon the ideals and purposes of teachers and children. There has been a vitality in the work not known before the war. The war work has given a much needed motivation to the every-day life of the schools. The schools have lost by the war, as pointed out elsewhere, but the experiences of the war have not been a total loss.

Space does not permit the enumeration of all the war activities, but here are some of them: helping the Red Cross, not only by generous contributions but in donating sewing rooms to its work; the sale of Thrift Stamps; promoting the Liberty Loans; using manual training shops for producing needed war furniture; food production; food conservation; war gardens; farm work; the farm census; the adaptation of cooking schools to war necessities; community kitchens; tagging coal shovels; helping in the drives for the Y. M. C. A., Knights of Columbus, and kindred organizations; the relief and succor of Belgian and French children.

The tangible results of these activities are shown in the following summary. While these figures must necessarily be somewhat in the nature of an approximation of results, it is believed that they are substantially correct. They reveal the immense amount of work accomplished by the schools of the State. All districts in the State are represented except ten; these ten include one of the largest cities in the State.

The aggregate result is highly creditable to school officials, to teachers, and to the pupils.

Estimated amount of Liberty Bonds sold.....	\$9,045,883
Approximate number of pupils who bought Thrift Stamps and War Certificates	257,610
Approximate amount of Thrift Stamps and War Savings Certificates bought by pupils.....	\$1,444,985
Approximate number of garments made by pupils for war purposes	651,001
Number of teachers who entered war service.....	325
Approximate number of pupils enrolled in Red Cross.....	333,139
Number of high school pupils in actual war service.....	2,020
Approximate number of garments for Belgian and French children or other allies.....	65,187
Approximate number of pupils in Home Gardens Division of the Junior Industrial Army.....	48,696
Number of pupils enrolled in the Junior Industrial Army.....	8,102
Number of boys enrolled in the Boys' Working Reserve.....	1,669
Number of service flags displayed by schools.....	624

In this connection the following letter, addressed to the Commissioner by Mr. Vernon Munroe, Vice-Director of the War Savings Committee for New Jersey, is of interest:

In your annual report I hope you will find space to include a brief mention of the really fine work done by the public schools in the War Savings Campaign. A review of what has been done since December of last year would, of necessity, show that superintendents, principals and teachers have almost without exception been enthusiastic and successful in securing the interest of the pupils in this work. The war savings idea has been welcomed by all the school authorities for its far reaching educational values. It has been taught by them with great enthusiasm, and the results as shown by our figures, even though far from complete, are highly satisfactory. The interest of the teachers has been communicated to the pupils with rare success, and I think it fair to say that the school work is one of the most important features in the War Savings Campaign, both in its educational and its financial results.

Some 1,739 War Savings Societies have been organized in the schools of the State, with upwards of 400,000 members. We estimate the sales of stamps through the schools to the pupils to be about \$1,500,000. Astonishing as this showing is, the greatest and most important results are undoubtedly the teaching of thrift and economy and an increase in the practice of savings.

We appreciate highly the cooperation we have always secured from your office and the entire staff in the state school system.

The following circulars regarding the war and the schools were issued during the year. It is deemed best to reprint them in the annual report because of what may be their historical value.

COMMISSIONER OF EDUCATION.

19

NEED OF GOOD SCHOOL ATTENDANCE

PLEASE READ AT THE NEXT MEETING OF YOUR BOARD

To School Officials, Teachers and the General Public:

I have received the following communication from the Governor of the State:

"I have no doubt that you appreciate fully the serious difficulties which are suddenly thrown in the way of public education because of the war. With much of our man-power necessarily called away from activities of ordinary business life and with consequent new responsibilities suddenly thrown upon heads of families and heads of business institutions, there must necessarily follow an extraordinary desire on the part of parents to keep children out of school, and on the part of large employers to secure the services of those who, by their age and other conditions, should be acquiring their education. Likewise, the call to the colors is of such an urgent and positively necessary character, matriculations into colleges and all higher institutions of learning are bound to be fewer than usual and the difficulties of successfully continuing such institutions consequently more numerous.

"In view of this certain situation, I am of the opinion that the Administration in New Jersey should take extraordinary means to maintain a large percentage of attendance in the public schools and also to encourage college education for all young people who have various reasons why they are not available for the military service of the nation. By giving full publicity to the danger of the hour, by enlisting the hearty cooperation of employer and parent and by any other means that may appeal to you as practicable, I trust that the Department of Public Instruction will center its full attention upon this problem and do everything possible to prevent the lowering of standards of efficiency in the schools and of maintaining a high average of attendance at both schools and colleges."

This letter is most timely.

As we are about to begin the work of another school year I again call attention to the circular issued by this Department early in June, entitled "The Schools and the War." I hope that it may be carefully read by teachers and others.

I especially call the attention of school boards, school officials, parents and the public in general to the extreme importance of maintaining schools of all kinds—kindergartens, elementary schools, high schools, colleges, universities, technical and vocational schools—at the highest degree of efficiency during the coming year.

At this time of national stress and crisis the school should do its great work in the preparation of our future citizens—not less well than heretofore, but even better than in the past. It is a truly patriotic service for boards of education, administrative officials and teachers to work to this end. It is a like patriotic service for parents and the public to help these administrative officials and teachers make the schools more useful than ever before. After the war is over the demand will be greater than ever that the great mass of our people be fitted to solve the problems and to meet the new conditions the future has in store for us. In times of war it is well to prepare for times of peace.

SCHOOL REPORT.

School attendance should not diminish; on the contrary, public opinion should be widespread that it is a most effective service to the nation to keep the children and youth in school that they may be well trained to do the work they will be called upon to do later.

The program of the schools calls for intellectual training and for moral training; it calls for physical training and for industrial training; it calls also for civic training. These processes must not be abridged nor lessened. Such a course, even in the midst of war, would be shortsighted and dangerous.

It cannot be emphasized too strongly that the school is the one organized institution for making our democracy safe and capable; for making America safe and capable for democracy. The question of public education is not so much how much does it cost—although every dollar should be carefully and wisely expended—but, rather, the question is, how shall we all, by working toward a common purpose, make the school more useful than ever before?

Concretely—we must have good teachers and superintendents and principals; we must pay them well enough so that they may not be tempted away to other employments where wages or salaries are higher; we must support our attendance officers in the enforcement of compulsory attendance laws; we must give teachers necessary supplies with which to do their work, and we must keep our school buildings in good repair.

Our young women should be encouraged to attend normal schools in order that we may have a sufficient number of trained teachers; our high school graduates—except so far as they may be actually needed for war or industrial service—to go to colleges, universities and technical schools, for there will be an enormous demand after the close of the war for trained and skilled men; our grammar school graduates to attend high schools or vocational schools; and men and women in the industries to avail themselves of vocational training by means of night and other classes.

I confidently believe that the teachers of the State are ready to “do their bit” in teaching better schools than ever before. They, however, cannot do it all in these critical times. They need the support of parents and boards of education in the keeping of children in school. I ask in this the coöperation of parent teacher associations, women’s clubs, churches, labor organizations, granges and other organizations.

May every member of a board of education in our State, may every administrative official, may every teacher, realize as never before his obligation to make our schools thorough and efficient, as required in the constitution of New Jersey.

May parents, may taxpayers, may the great public realize how important is education, the training, the instruction of our young people. Our young people will be called upon to do the work of the world, to bear its burdens, to solve its problems, to assume responsibilities—to make, as has been said, America safe for democracy and democracy safe for America.

C. N. KENDALL

Commissioner of Education

August 22, 1917

COMMISSIONER OF EDUCATION.

21

THE SCHOOLS AND THE LIBERTY BONDS

"SOLDIERS GIVE THEIR LIVES; OTHERS LEND THEIR MONEY"

To School Officials and Teachers:

You are interested in the promotion of the sale of Liberty Bonds, as is every patriotic American.

The purpose of this letter is to express the hearty approval of the State Board of Education and of this Department of any efforts that you may make or have made to "do your bit" to aid in the success of this Government load. The following are suggestions which may be of service to you in this connection:

1. The purchase of a bond is an opportunity to show patriotism to the country by loaning to the Government money which it needs to prosecute the war.

"Make your dollars fight for liberty."

2. The bonds are offered in such denominations and on such terms of payment that a very small amount of money is enough to begin buying a bond. The lowest denomination is \$50, and many banks in the State have arranged for payments at the rate of \$1 a week.

3. A Liberty Bond is an *investment*; it is not a *gift* to the Government. No investment could be safer than these bonds, for the whole United States—the wealthiest country in the world—is security for them. No security could be better than this. These bonds are exempt from taxation except when owned in larger numbers than any teacher is likely to possess. They offer a rare opportunity for investment of small as well as large savings.

4. Principals and teachers should as far as practicable put in a conspicuous place in all schools the Liberty Bond posters. They can be procured through many banks, through postoffices, and from that local official in each municipality (including townships) who is a member of the Liberty Loan Central Committee.

5. It will be fitting for someone, either the superintendent, the principal, one of the teachers, or some other suitable person, to address the older pupils upon the merits of the Liberty Bond, both from the standpoint of patriotism and as an investment.

6. A few lessons in high schools and in the upper grades of grammar schools should center about bonds in general, and the Liberty Bonds in particular, as an investment. The relation between the rate of interest and the safety of the investment should be emphasized. Bring out the fact that bonds can be bought and sold, and that after the war they may go to a premium. No better lesson in mathematics could be taught than one of this kind.

Dr. John C. Stone, head of the mathematics department of the State Normal School at Montclair, has prepared, at my request, some problems about the Liberty Bond. Here they are:

1. The first issue of Liberty Bonds was for \$2,000,000,000, but the public subscribed for \$3,000,000,000. By what per cent. was the first issue over-subscribed?

2. The second issue, to bear 4 per cent. interest from November 15, 1917,

SCHOOL REPORT.

will amount to \$3,000,000,000. Find how much interest the Government will have to pay yearly upon this second loan.

3. The first issue, paying $3\frac{1}{2}$ per cent. interest, may be exchanged at any time within six months after November 15, 1917, for bonds paying 4 per cent. If all the first issue are exchanged, how much interest will the Government pay yearly upon the two loans?

4. Find the amount of each issue apportioned to New Jersey and find how much interest the State will receive yearly from them. Also find how much of each issue your town took and see to what the yearly interest will amount.

5. Estimating the population of the United States at 100,000,000, to how much per capita will the two loans amount?

6. If one has a \$1,000 and a \$500 bond of the first issue, by how much will his interest be increased each year by exchanging them for 4 per cent. bonds?

7. The second series of bonds are issued in denominations of \$50, \$100, \$500, \$1,000, \$5,000, \$10,000, \$50,000 and \$100,000. The interest is paid on May 15 and November 15 each year. Find the semi-annual payment on a bond of each denomination.

8. How much would one have to invest in Liberty Bonds to receive an annual income of \$200?

9. How much would a man have to invest in Liberty Bonds to pay his daughter's college expenses from the income if the expenses average \$400 each semester?

10. A Liberty Bond may be paid for in four installments: 2 per cent. upon application, 18 per cent. on November 15, 40 per cent. on December 15, and 40 per cent. and accrued interest on January 15. Find the amount of each payment upon a \$50 bond. Upon a \$1,000 bond. Upon a \$5,000 bond.

11. Which gives the greater net yearly income and how much, \$12,500 invested in Liberty Bonds which are not taxable, or the same amount invested in a house that will rent for \$100 per month, if the taxes average \$215 per year, the upkeep is \$135 per year, and the average yearly depreciation in value amounts to 3 per cent. of the purchase price?

12. Which is better and how much: \$10,000 invested in Liberty Bonds, or loaned at $5\frac{1}{2}$ per cent. on note and mortgage, if the taxes each year amount to $1\frac{3}{4}$ per cent. of the face of the note?

13. If interest rates on loans become cheap, say 5 per cent., and tax rates are high, say $1\frac{1}{2}$ per cent. or 2 per cent., would you expect Liberty Bonds to sell for more or less than par? Why?

14. Show that if a Liberty Bond should be bought at par and sold in one year at 101 the investment has earned 5 per cent.

15. If a Liberty Bond bought at par sells for 103 in two years, what per cent. has the investment earned?

These problems are merely typical.

7. The suggestion is made that classes graduating from grammar schools and high schools purchase a Bond and present it to the school. A number of schools did this last spring, and such a gift would be an appropriate one from the classes of 1918.

8. The Treasury Department at Washington has issued a Source Book on the Second Liberty Loan of 1917. This has been generally distributed over the State to school officials, but if any such official or interested teacher has not received a copy, one can probably be obtained by addressing the Treasury Department at Washington. This bulletin of 56 pages is very interesting reading. It describes in graphic detail why the Government needs large sums of money; it then speaks of the resources of the United States; tells how the Government raises money; what a bond means, especially a Liberty Bond; how we were forced into the war; why this is our war; and it concludes with

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a stirring patriotic appeal from prominent public men in the country. The contents of this Source Book would be excellent material for the use of teachers in history and civic classes.

9. After reading the Source Book, or otherwise informing himself about the loan—if he is not already informed—the superintendent or the principal might appropriately present the merits of the loan tactfully, forcefully and enthusiastically at a meeting of his teachers.

10. In many districts mass meetings of the school community for the discussion of the Liberty Loan should be called, to which parents and friends could be invited. These meetings should be addressed by the best obtainable speakers, including the principal. Proper provision should be made, not only for speakers, but for music and for the giving out of Liberty Loan literature, including subscription cards. In many communities of the State the principal of the school should lead in this patriotic movement by arranging and organizing such meetings.

We Americans—women as well as men—should feel that we are all partners in this democracy. As partners let each one of us feel his responsibility to coöperate to his utmost with the Government in these critical times.

Among the Nations bright beyond compare!
 What were our lives without thee?
 What all our lives to save thee?
 We reck not what we gave thee;
 We will not dare to doubt thee,
 But ask whatever else, and we will dare!—*Lowell*

C. N. KENDALL

October, 1917

Commissioner of Education

THE SCHOOLS AND FOOD CONSERVATION

To School Officials and Teachers:

As you know, the week beginning Sunday, October 21, and ending Saturday, October 27, is to be observed throughout the country for a campaign for food conservation. It is the desire of the national and State authorities that the schools of New Jersey do their part in making this food campaign a success.

It is not proposed in this letter to state at length the reasons why we should conserve our food supplies. It is perhaps sufficient to say that not only must we feed ourselves but that our allies will make very large demands upon America for foods. When millions of men are engaged in war it is obvious that the production of food is in consequence greatly reduced. Very little food can be sent to the allies except from this country; therefore they depend on America for food, and the supply of food will be a great factor in the winning of this war for human rights and democracy.

I understand that the authorities at Washington will send a food conservation bulletin direct to school officials, who should distribute it promptly among teachers.

Teachers should use this bulletin and other information they may possess in two ways:

First, in impressing upon the children themselves the necessity of food saving and telling them what they can do to bring it about.

Secondly, by asking the children to convey this information to their parents.

The children should also take to their homes circulars, food pledge cards, etc., which the authorities will furnish.

Superintendents, supervising principals and principals should call their teachers together during the week of October 15 and explain the great necessity of food conservation. Many teachers will doubtless need this information in order that they may be fully convinced of the necessity of food saving. If the school officials present this matter with earnestness and enthusiasm the teachers will be likely to share this earnestness and enthusiasm.

If the Government does not supply enough copies of the bulletin referred to in the foregoing so that each teacher may have one, the local school authorities should have enough made so that each teacher may be given a copy.

It is recommended that teachers use the blackboard in presenting to children facts about food. This will of course give the children a more definite impression than merely talking to them about food saving.

Every domestic science and cooking teacher in the State should be familiar with the details of this food saving plan. This is vital. Every one of the thousands of girls taking work in domestic science should have instruction in the preparation of foods that make for economy and saving. If any teacher neglects to do this at this critical stage she is neglecting her duties and is failing to that extent in doing her bit for the country. The work of no domestic science teacher should at this time be of the ordinary sort. This work should be arranged with a view to making these kitchens centers of influence in food saving. The State is a partner with the districts in the maintenance of these school kitchens through the use of manual training funds. The State therefore as the non-resident partner expects the co-operation of the district officials and cooking teachers.

In this and in other matters pertaining to the war school people should not hesitate for a moment to do their part. A food crisis confronts the world and it is serious. Every school official and every teacher should realize that he has a duty to perform and it must be done enthusiastically and promptly.

If further information is required I suggest that you write to the county chairman in your county or other local officials in charge of food conservation.

Very truly yours

C. N. KENDALL

Commissioner of Education

October 11, 1917

THE SCHOOLS AND THE RED CROSS

To School Officials and Teachers:

The schools have a unique opportunity to serve the country and to vitalize their own work by coöperating with the activities of the Red Cross. The Red Cross makes a universal appeal. In these critical times it is doing a work that is as necessary as it is widespread. All that the schools can do for it and similar organizations is so much patriotic service—and necessary service. Moreover, the Red Cross work is of such a character that it appeals to the interests of children, and their response when given the opportunity is generous and whole-hearted. There is abundance of testimony that the Red Cross

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work has already put new life into much of the work in domestic art, or sewing, in the schools.

THE JUNIOR RED CROSS

The President of the United States has called upon the school children of the country to take part in the work of the Red Cross. This work will bring to every child an opportunity for patriotic service to his country and its allies. The need for this service will greatly increase as the war goes on.

In order that the work may be organized and made efficient the Red Cross has authorized a new class of membership known as the Junior Red Cross. I desire to direct the attention of school officials and teachers to the purpose of this organization and to ask them to consider the opportunity which it presents to the schools. They will of course use their own discretion as to whether it is advisable for them to further this organization and engage in this work.

INFORMATION AS TO ORGANIZATION

"The dues for Junior Membership are twenty-five cents a year for each pupil, but membership is only granted to the pupils of a school as a whole, and when the principal or his representative has certified to the treasurer of the school fund appointed by the local Red Cross Chapter that a sum equal to twenty-five cents for each pupil in the school has been contributed to the Chapter School Fund. This payment having been made, the treasurer of the Chapter School Fund issues a receipt certificate to the school principal which entitles the school to be known as a School Auxiliary of the local chapter of the American Red Cross, and to display a special Red Cross banner bearing the name of the school, with space for recording succeeding years of membership. The pupils in the school now become Junior Members of the Red Cross and are entitled to wear the Red Cross membership button. These buttons may be obtained through the local Red Cross Chapter."—*From a circular sent out by the Junior Red Cross.*

Dr. Henry N. MacCracken, of Vassar College, head of the Junior Red Cross, has appointed an advisory committee for the work in New Jersey: Mrs. Iris Prouty O'Leary, State Department of Public Instruction, Chairman; Miss Evelyn B. Hartridge, Hartridge School, Plainfield; Mrs. Edward F. Chamberlin, East Orange. Miss Alice Campbell is the secretary of this committee and all inquiries in regard to the organization of junior auxiliaries should be addressed to her at the Atlantic Division, American Red Cross, 44 East 23d Street, New York City.

KINDS OF WORK THAT MAY BE DONE

Schools should work in coöperation with the local Red Cross organization, consulting officials as to articles needed and specifications for them. It is also feasible for the schools to share in the productive work of other patriotic organizations, such as the National Surgical Dressing Committee, National League for Women's Service, etc. These organizations will furnish models and sometimes material to the schools. Pupils in the commercial department

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may secure practical experience by doing clerical work for the patriotic organizations in their community.

A careful study of the possibilities of Red Cross work is recommended to all teachers of sewing. The variety of articles needed is so great that the productive skill of all grades of pupils may be utilized. Under careful supervision much of the emergency sewing may be substituted for the regular domestic art work without sacrificing educational values. Pupils will produce more and better work because of this new incentive and interest. The following list of urgently needed supplies is suggestive of the great variety of work which can be done:

Muslin bandages (such as slings, T bandages and body binders)
Hospital linens
Operating room linens
Clothing for patients
Knitted articles of all kinds (from wipes to stockings)
Comfort bags
Snipping pillows

WORK THAT SCHOOLS HAVE ALREADY DONE

The following instances have been selected from the many schools in the State already doing Red Cross work:

JERSEY CITY—DICKINSON HIGH SCHOOL

In the seven weeks ending June 30, six complete boxes were filled, containing 3,120 items, as follows:

84 Operating gowns	48 Bathrobes
84 Operating caps	48 Hospital bedshirts
84 Operating helmets	48 Shoulder wraps
276 Operating sheets	48 Bedsocks
504 Operating towels	480 Handkerchiefs
84 Hot water bag covers	480 Substitutes for handkerchiefs
84 Operating leggings	480 Napkins
96 Pairs pajamas	192 Tray covers

ATLANTIC CITY—VOCATIONAL SCHOOL

100 Hospital sheets	84 Arm slings
175 Hospital shirts	67 Knitted scarfs
48 Bathrobes	77 Knitted sweaters
200 Red Cross flags	312 Blanket squares
4 T bandages	24 Sponges
26 Abdominal bandages	22 Pairs socks
46 Operating caps	64 Pairs wristlets
64 Bedsocks	3 Pairs kneecaps
14 Helmets	3 Helmets
70 Pajamas	15 Washcloths

MILLVILLE, CUMBERLAND COUNTY

<i>Grades 7 and 8</i>	<i>Grades 1 to 4</i>
48 Hospital handkerchiefs	1300 Red Cross savings boxes
12 T bandages	75 Pillow snippings
30 Triangular bandages	300 Portfolios for postcards for hospitals
36 Body bandages	

Tinfoil is being collected in all grades to sell at 42 cents a pound.



Little kiddies too can help
WHAT BLOOMFIELD'S CHILDREN ARE DOING



A busy schoolroom
RED CROSS WORK IN PLAINFIELD

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HACKENSACK, BERGEN COUNTY

The pupils of the State Street School, in addition to sewing and knitting, made a house to house canvass for old linen, and from the material collected made 360 handkerchiefs, 240 napkins and 192 tray cloths for hospital use.

ESSEX COUNTY—VOCATIONAL SCHOOL

In addition to making garments and bandages, the Essex County Vocational School loans its workrooms, equipment and teachers for use by the Red Cross outside of school hours.

LYNDHURST AND BERGENFIELD, BERGEN COUNTY

Lyndhurst has made over 100 pillow slips.

Bergenfield has been very active, making two or three hundred articles required by the Red Cross, varying from knitted sweaters made by the older girls to handkerchiefs, etc., made by smaller children. Work has also been done for the comfort of Camp Merritt, which is near.

GLASSBORO, GLOUCESTER COUNTY

The following articles have been made or are in process of making: 40 triangular bandages with tape, 32 bedsocks, 5 hospital shirts, 85 pillow cases (ticking), 9 pairs pajamas. Several high school girls have made sweaters outside of school but with the aid of the teacher.

LITTLE FALLS, PASSAIC COUNTY

24 Gauze cup covers	12 Pillows
24 Triangular bandages	12 Elbow rests
24 Pairs bedsocks	12 Pillow slips
18 Wool nightingales	36 Knitted washcloths
12 Helmets	

FLEMINGTON, HUNTERDON COUNTY

The Red Cross membership is made up of both boys and girls. Naturally the girls contribute most of the work. This school year they have made 75 garments, shoulder capes and socks. The girls are divided into three groups and are working under a Faculty Adviser, who receives her instructions from the Red Cross authorities.

There is also a committee of about thirty girls who have agreed to act as collectors for the local branch of the Red Cross during the year. These girls visit each house in their district and secure the pledges and collections and turn them over to the committee under whom they are working.

MERCHANTVILLE, CAMDEN COUNTY

It was decided to have the sewing classes here do Belgian Relief work rather than Red Cross work. The number of pieces completed or nearly completed is as follows:

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40 Petticoats	12 Pairs bootees
45 Sewing bags	6 Pairs drawers
35 Nightgowns	2 Drawer bodies
15 Napkins	30 Bandages
12 Tray covers	12 Dresses
25 Handkerchiefs	15 Sacks
10 Eye bandages	6 Six inch squares of zephyr for
35 Pairs bedsocks	soldier's blanket

BOROUGH OF MIDDLESEX, MIDDLESEX COUNTY

100 Mouth wipes	7 Mufflers
14 Sweaters	12 Washcloths
1 Pair bedsocks	46 Utility kits
5 Pairs socks	50 Pillows
3 Convalescent robes	50 Pillowcases
6 Hospital shirts	12 Abdominal bandages
8 Pajama suits	3 Pairs wristlets

THE CHRISTMAS MEMBERSHIP DRIVE

The Red Cross wishes to enroll 15,000,000 members in the United States by Christmas Day. New Jersey's quota of this number is 1,000,000.

For this Christmas Membership Drive a special organization has been created in each of the twenty-one counties of New Jersey, to carry on an inspirational and educational campaign, from Saturday, December 1, to Monday, December 17.

The drive for members will be started Monday, December 17, and will end Monday, December 24.

The preliminary campaign will be for the purpose of informing the general public as to the exact needs among soldiers for Red Cross work on the battle front of Europe. For every American soldier there should be ten Red Cross members. Every man, woman and child of New Jersey who can afford \$1.00 for Red Cross membership should enroll for the year ending Christmas Day, 1918.

This preliminary campaign will be conducted by means of public meetings, distribution of Red Cross literature, and other publicity, so that when the Membership Drive opens December 17 every person in New Jersey should know what Red Cross membership of those at home means to the brave boys in the trenches.

The State Board of Education, at its monthly meeting held December 1 at Trenton, endorsed this Christmas Membership Drive.

As a part of the public school system of New Jersey you are requested to bring to the attention of pupils of appropriate age in your district the fact that 1,000,000 Red Cross members will be sought in New Jersey from December 17 to December 24.

The Red Cross Christmas Membership Drive Chairman in your county will place in your hands all the literature that is necessary to explain this campaign. Teachers are requested to coöperate by bringing this literature to the attention of each class of children, the teacher to urge the children to carry the information home, to the end that between December 1 and December 17 full details of the campaign will be in every household in the State.

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Following this inspirational and educational campaign, Red Cross workers will make the Christmas Membership Drive. You can be of great assistance in the work of preparing for the drive by having a Red Cross period in every school between now and December 17. You will receive a supply of Red Cross pledge cards from the Red Cross County Chairman of your county.

Yours very truly

C. N. KENDALL

Commissioner of Education

November, 1917

THRIFT STAMPS AND WAR CERTIFICATES

To the School Children of New Jersey:

This is a letter about the thrift stamps and the war certificates. It is also about some other things.

The use of these stamps and certificates will be a benefit to you who are children and to some others who are not children.

It takes only 25 cents to start a thrift card. Many of you can earn this money. Some of you can save it from what you might spend for candy, gum or soda water. Others can walk to and from school and save carfare. Walking is good exercise. Still others can go to the "movies" less and buy thrift stamps more.

Sixteen of these thrift stamps, or \$4.12, now buys a war certificate, which is as good as a liberty bond. These certificates have been called "baby bonds." When you own a thrift stamp or baby bond you become a partner with Uncle Sam. He wants you for a partner. He needs your money.

If you should keep this certificate—as I hope you would be able to do—until 1923, five years from now, you would get \$5 for your investment of \$4.12. This would be a pretty good rate of interest considering the good security you would have. What rate of interest this would be some of you older pupils can figure out. However, if you should need the money before 1923 Uncle Sam has provided a way to give it back to you.

When I was a boy they used to say "Save something for a rainy day." Do you know what a "rainy day" in this sense means? I am sure you do.

In every grammar or high school you should ask permission from your teacher to appoint a committee of three or five pupils to visit the postoffice or bank to find out more about these stamps and certificates. The postmaster or the man at the bank will be glad to see you. You will have a good time reporting to the teacher and class what you have found out.

I want you to think that money invested in these stamps or certificates is a loan to the Government, a loan with the best of security—the security of Uncle Sam. Your teachers of arithmetic have explained to you how necessary it is to consider the kind of security you get when you loan money. The Government needs the money just now. You know why.

It is well to display the flag, to salute it, to pledge allegiance to it. It is good for you to sing *America* and the *Star Spangled Banner* and the *Battle Hymn of the Republic*.

But you children, in these war times, when some of your fathers and brothers and friends are soldiers or are training to be soldiers, should show your love of country by doing something, by sacrificing something, by practic-

ing some self-denial. The way of this sacrifice and self-denial is for you to decide.

What can you do? Not only can many of you buy thrift stamps, and perhaps certificates, but all of you—one hundred per cent of you—can help to save paper and pencils and the other supplies the school furnishes. You can take good care of the school books. All these cost money. At home you can help mother and father, when it costs so much to live as it does now, to save sugar and meat. You will not waste food of any kind. You will help to save coal, gas and electricity. Some of you will do more work, more chores about the house, than you have done before, and in this way too you will help to save.

I am well aware that thousands of New Jersey children are doing all these things without any admonition from teachers or principals or from me. All honor to the pupils who are rendering such fine service.

Lord Kitchener, a celebrated Englishman, now dead, once said: "Either the civilian population must go short of many things to which it is accustomed in times of peace or our army must go short of munitions and other things indispensable to them."

Please ask your teacher if you may write this statement on the blackboard, study it—big words and all—and then talk about it.

I am sure the children of New Jersey will respond to the proclamation of the Governor of the State about saving and the purchase of thrift stamps.

To waste nothing, to save, to lend to the Government—this is the part of patriotism.

Respectfully

CALVIN N. KENDALL

Commissioner of Education

December, 1917

SERVICE FLAG

To Teachers and School Officials:

The following is a good suggestion made by Assistant Commissioner Scott:

One way of stimulating the interest of pupils in the service of our soldiers and sailors in the war is through the display of the service flag.

It would seem fitting that every public school that has had some part in the training of a boy who is now becoming a soldier or sailor should display a service flag. This flag, displayed in the one-room school, or in the elementary or high school in a town or city, will help to show the boys and girls who are now attending the school what is being done by some former pupil or pupils.

In furnishing the children with democratic ideals the school is only second in importance to the home. Schools should be encouraged to show their pride in those whose training has been partly received in them and whose duty it now is to fight for the ideals for which the schools stand.

The service flag in a school should make the children more appreciative of what our country means and at the same time give them greater pride in their school.

Such service flags placed in the schools as well as the homes would be of some encouragement to our soldiers in training. They would see in a real sense how the young boys and girls back at home are trying to uphold the soldiers who are fighting the country's cause.

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It would not be very difficult for the teachers or pupils—preferably the latter—of a school to procure the names of soldiers who had formerly been its pupils.

Pupils might appropriately, as a part of their English exercises, write to a soldier at the front or in training a letter or letters expressing their pride in the fact that he was formerly a pupil in the school and asking what, if anything, the school could do for him.

It is possible that the school through its Red Cross and other activities might send to such former pupil some article or articles which he might need.

A service flag could be procured for a school at very little cost. The material for a small flag—10 by 18 inches—costs approximately 12 cents. The boys could readily give this amount, perhaps earning it for the purpose. In practically every school in the State the girls would be able to make the flags, and this would be good employment for them. The only expense, then, would be the cost of the material.

All this would be one way of showing honor to the former boys of the public schools who are now answering their country's call.

Respectfully

CALVIN N. KENDALL

Commissioner of Education

Approved

MELVIN A. RICE

President State Board of Education

December, 1917

FOOD CONSERVATION

To Superintendents, Supervising Principals, and Boards of Education:

New Jersey schools have reason to be proud of last year's record in food conservation. According to reports which have come into this office the work done through the coöperation of the school authorities of the State resulted in approximately 60,000 jars of fruit and vegetables. More than 3,500 housewives were given instruction in canning and drying by means of classes held in the public schools. Still larger numbers of women were reached by means of 850 lectures and demonstrations given under school auspices. It was also reported that in the domestic science classes of the regular schools 2,200 lessons in canning and drying were given to the pupils and over 4,000 cooking lessons in the use of "war time cooking." Every school and every teacher taking part in this work can feel that they have given substantial aid in winning the war.

EVERY SCHOOL KITCHEN IS NEEDED THIS YEAR

An Idle Kitchen is a Spiked Gun

Every school that has a kitchen should *use* it. This is no time for closed kitchens or *idle* equipment. After regular class hours and during the summer all kitchens should be in service as places for instruction or places for production.

Last year 40 districts kept school kitchens open during a part of the summer. There are 483 school districts in the State. Every one of these districts should

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operate at least one conservation center during the canning season. A complete cooking equipment is not necessary for this work. Cold pack canning requires few utensils. A stove and a wash boiler are the principal items.

Wherever a board of education regularly employs a teacher of domestic science she should be used to give instruction in canning and drying during the summer if possible. If the board of education does not have a regular teacher of domestic science a woman can frequently be obtained from the Farm Demonstration Bureau of the State Department of Agriculture to give demonstrations in canning and drying. If such a woman is not obtainable some competent housewife in the neighborhood can often be induced to give the necessary instruction. In any case the school building is the natural center for this instruction and should be used to its full capacity for that purpose.

THERE IS NEED OF MORE PRODUCTION

Wherever possible school kitchens should be organized for production on a large scale. Fruit and vegetables in enormous quantities will be needed this coming winter. Commercial canneries cannot supply the demand and there is need of utilizing every available agency for this purpose. Schools which do not market their product in their own communities or through regular channels can be assured that it is needed by the hostess house and recreation centres established at the cantonments, the army hospitals and the Red Cross.

THE EXTENDED USE OF SCHOOL KITCHENS SHOULD BE MADE PERMANENT

Last year this work was generally regarded as an emergency measure which would help relieve the threatened food shortage of one winter. We are now facing the facts of a *long continued food shortage*. The help of the school kitchens will be needed as long as we are at war and for some years thereafter. We have only begun to realize the part which our schools should take in this means of defense. Last year's returns have already shown the school kitchens to be an asset which we cannot afford to neglect. School officials should now prepare to take this work off its emergency footing and put it on a more permanent basis.

THE SCHOOLS SHOULD COOPERATE WITH LOCAL ORGANIZATIONS

Last summer the work of conservation was carried on not only by the schools but by the schools coöperating with local organizations such as women's clubs, citizen committees and the Farm Demonstration Bureau. In some instances these organizations supplied workers and funds while the board of education authorized the use of school kitchens. In other cases the schools assumed full responsibility for carrying on the work. The method of procedure will probably not be the same in any two communities. It will be desirable, however, for communities to utilize every resource which they have for the purpose of food conservation. The first step in this direction is to organize the schools for active and permanent service.

CALVIN N. KENDALL

May 10, 1918

Commissioner of Education

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RELATIVE TO GRADUATING EXERCISES IN JUNE, 1918

To Superintendents and Principals of Schools:

It is suggested that the graduating exercises in both elementary and high schools this year have for their general theme "Our Participation in the World War."

As subjects under this general heading the following are suggested: The causes of the war; Why the United States entered it; The great issues at stake; What the nation is doing to win the war; What the community is doing to help win the war; What former pupils of the schools are doing in the service—speaking of concrete examples and using the service flag; The fine spirit of loyalty and service shown by our young men, and also by the women who remain at home, as shown by their encouragement of the men and their activities in various lines of war service.

In both elementary and high schools it would be very appropriate to have participants in the program tell how the war has already affected the activities of the schools, Red Cross work, conservation of food, home gardens, Liberty Bonds, Thrift Stamps and Certificates, etc.

As a further suggestion, why not have the pupils give some physical training work on the stage, or outdoors if practicable? This would be an exhibit of the physical training work of the school to show how the school is trying to carry into practice the new physical training law. It would be well if some pupils, before the exercises begin, would speak of the physical training law as essentially a question of "preparedness." It requires little stretch of the imagination to say that this is another subheading under the general head "Our Participation in the World War."

A program of this sort would be vastly more interesting and valuable than some of the conventional ones which were once in order.

Would it not be out of place in a graduating exercise this year, when there are so many stirring problems, to read the conventional essay or deliver the conventional oration on some general theme disconnected with the war?

In making the program the principal should feel that the winning of this war is the most important question that has ever been before the men, women and children of the nation. A program should stimulate the patriotism of the audiences and should show the public how actively the schools are engaged in winning the war.

I think that no school should employ an outside orchestra or outside talent for its music this year. The rendering of stirring patriotic songs or patriotic instrumental selections by the *school* orchestra is of vastly more interest to an audience than outside musical talent, however good it may be.

Mr. Meredith assures me that the graduating programs in our high schools reflect the real work of the schools to a much greater degree than they formerly did.

An excellent suggestion has been made by a principal in the State concerning the graduation present. This suggestion, chiefly in the words of the principal, follows, and the Commissioner is glad to heartily endorse it.

"At this time of our national crisis, when the watchword of the hour is economy, and the government is urging us not to buy useless or luxurious

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goods why not give your son or daughter United States War Savings Stamps or War Certificates for a graduation present?"

Respectfully

C. N. KENDALL

Commissioner of Education

May, 1918

NEW TEACHERS AND THEIR PREPARATION

The following tables show the numbers, the preparation and the training of teachers who entered the schools of the State during the year ending June 30, 1918, with corresponding figures for the preceding six years:

NUMBER OF TEACHERS

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

This number was divided as follows

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

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

In vocational schools outside of cities .....	....	....	....	....	....	....	7
In vocational schools in cities..	....	....	....	....	....	....	17
Total vocational schools.....	....	....	....	....	....	....	24

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

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

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

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

PREPARATION OF THESE TEACHERS

	1912	1913	1914	1915	1916	1917	1918
Graduates of New Jersey State Normal Schools							
Entering schools outside of cities	209	211	287	305	402	410	558
Entering city schools.....	84	112	211	231	281	307	267
Total	293	323	498	536	683	717	825
Graduates of City Training Schools in New Jersey							
Entering schools outside of cities	30	22	24	22	20	20	28
Entering city schools.....	232	228	231	171	120	123	153
Total	262	250	255	193	140	143	181
Graduates of Colleges, Universi- ties and Technical Institutions							
Entering schools outside of cities	194	256	248	280	273	251	288
Entering city schools.....	161	174	200	196	209	202	217
Total	355	430	448	476	482	453	505
Graduates of Normal Schools without the State							
Entering schools outside of cities	367	384	387	315	223	213	275
Entering city schools.....	208	214	230	203	146	132	153
Total	575	598	617	518	369	345	428
With less than Normal School, College or University Training							
Entering schools outside of cities	206	182	249	279	224	250	231
Entering city schools.....	36	35	44	53	84	50	61
Total	242	217	293	332	308	300	292

It appears:

- I. That the number of new teachers required for the day schools

of the State was much greater than in any recent year. This fact was undoubtedly due to war conditions. Many withdrew from teaching to enter the industries, where the financial remuneration was much greater, and in consequence there were more vacancies to fill. The following table for the past seven years is self-explanatory:

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

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

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

2. That the number of new teachers who were graduates of New Jersey normal schools has increased from 293 in 1912 to 825 in 1918. In 1912 the number of these teachers was 19.4 per cent of the whole number of new elementary teachers in the State. In 1918 the percentage was 45.3. This was practically the same percentage as the year before.

The output of our present State normal schools is not likely to be substantially increased with their present facilities. Less than one-half of our trained teachers in the elementary schools are graduates of our own normal schools, but whatever proportional increase there may be in the future must be supplied by additional facilities or schools.

The number of normal school graduates employed in the elementary schools from without the State was greater than in the two previous years. There were 428 in all of these graduates, or about one-half as many as from our own State normal schools. This was 23.5 per cent of the total number of elementary teachers employed. In 1912 this percentage was 38.1.

As stated last year, it would be unfortunate for the schools of New Jersey if we should fill all our vacancies from the normal schools within the State. This would be a process of inbreeding which would not be healthful for the interests of the children. It has been fortunate that our boards of education have been able to

secure some of the best teachers from other states who are anxious to come to New Jersey because of better salaries existing here, because of the professional recognition of teachers by State laws, because of the attraction of working under superintendents who would help them in service, and because of the generally pleasant conditions that teachers find in the New Jersey schools.

3. That the number of teachers who entered upon the regular work of the elementary schools with no training other than that afforded by six weeks of summer school was 200, or 11 per cent of the whole number of elementary teachers. This was a decrease of 16 from the preceding year. Of these 200, with only a summer school training, 94 per cent entered the country schools.

4. That the number of new high school teachers was 388. Of these, 61.6 per cent entered high schools outside of cities.

PURCHASE OF THE NORMAL SCHOOL AT NEWARK

The State at present has the use of the normal school in the City of Newark for the training of teachers. The school began operation under the control of the State in September, 1913, five years ago.

The details of an agreement for the use of the school between the State Board of Education and the Board of Education of the City of Newark are set forth as follows by Mr. Robert Lynn Cox, of the State Board of Education.

The Newark State Normal School was built and equipped by the City of Newark at its own expense as a city training school for teachers. In accord with a law passed in 1913, the city entered into a contract with the State Board of Education under which the school was taken over by the State and since that time has been operated as one of our most important State Normal Schools. It began in September, 1913, with a class of 222 transferred from the old City Normal School, to which was added an entrance class of 220, making an enrollment of 442. It had then a faculty of 26. At the end of five years the school had an enrollment of 882 students and a faculty of 58. The present enrollment comes from fifteen counties of the State, chief among which, very naturally, are the counties of Essex and Hudson. It should be noted, however, that the enrollment of Newark students has not increased to any considerable extent, having begun with 222 in 1913 and ended with an enrollment of 244 for the year 1917. The location of the school is most desirable in that there are 50 high schools within comfortable commuting distance. The building itself is a model of its kind and has been pronounced by architects as one of the finest Normal School buildings in the country.

On February 4, 1916, the Board of Education of the City of Newark

adopted a resolution whereby it offered to sell the Newark Normal School, together with the equipment contained in the building, for the sum of \$420,000, payable in five yearly instalments of \$84,000 each, with interest on unpaid balances at the rate of 4 per centum per annum—the title to remain in the City of Newark until final payment was made. It is said that the State did not bind itself to purchase on these terms, but the State Board of Education did agree to use its influence with the Legislature to obtain the appropriations needed to make the purchase. Each year since a request has been made for the necessary appropriation, but in no case has the item been allowed. Last year the State Board of Education requested the appropriation of an amount sufficient to cover two instalments with interest on the unpaid balance, but again the item was stricken from the appropriation bill. Therefore, the city of Newark has received nothing under the offer it made, nor has it been given any reason to believe that it would ever be paid by the State the amount for which it offered to sell the building.

In the meantime cost of construction has increased enormously and the building in question, based upon what it would cost to reproduce it today, has largely increased in value. Against this there is of course the item of depreciation from age and use.

After it became apparent that the Legislature did not intend to appropriate money at its session in 1918 to cover the instalments that were past due under the offer made by the Newark Board of Education in the resolution of February, 1916, the Newark Board of Education passed a resolution under date of March 30, 1918, rescinding its previous offer to sell the building at the price and upon the terms mentioned above. Copy of this resolution was served on the State Board of Education shortly thereafter.

The original contract entered into between the State of New Jersey and the city of Newark, whereunder the building in question was taken over by the State to be operated as a State Normal School, contained a provision as follows:

"This agreement may be terminated by either party upon giving to the other two and one-half years' notice in writing, such notice to end on either the 30th day of June or the 31st day of January."

At its meeting on March 30, 1918, the Newark Board of Education adopted the following resolution:

"Resolved, that the agreement entered into between the Board of Education of Newark, in the County of Essex, and the State Board of Education, by which the State Board of Education assumed control of the Newark Normal School located at Fourth and Belleville Avenues in the city of Newark and owned by the Board of Education of Newark, be and it is hereby terminated and that in accord with said agreement a notice be served on the State Board of Education that on January 31, 1921, the Board of Education of Newark will resume the control and care of said Newark Normal School."

Copy of this resolution was served upon the State Board shortly after its adoption and thereby was put into effect a rescission of the contract which will end on January 31, 1921. This means that the class which will enter the school in February, 1919, will be the last class which can be accepted for a full two year course.

The State Board of Education very naturally views with concern the situ-

ation that confronts it. The Newark Normal School is badly needed and its loss to the State would be a serious blow. Already signs of disintegration appear in the withdrawal of some of our best teachers under the belief that the school will close pursuant to the attitude taken by the city of Newark and that it would be well for them to obtain other employment at this time while the demand for teachers is so great as to enable them to get very desirable positions.

I am told that there has never been a time in the history of the State when there was a greater demand for teachers than at present. Many of the schools were reported, on September 14, 1918, to be without teachers. We were thereby induced to modify our rules so that they would not only permit the securing of teachers from without the State, if that is possible, but also permit the employment of members of the senior classes in our normal schools prior to their graduation. While to some extent this should be deemed a war measure, our Board has known for some time that the normal school facilities of the State are inadequate and should be increased rather than diminished. It was because of these facts that we were able to induce the Legislature to appropriate money for a South Jersey normal school, for which we have purchased a site and on which a building will be constructed as soon as building construction again becomes possible at reasonable cost.

Now, as to a solution of the Newark school problem, I wish to say that, as a representative of our State Board of Education, I have had a number of conferences with a representative of the Newark Board. I have learned that the city of Newark is not without appreciation of the value of the school and that to a considerable extent it may be said to serve especially the needs of that city. About one-fourth of the students in the school are residents of the city of Newark. At the same time it feels that inasmuch as the State has shown no evidence of intent to purchase the building under the favorable offer it made, it should, in justice to itself, regain possession of the building as against the time when it will be in sore need of such a building for high school or other purposes.

The embarrassment of the State Board of Education is increased by the fact that hitherto its requests upon the Legislature have been unheeded and that it is without power to negotiate with any certainty that what it might promise would be fulfilled. I see no way in which this can be remedied at the present moment, since to alter the legal status of affairs will require action on the part of the Legislature, but I do suggest that inasmuch as the State is about to make up its budget for the year 1919-20, it should include an amount sufficient to cover at least two of the five annual instalments of \$84,000 each and interest at 4 per centum on the sum of \$420,000 since November 1, 1916. With such an item in the appropriation act of 1919, to which should be added the passage of a law that would authorize the State Board of Education to enter into a definite and binding contract for the purchase of the building and the payment of the remaining instalments, I believe the State could induce the Newark Board of Education to sell the building to the State.

It is imperative that the ownership of this school be acquired by the State during the session of the Legislature of 1919 if it is pos-

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sible to do so upon reasonable terms. If the school should revert to the City of Newark it would be necessary to build an additional State normal school in the metropolitan part of the State contiguous to New York City.

To be sure, we have the State Normal School at Montclair. But this school is by no means adequate in its facilities to meet the demand and the need for normal school training in that populous part of the State. According to the State census of 1915 the population of the five counties in the northeastern section of the State was as follows:

Bergen	178,596
Essex	566,324
Hudson	571,371
Passaic	236,364
Union	167,322
	1,719,977

That is to say, 60.4 per cent of the population of New Jersey live in these five counties.

What has this school done and what is it now doing for the training of teachers? How useful is the school to the State?

From this school have been graduated in the past five years 1475 teachers who have entered the teaching service of the State. Not to exceed 37.2 per cent of this number have entered the Newark schools.

From the Newark School 452 students were graduated in the February and June classes of 1918; from the Montclair and Trenton Normal Schools combined there were graduated 550 students.

The graduates of the school in 1918 were as follows by counties:

Bergen	9	Monmouth	9
Cape May	1	Morris	15
Essex	164	Passaic	21
Hudson	126	Somerset	10
Hunterdon	2	Sussex	8
Mercer	1	Union	54
Middlesex	29	Warren	3
Total		452	

It is to be seen that these graduates were from 14 counties.

Of this number, 164, or only 36.3 per cent, were from Essex County; of these, 144 were from Newark. Two hundred and

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eighty-eight, or 63.7 per cent, were from the other 13 counties represented.

These graduates are engaged as follows:

Teachers	422
Young men in service of government.....	20
Young women who married (are not teaching).....	4
Young women who went to college.....	3
Young women who entered business (government work)...	3
	452

Those who are teaching are in the following counties:

Bergen	44	Morris	13
Essex	134	Passaic	19
Hudson	100	Salem	1
Hunterdon	6	Somerset	7
Mercer	3	Sussex	3
Middlesex	48	Union	33
Monmouth	11		

Of these graduates, 134, or 29.6 per cent, are teaching in Essex County, 79 of them in Newark.

In the fall of 1918 there are enrolled at the Newark Normal School 726 students preparing to become teachers. These students are from the following counties:

Bergen	26	Morris	30
Cumberland	1	Passaic	30
Essex	263	Somerset	6
Hudson	225	Sussex	4
Hunterdon	6	Union	76
Middlesex	37	Warren	3
Monmouth	19		
Total		726	

Of this number 263 came from Essex County, of whom 207 are from Newark.

From these facts it is seen: (1) how much the normal school contributes to the schools of the City of Newark; (2) how much it contributes to the territory in the northeastern part of the State outside the City of Newark; (3) how necessary the school is for the supply of trained teachers.

I have heard as an objection to the purchase of the Newark Normal School that if this school became a State school we should then have two normal schools in the same county. I am unable to see that this objection should be considered. What should determine the location of a normal school is convenience of access for the students in the territory it will serve. There should be no other consideration. The State of Massachusetts has two normal schools in a single county—a county only one-third the size of Essex.

I have shown in previous reports that a normal school draws the great mass of its students from the immediate vicinity of the school. There is an abundance of figures which show how true this is. A school in the northeastern section of the State will not draw any considerable number of students from the southern part of the State. Conversely, the new normal school in the southern part of the State will not draw many students from the northern part of the State. The figures that I have quoted are illuminating on this point. It is absolutely imperative that there be an additional normal school in the northern part of the State where there is so large a population and where in consequence large numbers of trained teachers are required.

This school is vitally necessary to the welfare of the elementary schools of New Jersey. I cannot say this with too much emphasis. A new school would cost much more than the amount for which this school can probably be purchased. There has been a feeling that the City of Newark would profit by the State purchase of this school. At the price at which the school could have been bought a year ago it was a bargain.

It is to be hoped that the State Board of Education and the Newark Board may agree upon such a price for the purchase of this school that the Legislature will not long hesitate to provide the funds for its purchase.

I will not present any argument as to the value of the trained teacher; that is a question out of the realm of debate among intelligent persons. The Legislature has recently appropriated money for the building of a normal school in South Jersey. The State, in common with other progressive states throughout the country, is committed to the policy of training teachers for its elementary schools.

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SALARIES OF TEACHERS

The total amount of salaries paid day school teachers in the State, not including superintendents, assistant superintendents or evening school teachers of any kind, was \$15,785,310.12, which was an increase of \$1,335,895.31 over the preceding year.

The average salary per year paid to all day school teachers in the State (16,646), not including superintendents, assistant superintendents or evening school teachers of any kind, was \$948.29, an increase over the preceding year of \$52.60.

Corresponding averages for the past five years were as follows:

	1914	1915	1916	1917	1918
Average salary per year, day schools..	\$851.42	\$861.86	\$872.34	\$895.69	\$948.29

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

	1914	1915	1916	1917	1918
Men	\$520.25	\$522.72	\$553.32	\$552.02	\$614.01
Women	468.56	477.19	481.42	497.72	544.22

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

	Men	Increase	Decrease	Women	Increase
Kindergartens .....	.....	.....	.....	\$813.49	\$33.92
Elementary grades, I to IV...	\$869.66	.....	\$44.43	791.09	35.05
Elementary grades, V to VIII	1,046.44	\$83.04	.....	888.52	37.88
High schools	1,724.07	118.44	.....	1,109.00	55.57
Special teachers, ungraded and backward classes	1,187.50	18.93	.....	942.09	69.62
Manual training	1,222.78	84.99	.....	954.82	1.22

NUMBER OF TEACHERS RECEIVING LESS THAN \$500 ANNUALLY
FOR EACH OF THE PAST THREE YEARS, BY COUNTIES

COUNTY	1916	1917	1918	Total Number of Teachers in County
Atlantic	24	26	15	542
Bergen	10	10	7	1,358
Burlington	101	90	52	400
Camden	79	80	35	914

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Cape May	42	35	12	181
Cumberland	147	130	82	361
Essex	15	11	11	3,314
Gloucester	64	60	36	280
Hudson	4	6	..	2,626
Hunterdon	58	38	26	195
Mercer	18	7	12	750
Middlesex	6	6	4	752
Monmouth	27	26	18	672
Morris	7	18	3	448
Ocean	79	74	55	172
Passaic	3	6	..	1,261
Salem	109	105	48	217
Somerset	7	8	2	283
Sussex	51	39	8	171
Union	21	34	7	985
Warren	113	96	54	243
	985	905	487	16,125

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

COUNTY	Number receiv- ing \$800 or more	Total Number of Teachers in County
Atlantic	1918	1918
Bergen	320	542
Burlington	640	1,358
Burlington	50	400
Camden	424	914
Cape May	41	181
Cumberland	52	361
Essex	2,487	3,314
Gloucester	31	280
Hudson	2,062	2,626
Hunterdon	35	195
Mercer	410	750
Middlesex	334	752
Monmouth	308	672
Morris	193	448
Ocean	35	172
Passaic	681	1,261
Salem	23	217
Somerset	92	283
Sussex	34	171
Union	605	985
Warren	37	243
	8,894	16,125

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TOTAL NUMBER OF TEACHERS IN THE STATE WITH THE
DIFFERENT GRADES OF SALARIES

	Men	Women	Total
Less than \$300.....	5	18	23
\$300 to \$399.....	5	18	23
400 to 499.....	13	427	440
500 to 599.....	26	1,594	1,620
600 to 699.....	48	2,800	2,848
700 to 799.....	45	2,232	2,277
800 to 899.....	63	2,080	2,143
900 to 999.....	65	1,399	1,464
1,000 to 1,099.....	103	1,202	1,305
1,100 to 1,199.....	76	895	971
1,200 to 1,299.....	104	662	766
1,300 to 1,399.....	82	595	677
1,400 to 1,499.....	104	151	255
1,500 to 1,599.....	107	93	200
1,600 to 1,699.....	91	99	190
1,700 to 1,799.....	69	40	109
1,800 to 1,899.....	90	63	153
1,900 to 1,999.....	43	23	66
2,000 to 2,499.....	256	68	324
2,500 to 2,999.....	140	6	146
3,000 and over	125	..	125

Salaries were generally increased for the year beginning July 1, 1918. If this had not been done large numbers of schools would have been untaught in September, 1918.

As it is, some schools cannot secure teachers, owing to the scarcity of teachers, which is nation-wide. Most of our local boards of education were wise enough to see that it would be absolutely necessary to increase salaries if our schools were to be taught.

A new duty confronts boards of education in these times. That duty is to make every effort to convince taxpayers that if the schools are to be taught we cannot get teachers at the salaries we have been paying. If standards of education are to be maintained increases of salaries must be generous. Without these increases our schools will not be taught at all, or they will be taught by poor and incompetent teachers and both the children and the State will be the losers.

The following considerations affect the supply of teachers at the present time.

1. Prevailing high wages or salaries in the industries have caused the withdrawal of a large number of persons from the work of teaching. Many teachers have resigned to enter other occupations

at salaries or wages amounting to from 50 to 200 per cent more than they were paid as teachers. I know of one commercial teacher in a high school who received \$720 a year. A graduate from her course entered the government service in Washington at \$1000 a year under the civil service rules. This is not an isolated case; it is typical. Many of the women who have gone into commercial pursuits will remain, as it has been found that they can do much of this work as well as or better than men.

New Jersey is at the very center of the industrial activities of the country and there is, as is well known, an enormous amount of war industries in the State and near it. The result is that women as well as men are called away from the schools by the high wages prevailing in these industries. In this crisis New Jersey is fortunate in the fact that our salaries are generally higher than in other states and that teachers regard New Jersey as a good State in which to teach. If it were not for these facts the situation would be far more serious than it is.

2. The cost of living has increased so much that many teachers feel they cannot afford to remain in the schools as they would prefer to do.

Since 1913 wholesale prices have increased as follows: food 85 per cent, fuel 53 per cent, clothing 106 per cent, drugs 130 per cent, and home furnishing goods 75 per cent.

While the average salary of the teacher in this State has increased in five years from \$816.38 to \$948.29, or \$131.91—about 16 per cent—the increase in the cost of the necessities of life has been far greater than this. Considering the purchasing power of a dollar the average teacher does not receive as much money for his year's work, taking the State as a whole, as he received in 1913—five years ago—and this in spite of the increasing demands made upon him.

It is greatly to the credit of numerous teachers that they have remained in the work of teaching in spite of financial temptations of various sorts to retire from it. Many teachers of New Jersey have stayed by their work as a patriotic duty. They are to be commended for their unselfish devotion to the work of the schools.

3. We need more men teachers in the schools—men of maturity and with families—particularly in the high schools. The average salary of men teachers in the high schools was \$1724.07 last year, an increase for the year of \$118.44. This increase was more than offset by the price of everything that these high school teachers, in common with others, paid for what they bought. This salary was

meager in comparison to what men were receiving in commercial pursuits.

4. The enrolment in the entering classes of the State Normal Schools of New Jersey in the fall of 1918 was 624; a year ago it was 797. There was a decrease this year of 173 students in the entering classes, or 22 per cent. New Jersey is suffering less than other states, but the situation here is serious. A falling off in the enrolment of young men and women who propose to become teachers means fewer trained teachers in the service of the State.

5. It is important that we consolidate schools wherever possible, to conserve our supply of teachers. New Jersey is making good progress in the consolidation of schools, as evidenced by the fact that there were 760 one-room schools in the State last year as against 803 for the preceding year. There were 281 two-room schools last year; the year before there were 296. Five years ago there were 1169 one and two-room schools; last year there were 1041. More schools could be consolidated than have been consolidated. Consolidation is for the educational benefit of the children.

6. During the year ending June 30, 1918, there were 486 teachers in the State who were paid less than \$500, as shown by the accompanying tables. The commonest unskilled laborer receives a larger compensation than this. It should be said, however, as indicated in the foregoing, that salaries have been so increased that there will be few teachers in the State who will receive this meager wage in 1918-19.

Some of the foregoing facts are not pleasant to dwell upon but it is necessary that the public should be aware of the situation as regards the teacher. We meet with the most serious obstacles in the progress of common and high school education in the State when the supply of trained and competent teachers falls off. It is a situation that demands positive and prompt action. It has been partially met by the increase in salaries already made, but in the fall of 1918 there are some schools in the State untaught and others that are taught by teachers not so competent as could be desired.

Our standards of education should not be lowered; they should be raised. After the war is over conditions will demand a higher degree of general intelligence and skill and virtue than we have yet attained. In the main this can only be obtained through the organized agency for public education—the schools. Means must be found of making teaching more attractive to a high class of men and women, who would look upon it as a professional and worth-

while employment and not as a make-shift. Only in this way can the welfare of the State and nation be conserved.

New Jersey has good schools but they must be and can be better schools. Whatever our organization of schools and course of study, these are effective only as we have good teachers to put them in practice.

HELPING TEACHERS

The second year's work of the helping teachers in the rural schools has further shown the value of these teachers to such schools. Helping teachers were employed as follows:

Atlantic County	1	Monmouth County	1
Bergen County	2	Morris County	1
Burlington County	3	Ocean County	1
Camden County	1	Salem County	1
Cape May County	1	Somerset County	1
Cumberland County	1	Sussex County	1
Essex County	1	Union County	1
Gloucester County	1	Warren County	2
Hunterdon County	2		

These teachers are all women, and helping teachers should be women.

They do not work in the schools with teachers who have supervising principals. This explains why they are not found in some counties, for instance, Mercer and Middlesex.

The purpose of the helping teacher is to give rural school teachers help in their work with children. In city systems there is a superintendent of schools; often assistant superintendents; supervisors of special subjects, such as drawing, physical training, music, and the like; and principals of schools, who assist teachers in their work.

In city systems there is usually found one supervisory officer for every 20 or 25 teachers. A large part of the business of these officials is to aid teachers in their instruction.

In the cities are usually found the trained teachers, the experienced teachers, the teachers of maturity, the well-salaried teachers, the teachers who stay in their positions year after year. Moreover, they usually have plenty of supplies and equipment, and they teach in graded schools. Still, it is felt by school authorities that these

teachers need the assistance of supervisory officers, one for every 20 or 25 teachers.

This is the settled policy for the conduct of school affairs in the cities of this country. It is also the settled policy in the larger towns and boroughs. The policy is settled because it is well known that no teacher, whatever his experience, is so good a teacher that he cannot be made a better one. Constructive, helpful supervision goes a long way in making him a better one.

On the other hand, in rural districts are found, on the whole, the untrained teachers, the inexperienced teachers, the young teachers, the low-salaried teachers, the teachers who stay but a year or a short time in their positions. The schools they teach are often ungraded schools; their classes are many; supplies, books and equipment are often lacking. Usually they do not have the help of supervisory officers as do teachers in cities. Of course there are exceptions, but as a rule the conditions as named prevail. In other words, the teachers who need help the most are the very ones who have the least of it.

If city teachers—trained, experienced, well-salaried—need assistance, why not afford rural teachers—inexperienced, immature, untrained—similar assistance? The helping teacher is supposed to give these rural teachers such assistance as is given so generally to city teachers.

Poor teaching spells an enormous waste in education everywhere but nowhere is it found to a greater extent than in country schools. The great problem there especially is to secure more vital teaching of children.

Country children are naturally as bright as city children but the plain truth is that they do not get a square deal in our educational system. Again there are exceptions, but such is the rule. The helping teachers came into being in order to give these children the educational rights to which they are entitled.

These inexperienced, meager-salaried, new-to-their-schools teachers in rural schools welcome eagerly such help. This has been demonstrated in the past two years. These teachers have testified to the kindly, sympathetic, positive, guiding hand of the helping teachers. Many of the country schools have been given new inspiration by these teachers. Numerous country teachers have been led to stay in their positions and not to go to city positions, by the influence of these helping teachers.

It is generally recognized in educational circles in the country that

New Jersey, through its helping teacher movement, is leading the way in the betterment of rural schools. No single movement, except that of consolidation where consolidation is practicable, is doing more to settle the problem of the country school. This is the largest problem in education today. There is much talk about it, but little result.

New Jersey through its helping teachers is doing something.

It may be asked why the county superintendent should not perform the duties of the helping teacher. The answer is that his administrative duties are so numerous that it is impossible to do this. His position is analogous in its jurisdiction to that of the city superintendent, and every city superintendent, as has been pointed out in the foregoing, has the help of assistants. Moreover, the schools under the jurisdiction of a city superintendent are far more compact and easier to reach than the schools under the jurisdiction of a county superintendent.

Among the things for the betterment of the country schools that have been accomplished by the helping teachers are the following:

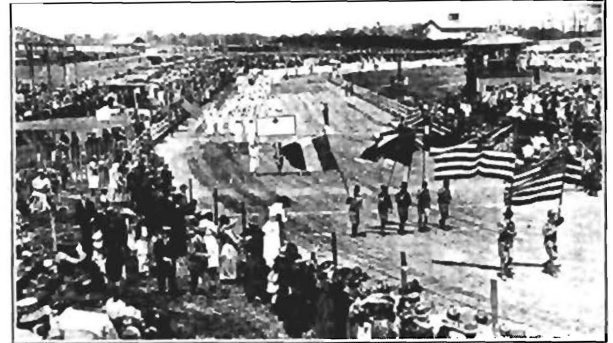
- Introduction of methods of teaching reading, arithmetic, spelling and other fundamental subjects
- Assisting teachers in the making of school programs
- Promoting cleanliness of schoolrooms and premises
- Holding teachers' meetings
- Assisting to organize parent-teacher associations
- Organization of health clubs
- Making schoolrooms more attractive
- Vitalizing classroom instruction
- Securing better medical supervision
- Helping with physical training
- Influencing boards of education to secure better quality and quantity of school supplies
- Helping to make country school life more attractive
- Formation of better language clubs
- Bringing about closer coöperation between parents and teachers

The maximum salary of the helping teacher is \$1500, out of which she pays all her expenses for travel or getting about. These expenses vary from \$450 to \$500 a year, not counting the depreciation of the automobile, for the helping teacher must, as a rule, provide herself with an automobile and maintain it.

Salaries must be increased. This is imperative and vital if the country schools are to be further improved by the helping teachers. We need at least 30 of these teachers instead of the 23 we now have.



Former schoolboys now in khaki



Flags of the Allies



A touch of the military



The second line of defense



Girls too like to run



Plenty of action here



Character making as well as body building



Nothing prettier

STORY OF A GREAT DAY IN MONMOUTH COUNTY SCHOOLS

With salaries as they are it has been impossible to fill these positions with acceptable teachers.

It is difficult enough, as we have found in our experience, to secure teachers for this service—women who really can help. The members of the Department spend much time in selecting such teachers. County superintendents, city superintendents, and normal schools are asked to assist. Even then the process of selection requires more time than can be appreciated by an outsider.

The helping teacher must be a woman of education, of more than ordinarily successful experience in teaching, of strong, robust health, of good personal presence, of a cheerful, buoyant disposition, and of ability to get on with those with whom she is associated. Such persons are not easy to find.

We are confronted with the fact that teachers we would like to employ often decline the positions because of the expenses attached to the office. With prices as they are, and taking into account the fact that several cities in the state are paying more than \$1000 to grade teachers, it will be seen at once that the salary as now provided for is too meager. Some of our best helping teachers will be forced to withdraw from this service and secure other and better paying positions unless the financial remuneration is made more attractive.

It is interesting to note how many teachers in each of the respective counties are in the districts supervised by helping teachers.

Atlantic County	58	Monmouth County	40
Bergen County	80	Morris County	25
Burlington County	105	Ocean County	42
Camden County	44	Salem County	40
Cape May County	47	Somerset County	65
Cumberland County	109	Sussex County	60
Essex County	33	Union County	34
Gloucester County	98	Warren County	65
Hunterdon County	89		

Inasmuch as the position of the helping teacher is a comparatively new one the following extracts from the reports of these teachers to the Commissioner will be of interest. These reports and extracts reveal the many-sided activities of these teachers.

There are 60 teachers in my districts, all of whom I have visited once, and the greatest number of visits to any one teacher has been four.

In nearly all my visits I plan to spend the noon hour with the teacher. It

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is then that we really become acquainted and I find many of the teachers almost eager to talk of their work. Often we talk of the work that I have seen that morning in the school, and if there is some point in it that I wish to bring particularly to the teacher's attention I demonstrate it by actual teaching either that day or on some subsequent visit.

I find that country teachers and pupils are very glad to learn of what other nearby schools are doing, so whenever I find something of real worth in a school I borrow it to exhibit to another school. A bunch of neat arithmetic papers, good English papers, perfect spelling papers, or good penmanship papers—from a fifth grade perhaps—will prove an incentive for a careless fifth grade to try to do more praiseworthy work.—*Cora Schaible, Atlantic County.*

Held teachers' meetings and discussed all subjects at different times.

1st—The Recitation as applied to all subjects

- a* Assignment
- b* How to study
- c* Art of questioning
- d* Attention
- e* Interest
- f* Use of blackboard
- g* Drill

Subjects—Reading

English
Arithmetic
Physical training
History
Geography
Spelling
Penmanship
Seat work—kinds profitable

Best method applied
Correlation
Accuracy
Discriminate between essentials and non-essentials

—*Agnes Brown, Bergen County.*

For the purpose of more intensive work, more "follow up" visits, and a closer checking of results in the poorer schools, I divided the 25 schools under my supervision into three classes: (1) schools doing good work, (2) schools doing fairly well, (3) schools needing constant help.

At the beginning of school, tentative programs were arranged, discussed and finally worked out in detail with each teacher. In connection with this work we have consolidated classes.

All schools are supplied with copies of all state monographs. These are stressed all through the year, and each gone over in detail with beginning teachers.

I held 30 group meetings during the year, discussing methods and management, and having model lessons taught.—*Melvia M. Wormuth, Bergen County.*

While attending summer school I began to make plans for the work of the coming year. My aims were, first, to stimulate the interest of the teachers

to do better work; second, to improve methods; third, to bring the school and the community closer together. . . .

The field meet, the great effort for good teaching of physical training, together with the arousing of interest on the part of the home and school associations for better sanitary conditions in the school have been a part of my "better health" campaign.

Thirty-six of my schools are the proud possessors of the Junior Red Cross certificate. They have done fine work. We aimed to encourage the pupils to work for refugee children by either meeting with the Red Cross and working under their direction, or using the handwork period. In one township the Home and School Association gave a day to sewing for the Junior Red Cross; the older girls met with these women and helped with the sewing.

It has been difficult to raise the money, to get information concerning the garments, and to make them in the short period since Christmas. We are hoping to find in each community a person willing to do her "bit" by teaching sewing next year to the Junior Red Cross members.

Each school since April 1 has had on sale, at least once a week, Thrift Stamps. The pupils in one two-room school report that they have bought \$250 worth; a larger school reports \$275 worth.—*Caroline B. LeConey, Burlington County.*

The work of the Camden County helping teacher for the school year 1917-18 began August 29, 1917, with an all-day meeting of our teachers at the Camden court house. The morning period of the meeting was devoted to clearing up classroom procedure, such as arrangement of programs, the urging of the use of the daily plan and progress book, and systems of good "house-keeping." Specimen programs for one-room, two-room and three-room schools were on display. Teachers met in groups according to the type of building they taught in and individual programs were adjusted as nearly as possible to actual teaching conditions prevailing in each school.

The afternoon period was devoted to the explanation of the physical training law and its requirements, accompanied by demonstrations of various phases of the work by a class of volunteers from the teachers present. Many of our teachers had taken the work at the summer schools. For the benefit of those who had not a class was organized, which met after school each Friday until January, to be trained by Miss Helen Murphy.

Our corps of teachers included six beginning teachers, eight who were beginning their second year's experience, and in addition, there were fourteen teachers new to our group. The first visits were made to the beginning teachers, who had been requested to have their problems ready for discussion as soon as they developed.

On September 18 a series of short visits was paid to schools to help plan for physical training periods adjusted to the special needs of each building. A "drive" was also made in schools where the children are of Italian parentage to urge the attendance of these people at a meeting at Elm School. This meeting was held September 21, and was called "Italian Conservation Day." A vacant schoolroom was fitted up as a kitchen with an oil-stove and tables, and a demonstration of canning and preserving was given by Miss Marian Anderson, domestic science teacher, assisted by Mrs. Maria Luzzi, Italian

interpreter. While Miss Anderson worked Mrs. Luzzi explained the various steps of the process to the Italian women and girls assembled. This meeting was held in direct response to the request of the Italian women in this district that they be shown how "to fix peaches just the same as American women." The Elm teachers did fine work in arranging the troublesome details of the impromptu kitchen. The seating of the visitors was typical of the locality—boards placed on crates. The recipes used were printed in Italian, translation having been made in plain language by the Camden County court interpreter. The funds raised to carry on the enterprise were furnished by the proceeds of a spelling bee held by people interested in school affairs in another district of our county.

Group meetings were called for teachers in the various townships, in a series of three, for the study of the geography monograph.

Another series was held at the close of the year for the purpose of discussing supplies and requisitions for the next year. These were held in each township and borough. Teachers brought lists of books and supplies on hand and lists of pupils as arranged in grades for next year, and then in conference decided just what changes were necessary and how many copies of texts were needed. The helping teacher then made a summary sheet, which was sent to the district clerk of each board, accompanied by a letter from our county superintendent, urging the adoption of everything requested, and explaining that care and economy and judgment were used in the selections made. In one case the helping teacher presented the supply list and in another the supply list was made at the request of board and supplies purchased. The boards were pleased to have the work of making out of supply lists simplified for them. In this way the improvement of the equipment of our schools next year is practically assured and one important phase of school work, namely, busy work for our primary grades, is provided for. . . .

Fourteen phonographs were added to the equipment of our schools by the activities of the teachers, assisted by the parent-teacher associations.—*Helen A. Ameisen, Camden County.*

Interest in physical training is growing in the small community. During the latter part of the school year scarcely a school entertainment was given that did not include some exhibition of physical training, the story play, rhythmic play, or folk dance. There seems to be no serious objection to the folk dances in Cape May County. They are enjoyed both by participants and by spectators. . . .

In most of our schools we have highly organized health clubs and these have been encouraged and praised for their good work. Some are almost entirely under the management of the children themselves, and are very ably managed, too. Such health organizations in school have been the means of linking school with community interests, which is so desirable—which, in fact, makes a real school in a real community. . . .

For me it has been a pleasure to work with the girls and boys in Junior Red Cross. Some schools, where teachers are at home, are keeping up the work through the summer. This week I am receiving the finished work, refugee garments in the main, of the various schools throughout the county, urban and rural, and look forward to the packing and shipping of these as

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a splendid finish to the work of the school year.—*Roxana S. Gandy, Cape May County.*

My aims have been :

1. To improve the rural school program and organization of classes.
2. To improve the teaching.
3. To improve the surroundings.
4. To interest the community in the school.
5. To encourage the war activities in the school.

I have worked with 35 teachers in six townships of the county. Of these, 22 were new to the county this year, while 16 were first year teachers. . . .

During one of my visits to a one-room school I found the teacher doing very poor work in physical training. Although this teacher had attended group meetings and observed class demonstrations, and could have taken helpful suggestions from the monograph, yet I found the lesson being conducted with tightly closed windows and very poor teaching being done. I observed the lesson for about five minutes, then asked to take the class. I first opened all the windows and explained to the class that we should have gone out-doors had it not been raining. I selected about three of the most vigorous exercises from the monograph, for I felt this class had not had any real exercise. The pupils did poorly at first, but soon caught the spirit and responded readily. For the last part of the lesson I taught a game which we played in the room, after which several pupils remarked that they wished they could have such fun every day.

In a conference with the teacher after school I explained that the work must be made as interesting as possible, and that she must put a great deal of energy into the teaching; have the lesson out-doors every clear day, and when it was given in the room have the windows open wide. I planned to give special attention to physical training in this school and have been pleased with the results. While visiting one very pleasant day this spring I was glad to see the class marched out into the sunshine and a very creditable lesson taught, including the formal lesson as well as games. This teacher seemed to be helped more by lessons taught in her own room than by all previous instructions. . . .

Many of the schoolrooms, grounds and outbuildings were kept in excellent condition by the pupils through health clubs, monitor systems and playground captains. Arbor Day was used in several schools as clean-up day, as well as for planting flower beds and trees. . . .

A one-room school located in the woods was so annoyed with mosquitoes that it was almost impossible to have school. The parent-teacher association screened the windows and door, making it very comfortable for the children.—*Jean F. Mackay, Cumberland County.*

The time spent with a teacher varied according to conditions, but in general I tried to acquaint her with the fundamentals of instruction and of conducting her school by showing her the necessity of first preparing and planning her work, of making seat work related to and correlated with other school work. Classes were reorganized and programs made to fit the different types

of school. It was often necessary to take full charge of a room for two or three days to insure a systematic routine.

Poor housekeeping conditions have been overcome to a certain extent through the organization of health clubs, but in a few cases I had to do the actual cleaning to prove to a teacher that it was a greater sacrifice of dignity on my part to teach in an untidy room than to clean it, and that as a careful hostess takes pride in her home so she should take pride in her schoolroom.

Few teachers, even normal graduates, seemed to have any idea of what constituted a good program. In a one-room school with an enrollment of 11 pupils I found a program providing for 42 so-called recitations per day. This was typical of many others. Prior to the opening of schools the county superintendent asked that I make suggestive programs for the different types of school under my supervision. These were presented and discussed, together with the monograph on program making, at a meeting called a week before our schools opened. . . .

Much time has been wasted by the new teacher at the beginning of each school year in making a program to fit her type of school and in learning the proper classification of the pupils and what textbooks to use in the different classes. To eliminate this waste of time each teacher has been asked to leave in her schoolroom a copy of her program, together with a record of each child's work, including the attendance, and a list of the textbooks in her school, telling in what classes they were used. . . .

Physical training was taken up with a great deal of interest and enthusiasm. The monograph has been explained and demonstration classes have been conducted at teachers' meetings. Through the efforts of the county superintendent a series of eight lessons on physical training were given in three sections of the county easily reached by all the teachers. These were conducted by the physical training directors of the Woodbury schools. The monograph was interpreted and the teachers were trained how to do the exercises and games, and this has resulted in very good work.—*Katherine L. Smith, Gloucester County.*

During the past year the following lines of work were emphasized:

1. Improvement of teachers in service.
2. Improvement of the health of school children.
3. Organization of war work in schools.
4. Organization of Rural School Council.
5. Coöperation between parents and schools.

Just half of the 52 teachers in this section were new to their work. Fifteen were starting to teach in new communities and 11 were inexperienced high school girls. But seven of the 52 teachers have had normal school training. . . .

In November, and again in May, the helping teacher tested the pupils of grades 4 to 8 in English composition. The subject of the November composition was, "How I spent Saturday," and that of May, "What I Would Do With a Thousand Dollars." The directions given for the Hillegas language test were followed and the compositions were scored by the Nassau County Supplement to the Hillegas Scale for Measuring the quality of English Composition.

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Much time has been spent during the past year in getting teachers to use the problem method of teaching history, geography and civics. Some teachers have not studied the monograph carefully enough to realize the value of the method; others are too indifferent to prepare the problems and simply follow the line of least resistance—the textbook lessons and questions. The progressive teachers who are using the method are enthusiastic about the results. They are more interested in the subject themselves, and their pupils are really thinking and showing some initiative in their work. . . .

In September physical training and supervised play were introduced in every one and two-room school. A few of the teachers had taken a summer course in physical training, but the vast majority knew nothing about it. Physical training drills and games were taught in every school by the helping teacher. The triple test for posture was given and the children were taught how to sit and stand correctly. Corrective exercises were given on practically each visit during the school year to remedy defects in posture. The physical training work given in the county institute was a powerful incentive for better work in the schools.

All the teachers now have regular periods for the three-minute drills and supervised play. A summary of a questionnaire sent out at the end of the school year shows that 97 per cent of the pupils are in the habit of practicing at least three physical training exercises a day and that 84 per cent of them have improved in their sitting and standing postures.

Very few of the schools in this section have modern seating conditions. In many instances the seats are double, non-adjustable, too large, too far apart, and badly arranged according to size. The helping teacher assisted in rearranging seats in seven schools, which made conditions better but far from perfect. One school purchased movable chair desks.

The helping teacher realizes that the seating conditions in the country schools of this county are notoriously responsible for the large percentage of round shouldered, narrow chested children. Correct posture, which is of such fundamental importance for health and efficiency, will never be attained by rural children as long as much of the good accomplished by physical training is neutralized by the bad effect resulting from the unhygienic school furniture. . . .

In December a number of children were asked to tell how the Health Club had helped them. Below are two characteristic letters which show the reaction of the club work on the pupils' health habits.

"I am going to write and tell you what the Health Club has done for me. Before the Health Club was organized in this school I hardly ever cleaned my teeth but now I clean them every day. I never slept with the windows open but now I tell mother to put more covers on and I open the windows wide. The physical exercises have helped me in sitting, standing and walking more nearly correctly. The physical exercises you gave us I liked very much. It made my muscles a little sore but that won't hurt me."

"I enjoyed your visit to our school the 10th of this month very much. I liked especially the physical exercises. I think the Health Club has done wonders toward making me stand up straighter. Before we organized the club my mother kept at me all the time to stand up straight. Since then she never

has to say a word. I take more pride in keeping myself clean and neat looking. I very seldom brushed my shoes mornings, but now I brush them every morning. My finger nails are much cleaner and neater than they used to be. I try to answer all the questions in the daily and weekly inspections. I like the exercises for straightening the shoulders and exercising the limbs. We are going to make a drive this month to see if we can raise our record in the Health Club.

"Come to visit our school again as soon as possible as we like to have you."

All but five schools in this section have organized Junior Red Cross societies and many of them did excellent work. Some of the ways and means of assisting the Junior Red Cross were as follows: money raised for work, entertainments given, junk collected and sold, Parent-Teacher Association interested, parents' help enlisted, Red Cross literature distributed, Red Cross drive, proceeds from school festival, jellies collected, Red Cross plays given. Articles made by Junior members: infants' outfits, chemises, sweaters, wristlets, mufflers, knitted squares for bed covers, knitted washcloths, comfort bags, property bags, comfort pillows, scrap books, bed socks and triangle bandages. . . .

During the past year the helping teacher has made a persistent campaign for better coöperation between the home and the school. Talks on rural school work have been given in schools, in women's clubs, and in churches. Very effective work has been accomplished through the organization of parent-teacher associations. There are now 12 working parent-teacher associations in the northern part of the county. Among the results due to the combined work of the parents and the schools are the following: assisting with school plays, securing new school bell, securing new flag, raising money for school library, providing assistants for Junior Red Cross work, buying playground apparatus, paying \$2 for state travelling library, influencing board of education to purchase new textbooks, rearranging seats in a schoolroom, raising money for piano, buying phonograph records, securing picture for a school, raising a teacher's salary, making school a social center, creating sentiment in favor of consolidation, helping with school festival, providing refreshments for festival, providing lunch for festival.

A conference of the parent-teacher associations of the county was held in April. Mrs. Bechtel and Mrs. Sandford, state leaders of the Parent-Teacher Association, the county superintendent, and helping teachers were speakers during the day.

Three food demonstrations were given in the school during the year. The helping teacher is planning to have eight or ten canning demonstrations given in schoolhouses during the summer.

Teachers have been encouraged to give newspaper publicity to the work they are doing in the schools. Rural school notes were sent from the office to the county papers at least once a month. The Rural School Council meetings and school festivals were well reported in the local papers. The publicity thus given to the rural school affairs did much to interest parents in the work.

During May and June eight school festivals were held in the northern part of the county. The main purpose of these get-together days was to interest people in the rural communities in improving county school conditions. The festivals were a decided success and the results achieved were very evident

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in the pupils, the schools and the communities. The pupils were given an opportunity to form acquaintances among the boys and girls of their townships. The pupils who received honors in scholarship, exhibit work or athletics were publicly awarded, and this feature itself did much to stimulate the self-respect and ambition of all the pupils in the township. The pupils were given an opportunity to develop leadership.

The festival as an incentive caused the work in the schools to be much better organized and much better done. Each school had its first opportunity to measure its accomplishments with those of all the other schools of the township and to take note of its strong and weak points. School spirit was developed. The civic and social reaction on the communities as a whole was most encouraging. The splendid coöperation of parents, school boards, and members of the different neighborhoods did much to make the festivals a success. Parent-teacher associations were strengthened and new ones planned for next year. More interest was shown in the care of the health of the school children and the need of improving the physical surroundings of the schools. The need of better school equipment was spoken of and in some cases promised for next year. The patriotic nature of the day's program did much to emphasize the need of a more intensive patriotism for the nation's work during the great war.

The school festivals this year have done so much to increase community spirit, loyalty and coöperation in improving rural school conditions that they should form a very important part of each school year's program.—*Jennie M. Haver, Hunterdon County.*

When I returned to my work in Hunterdon County in August I found that 21 of the 39 schools with which I worked last year were to have new teachers. Eleven of these new teachers were lacking in teaching experience. Twelve of them were teachers of a few years' experience, who came from other counties or from other schools in Hunterdon County. During the school year seven teachers resigned and inexperienced girls took their places. Consequently, I have worked with 18 inexperienced teachers this year, only three of whom were normal school graduates. Such numerous changes made necessary a repetition of last year's program during the first weeks of school.

During September and October I visited each beginning teacher twice and paid a number of visits to strong or promising teachers, who responded to my request that they demonstrate a morning's program of work for the benefit of visiting groups of teachers. . . .

During the year I followed the plan of visiting most often those teachers who were most responsive to help. On my visits I taught, observed the teacher's work and gave positive criticism. I followed up my plan of last year and emphasized first the teaching of reading and oral and written composition. . . .

Beginning in September we sent out monthly letters to the teachers. In these letters we kept them in touch with what health and English clubs in various schools were doing, announced Council meetings, reported the work of our Council, made suggestions regarding schoolroom practice, asked them to organize Junior Red Cross chapters and to hold Thrift Speech contests,

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and expressed our pleasure in the splendid way in which they were coöperating with us.

Whenever making plans or attempting to devise ways of improving our schools I wished that I might consult teachers with whom I worked. Mr. Hoffman, Miss Haver and I decided that we could arrange this by organizing what came to be known as a Rural School Council. In October we wrote to every rural teacher, explained our plan and asked her to vote for a teacher whom she wished to represent her township in the Council. The teachers responded and on the second Saturday in December we met for the first time, organized and made plans for the year. Notwithstanding a snowstorm, every township in the county save one was represented. Members of the Council voted to hold monthly meetings and they adopted the following program, a copy of which was mailed to every rural teacher:

I. Improve school attendance

1. By making school work as worth while and attractive as possible
2. By enlisting the coöperation of the parents
3. By emphasizing health, better language and Audubon club work
4. By securing legislation to improve the compulsory attendance law

II. Enlist the interest of parents

1. By inviting them to see regular school work
2. By bringing the needs of the school to their attention
3. By organizing parent-teacher associations

III. Enlist township coöperation

1. By means of a spring festival or community day at a central school, features of which shall be
 - a. An exhibit from each school
 - b. Demonstration of regular school work
 - c. An athletic contest
 - d. A pageant
 - e. Talks on rural school improvement

IV. Secure books for the professional growth of teachers through the State Library

V. Work for better equipment of schools

1. More blackboard space, maps and globes
2. Supplementary textbooks
3. Twenty dollar supply of new library books each year for every school
4. Proper adjustment of present seats or provision for individual chair desks
5. Clean outbuildings.

VI. Obtain from helping teachers monthly suggestions for teaching hand-work and English composition

The Council met regularly and in addition to carrying out much of its proposed program appointed committees to work out changes in the Better Language Club and to select textbooks. It also mailed to every township board of education a clear and forceful statement of the reasons why teachers' salaries should be increased. . . .

I consider, however, that the Council did two big things. First, it made many teachers feel that our problem, the improvement of rural schools, was their problem; it secured for us the coöperation of the leaders in our groups.

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Second, the Council through planning and holding township festivals secured for the schools to a greater degree than they have before known the interest and coöperation of parents and taxpayers; motivated school work, and gave to every school child educational opportunities which come through contact with larger groups than those surrounding a single rural school.—*Maud C. Newbury, Hunterdon County.*

Supervision of play periods and all recesses was urged, and many teachers have made a practice of leading or joining in the games at noon and at recess, as well as during the physical training play period. . . .

A simple form of health inspection was carried out by teachers or pupil leaders, and pupils took charge of certain regular duties in caring for rooms, books, facilities for drinking and washing, temperature regulation, and toilets. A good many pupils show marked improvement in personal appearance, while schoolrooms are much neater and more attractive. . . .

A number of schools have raised money for phonographs and records to use in the physical training work, and one has a new piano, bought with the proceeds from several entertainments and socials given by the school with the help of the community club. But three or four schools are now without a musical instrument of some kind, and these have singing and marching every day and will have their phonographs next year.

A few teachers objected to fresh air in the very cold weather, but these were exceptions, and many teachers have spoken of the benefit they and their pupils have gained from the regular physical training and outdoor exercise. The work has improved health and scholarship, and has made discipline better. . . .

At group meetings demonstration lessons in reading were given, followed by free discussion and questions. These were especially helpful. The helping teacher has taught reading at almost all visits, discussing the work with the teacher at the close of the period or of the day. We have made flash cards and other drill devices. Additional texts and manuals were lent to teachers and the use of the monograph was frequently illustrated and recommended. . . .

In teaching grammar the monograph was used to point out the elimination of non-essentials and as a course of study. Young teachers thought they must "go through the book," and I found a little class of three trying to "learn infinitives" from an ancient textbook, while they were not able to recognize verbs, and were not always sure whether their own sentences were completed or not. At my second visit to two such schools I found the "A" classes in English writing excellent letters instead of struggling with technical grammar.—*Charlotte E. Wilson, Monmouth County.*

Readers were asked for in Mt. Olive Township but were refused on the ground that it was too large an order, when in reality the closest figure possible was made, allowing one book in reserve and one for use of the teacher, which now is not the case. For instance, in some classes in arithmetic, two books are used by four pupils.

Only one set of readers is provided for use by different grades, which is entirely inadequate, but our efforts so far to persuade the board of education

of the benefits to be derived from more and better texts have been in vain. To one school I took my own books, to the extent of 35 for pupils and eight for the teacher. . . .

It is my conviction that nothing has been incorporated into our school system in some time which has done so much to develop fair play and leadership, to establish wholesome activity and helpfulness, and to generally work to the all-round good of the pupils, as physical training. . . .

Almost without exception, geography and history reading lessons, so prevalent in the schools two years ago, have been eliminated. The new monograph on these subjects has been invaluable, and the project method involving problems has been used in many classrooms with new interest and enthusiasm on the part of teachers and pupils, and with profit to the pupils.

It has been difficult to get some teachers away from the common practice of assigning subject matter from books page by page, but in most cases the better practice of assignment has been substituted. Where the strongest teachers have followed the monographs and profited by group meetings and conferences the pupils have motivated their work, have gained in discrimination of ideas, organized forceful ideas around vital points, and been given opportunity for initiative. They are beginning to learn how to study. . . .

We have tried to help the children become partners in the drive to win this war. Problems in food conservation have helped them to realize how saving the little mounts to the larger sum. Almost no pieces of food are seen around the school yards, where there used to be considerable. Health and hygiene clubs have helped very much in this work.—*Clare Bartlett, Morris County.*

A county health club was organized. Many of the teachers had organized health clubs in their respective schools, but no attempt was made to standardize them or place them on a competitive basis until February, when this was done. Banners were offered for the schools having the highest percentage for a period of 12 weeks. This put new enthusiasm into the work, and judging from the appearance of the pupils, schoolrooms, playgrounds and behavior of pupils, the plan was a success. One little girl, when asked if she could suggest an improvement for the club another year, said, "Yes, I think we should be asked if we have left our room at home neat." The following are noticeable benefits:

1. Neater appearances
2. Critical attitude toward posture
3. Improved attendance
4. Sense of value of avoiding illness
5. Performance of patriotic duties that might have been neglected had reports not been asked for daily.

Nearly all the pupils had a health examination by the medical inspector. In a few cases the follow-up work has been carefully attended to, but in a majority of cases nothing has been done. A school nurse is necessary if this work is to be efficiently carried on.

Judging from the success of the May Day Festival, held May 11, which was an outgrowth of physical training, the physical training program has been successfully launched. Judging from the interest shown by the teachers, parents and pupils, physical training is welcomed and appreciated. . . .

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The Nassau County Composition scale, Ayres Penmanship, Kansas Silent Reading and Woody's Arithmetic tests were used in February by the helping teacher in grades V to VIII inclusive. The compositions were measured by the teachers and pupils themselves in the higher grades. A copy of the scale was furnished each teacher so that a standard of attainment was kept before him the remainder of the year.—*Sara B. Hernberg, Ocean County.*

Probably the most interesting work this year has been physical training. Both teachers and pupils have entered into this wholeheartedly and I feel that results have been quite satisfactory. Drawing, language and physical training were combined in many ways. . . .

At a meeting of the Associated Boards of Education in the winter a display of the work of the county children from the rural districts was on exhibition. The helping teacher was given a place on the program and explained the work. Several members were much interested; so much so that as a result three townships this spring have allowed the helping teacher to make out their supply lists.—*Emma R. Burt, Salem County.*

The results of our early conference with the teachers of one and two-room schools in Somerset County on the Tuesday and Wednesday following Labor Day, 1917, were very noticeable in the way the majority of our teachers attacked the work at the opening of their schools. Teachers were directed by their boards of education to attend the conference with the understanding that the days so spent would count the same as days taught. The discussions were conducted alternately by County Superintendent Krebs and the helping teacher. Some of the subjects considered were: how to keep the register, program making, school housekeeping, beginning reading, seat work, use of monographs, spelling, physical training. In connection with physical training the helping teacher taught indoor exercises and games in the morning, and in the afternoon all marched to the playground for games and folk dances. . . .

The keynote of this year seems to have been drive—drive—drive, with patriotism and war as the motive. Because of a seeming indifference on the part of some communities, perhaps from insufficient or misleading information regarding the war, we planned to hold a series of "Patriotic Meetings" in various parts of the county. More than 10 of these meetings were arranged for. We advertised widely with handbills, which pupils left in every house, store, church and hotel in the vicinity. Prominent speakers from Plainfield and Somerville accompanied us and always heeded our injunction to "be brief but stirring." The pupils of the school held patriotic exercises for the first 15 or 20 minutes. . . .

A few accomplishments of our infant parent-teacher associations are worth noting. On the grounds in front of a two-room school the parent-teacher association, with the aid of the members of the board of education and others whom they interested, planted 24 trees, a privet hedge, clumps of low evergreens, and screens for the outbuildings. The value of the trees and shrubbery was \$70, but an interested florist laid out the plan for planting and made the bill \$40. The ladies provided refreshments and encouraged the men and boys who did the planting, some of whom were not on speaking terms but were obliged to work together. The neighborhood people, pleased with

the progress, donated the \$40 by night. The president of another parent-teacher association held a dance in her new barn and realized \$35 for Red Cross purposes.

The following invitation, signed by the helping teacher, was sent to each president:

"Through the courtesy of the North Plainfield Parent-Teacher Association, an invitation is extended to the officers and all other members of your Parent-Teacher Association, to spend Flag Day, June 14, at the North Plainfield High School.

"The school will be in regular session from 8.30 to 10.30 A. M. At 10.30 there will be a flag raising with appropriate exercises, the outside schools marching in for this occasion.

"After luncheon there will be a short Parent-Teacher meeting, which will be addressed by Mrs. Drury Cooper, one of the officers of the Mother's Congress. There will be some interesting literature for you. After the meeting we shall try to visit a Red Cross chapter and see the members at work.

"The school is on Somerset Street and can be reached by trolley from the Plainfield Station in five minutes.

"Come early, bring a large delegation and prepare for a pleasant and profitable day.

"Bring your lunch. Tea and coffee will be served.

"Please see that every member of your association is notified of this meeting, at once.

"Which association in Somerset County will have the largest number present. Let's see!"

Although only 25 per cent of our societies responded, for North Plainfield is not easy of access to most parts of the county and the time of year was a busy one for farming people, the meeting at once bore fruit in enthusiasm and in social work. We presented the society having the largest representation with a framed picture of Lincoln to be hung in the school.

There is a growing feeling with rural women that suffrage is coming to them and that they should have a place on boards of education.—*Laura M. Sydenham, Somerset County.*

My aims have been:

A. Better teaching

1. Organization of material
2. Correlation of material
3. Daily preparation
4. Better assignments
5. Teachers' meetings

B. War activities

C. Improvement of health by means of hot lunches. . . .

At the beginning of this year we sent suggestive programs to each teacher. These contained a period for primary language work. We asked that such a time be a part of each program and that it be religiously observed. This has borne fruit far beyond our expectations. . . .

Last fall at the branch teachers' meetings I read a paper on "The Possibili-

ties of the Hot Lunch." Many teachers saw at once how it could be effectively carried out in their schools. Later Miss Jones and Miss Jackson of New Brunswick came up and gave demonstrations in the project. Later, when reports were handed me, I found that hot food had been served in 11 different schools, that 22 different kinds of food had been prepared, and that 4,097 school children had been served. All this work was done on the ordinary "station" type of stove. One teacher, who had a very nice jacketed heater which afforded her no place to heat the vessel used for cooking, was so determined to do something for her pupils in this line that she set the pan inside the stove to allow the contents to boil. She had to confine herself to one kind of food.

Teachers reported to me that there had been fewer colds, and much less crowding about the stoves during recess periods. I am egotistical enough to believe that it was due to the hot food they had received.—*Florence L. Farber, Sussex County.*

As I view it, the helping teacher's work is divided into two main aims: (1) helping the teacher to discover her needs; (2) directing her toward ways and means for meeting those needs.

I have set about accomplishing these aims as follows.

Upon my first visit to each school the purpose uppermost in my mind was to show the teacher that I had confidence in her ability. It has always been my firm conviction that in nine cases out of ten we can get out of teachers and children whatever we are confident they can do. I attempted to pick out one thing that each teacher was doing well and sometime during the day to let her know my opinion. I kept note of this particular feat of hers and tried to use it in group meetings later on. . . .

The public in a number of communities had to be initiated into the secret of the benefits derived from physical education. This was accomplished by having on every possible occasion an exhibit of this phase of the school work. We always saw to it that the children of those opposed to the work took part in the exercises; this usually worked. . . .

While our main drives have been on physical education and history, geography and civics, we have tried not to neglect the other subjects. Naturally this year's work has been unique because everything has been connected up with war work to as great an extent as possible. It goes without saying that all of our schools have been most active in Red Cross work of all kinds and in the buying of Thrift Stamps and Liberty Bonds. I have made arrangements in all my schools to see that this work is carried on under direction during the summer.—*Mabel L. Bennett, Union County.*

The war activities which have been introduced into the schools this year are doing what educators have dreamed of for years. The school is being more closely identified with life. School work is "motivated." The boys and girls are doing more real live work than ever before and they are getting a real education—an education for service. The three R's of the school are no longer Reading, 'Riting and 'Rithmetic, but "Relief, Rescue and Reconstruction." . . .

Children get real joy in making something which is going to be of service.

Many times I have been greeted with enthusiastic clapping when I have gone into a schoolroom carrying Red Cross materials to be made up. Eight hundred and seventy-four of the country children of South Warren County are now proudly wearing Red Cross pins and are learning the lesson of service. . . .

The war gardens of Warren County are being worked harder than ever this year and are proving a success. The children are busy fighting the Germans, which they call the weeds and the pests. . . .

The regular work of our schools has not suffered because of what the children are doing in Uncle Sam's fight—doing with cheerfulness and enthusiasm. Arithmetic, language and geography are taught better than before. Children have something to figure for, something to tell about. . . .

The parent-teacher associations have recognized the need of increasing their efforts in the closer drawing together of the home and the school. The three all-day meetings of the Warren County Council of the Congress of Mothers and Parent-Teacher Associations which have been held during the year were most satisfactory. About 75 delegates from all parts of the county attended each of them. Encouraging reports were given from each association. . . .

Another need which is felt by the mothers, teachers and doctors of our county is a nurse to follow up the work of the medical inspectors in the schools. This will be one of our problems for next year. . . .

Besides having meetings for mothers and for teachers, it was felt necessary to reach even more people and to give the public a chance to see and to hear about the new work in the schools. This was done at the township commencements, which were attended by over 2,000 people. The seven commencements in the southern part of the county which I planned and attended were a real joy. As you suggested, the exercises were of a patriotic character. Physical training, too, was demonstrated by rhythm and folk plays.—*Vera M. Telfer, Warren County.*

We planned in the fall to do the following things:

1. To encourage the improvement of the physical condition and equipment (grounds, buildings) in every way possible
2. To improve the reading
3. To see that physical training was taught according to the monograph
4. To follow the monograph on geography, history and civics
5. To have the schools help in winning the war

Realizing that brick cannot be made without straw, and that in rural schools it is very necessary that the children have some occupational work, this was stressed first. . . .

The physical training has been popular in all the schools. The children have liked it and so have the teachers, even the oldest and most brittle of them. They have all grown younger and happier in following the physical training monograph. Several times folk-dances have been given as a part of the program at the parent-teacher association meetings, and the parents have always been very much pleased. Some of the teachers had had physical training in the normal schools; some of them had taken it at summer school. Did you hear of one of our teachers who was so very enthusiastic over his summer's

work that he told one of the state officials that he could teach as much physical training in ten minutes as the ordinary person could teach in half an hour? Those teachers who had had work in physical training were greatly helped by the instructor at the first county institute in the fall. When Miss Packer came in the spring the teachers had many questions for her and we profited more from her visit with us then than we would have done earlier in the year. . . .

There seems to be hardly room in this report for the war activities but they are to-day the biggest factors in our schools. Practically all the schools have joined the Junior Red Cross. They are all so proud of their pins and their certificates, which we are having framed. And the children are all so anxious to do something.

The boys and girls have invested well in War Thrift. We estimated that the children in the northern part of the county had invested \$5,000. This has meant industry and thrift for these boys and girls. They realize their responsibility and are proud of the work they are doing for Uncle Sam.

The making and conservation of food has also been a controlling interest in our schools. The children on whose school ground food was often found last fall have developed a conscience for food conservation, and the remains of lunches are no longer wasted. The boys and girls have entered into the spirit of using substitutes for those foods needed for the allies. They are not only conservers but they are producers. In every school there are boys and girls helping on the farm and making gardens. One of the one-room schools sent in an order for \$10 worth of garden seed. The children made up the order and got a lot of practical language work and arithmetic out of this one phase of the garden work. No situations have to be invented for vitalizing the subject-matter. We have live topics for every branch of the school work and we are trying to make the most of them.

The schools and teachers are doing their part in encouraging the Red Cross work and the buying of War Savings Stamps and Liberty Bonds. Numbers of patriotic meetings have been held by the schools. Spring Valley school, in Hardwick County, gave a patriotic program on the Sunday before the launching of the Third Liberty Loan. The teacher had decorated the room with flags and Liberty Loan posters. It was very attractive and there was a full house to hear the program. A speaker from Blairstown gave an address and took subscriptions for the Liberty Loan. The meeting was very successful. Eight schools competed for the medal given for the best four-minute speech on Liberty Loan.—*Margaret E. Taylor, Warren County.*

NEED OF AMERICANIZATION IN NEW JERSEY

Among the young men who came to Camp Dix as a result of the draft, in the first contingent approximately 21 per cent were, by the standards there imposed, illiterate; in the second contingent approximately 25 per cent were illiterate, and in the third contingent 33 1-3 per cent.

Some of these men were from New Jersey.

In the census of 1910 more than five millions of persons in the United States above the age of 10 were found to be illiterate. Of these, 113,502 were reported from New Jersey.

Quoting from the United States census of 1910, there are 113,502 illiterates in New Jersey, representing 5.6 per cent of the total population 10 years of age and over, as compared with 5.9 per cent in 1900. The percentage of illiteracy is 14.7 among foreign-born whites, 9.9 among negroes, and .9 among native whites.

For all classes combined, the percentage of illiterates is 5.8 in urban communities and 5 in rural. For each class separately, however, the percentage of illiteracy in the rural population exceeds that in the urban.

For persons from 10 to 20 years of age, inclusive, whose literacy depends largely upon present school facilities and attendance, the percentage of illiteracy is 2.4.

These are startling figures, and they are enough—unless measures are taken at once to correct this state of affairs by public education—to give any intelligent American a feeling of apprehension. The war has revealed the necessity of democracy as a form of government, but it must be an intelligent democracy. A democracy cannot be intelligent if so large a portion of its citizens are illiterate.

It is of the highest importance that in New Jersey, as well as in other states, measures should be adopted to give the rudiments of an English education to this large mass of illiterate citizens.

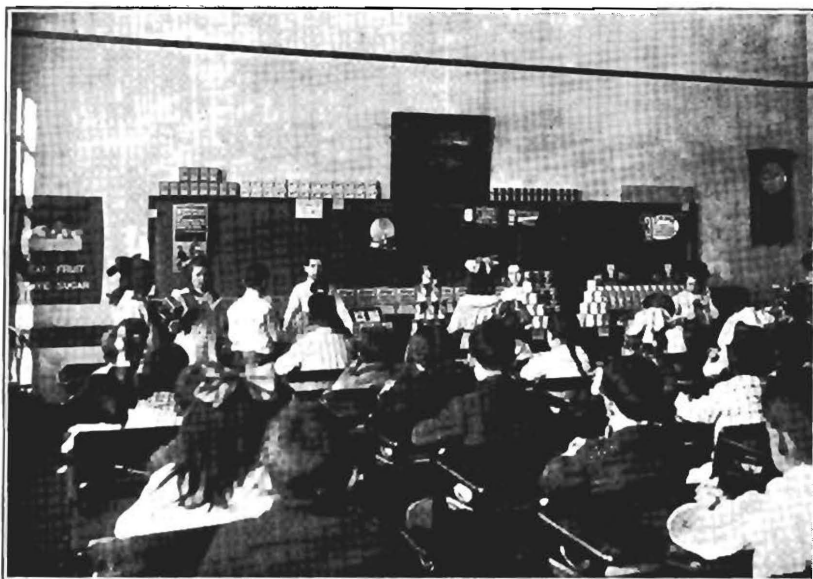
Moreover, such an education is necessary before we can give these persons a comprehension of the fundamental ideas of American life, citizenship and institutions, and of allegiance to the principles upon which the government of the United States is founded.

A law requiring education in the rudiments of English and Americanization of all illiterates between 16 and 21 should be enacted.

PHYSICAL TRAINING

The provisions of the physical training law were reported in the last Annual Report.

One year's experience in the operation of the law has proved its worth. It is popular with the public, with teachers, and with the children themselves. Physical training has made schools more interesting; it has given new life and new enthusiasm to hundreds of schools throughout the State. The exercises have been given chiefly



Even arithmetic is fun here



First steps in citizenship making
ILLUSTRATIONS FROM MILLVILLE SCHOOLS

outdoors in cold weather as well as in moderate weather. This has added to the popularity of the law.

Teachers as well as children are taking part in these exercises. In consequence the law has been as beneficial to them as to the children. Children and teachers alike have testified to the fact that physical training is worth while in promoting the regular studies of the school because of the increased vitality of the children.

Children are learning to play; they are standing more erect; and the discipline of schools has been improved. These are only a few of the benefits of the law.

The Commissioner said in a letter to the teachers of the State a year ago:

The physical training law expresses the popular will that the children and youth of the State should be so trained that physical vigor should be a support for their intellectual life, their spiritual life, their industrial life, and last but by no means least, for their civic and patriotic life.

He whose blood is red, whose muscles are hard, whose sleep is sound, whose digestion is good, whose posture is erect, whose step is elastic, whose endurance is lasting, and whose nerves are steady, has just so many resources in life. Physical vigor and soundness contribute to happiness, to accomplishment and to service to society, to State and to country.

After a year's trial in the schools what was said then is repeated now but with a more confident emphasis.

The fulfillment of the law has made it necessary for schools in many cases to extend their hours 30 minutes a day. Parents and teachers accepted this with but few protests. They saw that a school day extended 30 minutes, with physical training—calisthenics, posture exercises, rhythmic steps, games, etc.—was not so taxing as a shorter day with these exercises omitted.

It should be said that whatever success has attended the operation of the law is due to the fine spirit of most school officials and teachers in carrying on its provisions. The physical training law compels a departure from traditional school practice but not from traditional theories about the purpose of education. These theories have long recognized the needs of physical education but the schools as a whole have been slow to translate theories into action or practice.

The revelation of the war, showing the physical imperfections of so many of our young men, has awakened the public conscience to the necessity of physical fitness as a part of equipment for life.

The Surgeon General of the United States Army has reported that in the first great draft 29 per cent of the young men of this country were rejected for service because of physical defects. The medical profession is well-nigh unanimous in its belief that, in the majority of cases, these defects resulted from conditions that were preventable. Physical training experts and physicians both tell us that systematic exercise, vigorous games, and recreational activities, as well as a more thorough knowledge and application of the laws and rules of healthful living, will make for stronger and healthier children.

There is, too, an increasing public interest in all health matters, which is so much capital for the law inasmuch as the law is essentially a health or preparedness measure.

New Jersey was the second State to adopt a State-wide physical training program for its schools. The action of our Legislature has been highly commended by those who have studied school systems and the needs for successful living.

The course of study or exercises has been generally commended and copies of it have been called for from all parts of the country.

The immediate problem after the course of exercises had been prepared was to train the teachers who were to teach this subject. In several of the cities of the State and in numerous smaller municipalities physical training was not new but in the majority of districts it was new. No school system, however, had required 150 minutes per week, as was provided under the Pierson law.

The Department, with the aid of the State Board of Education, undertook the following activities in order to make the law as effective as possible.

1. There were established in each summer school courses for the training of teachers. All beginning teachers were required to take these courses.

2. The courses in the normal schools were strengthened. At the Montclair State Normal School preparations were made for the training of supervisors and directors.

3. Meetings devoted to physical training were begun in different parts of the State immediately after the schools were opened. The purpose of these early meetings was to discuss with educational leaders the provisions of the law. These meetings were attended by superintendents of schools, supervising principals, high school principals, helping teachers, and directors of physical training.

4. Physical training was stressed as a part of the county institute

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programs in October and November. Physical training teachers were employed to give the instruction in the form of actual demonstrations or work by the teachers.

5. Subsequently a physical training expert was employed to give instruction. She provided demonstrations for groups of teachers in various centers, especially in counties in which institutes had not been held.

6. Meetings were later held with high school principals and high school teachers to discuss physical training in its application to the high schools.

All these activities were made possible by appropriations of the Legislature.

There were throughout the State voluntary associations of teachers who met on Saturdays for instruction by some paid physical training expert. The expense was met by the teachers themselves.

Physical training directors and supervisors in the cities of the State have been generous in giving their time and counsel for meetings of various sorts. The helping teachers in the rural districts have been unsparing in their time and strength to make the law a success in those schools.

At the graduating exercises at the close of the year physical demonstrations were given in numerous instances; at the county athletic festivals or field days held in some counties physical training has been emphasized; on other occasions, such as parent days, "Visit-the-Schools Week," and other similar times, opportunity was given to the public to see the work of the children.

While the working of the law has been on the whole satisfactory and encouraging much remains to be accomplished. It has been difficult for some high schools to adjust themselves to the requirements of the law. Especially is this true of schools which had physical training before the law went into effect. In some schools there has been an indifference to the provisions of the law.

It has been pointed out to all schools: first, that the law is mandatory; second, that the time necessary for physical training has the right of way over all other exercises of the schools; third, that 150 minutes a week, exclusive of recesses, must be devoted to this instruction; fourth, that the State course of study or exercises is to be followed as far as possible; fifth, that the condition of State approval of such schools is dependent on the enforcement of this law; sixth, that the so-called informational subjects—hygiene, first

aid, nursing, etc.—are just as much a part of the exercises as calisthenics and gymnastic practice.

It has been difficult for some high school administrators to adjust their programs to these requirements. These difficulties are realized but the law is specific in making demands upon all the schools of the State and not upon some of them.

To make the physical training law fully effective adequate and competent State supervision is required. Many teachers are untrained and will need constant help if the work is to be done as it should be done and be of real value to the children. The State should not hesitate to provide such help.

Beginning with the school year 1918-19 two physical training directors will be employed to give aid to school officials and teachers in carrying out the provisions of the law. Such expert help and guidance are actually necessary in all communities. Moreover, there is a danger that without such leadership some of the enthusiasm which attended the first year's operation of the law may be lessened.

The schools are called upon in these critical times to undertake so many activities that someone with expert knowledge of physical training must make it his sole business to promote this vital form of public education and training.

A gymnasium is not absolutely necessary for this instruction. Excellent physical training can be carried on outdoors, in the school-rooms, and in the corridors of schools. A gymnasium, however, is a very desirable provision for physical education and should be provided in the larger schools, both elementary and high.

Jump standards, hurdles, shots, bean-bags, volley balls, playground balls, ropes, basket balls, field hockey outfits, and soccer footballs are not expensive and will do much to lend added interest to physical training, as well as make possible the selections of many interesting games.

The beginning that has been made in the program for physical fitness is excellent. Our physical training manuals provide for instruction in health or hygiene apart from the exercises for physical training. The statute requires this.

The Department issued in 1915 a pamphlet or course of study entitled "The Teaching of Hygiene and Safety." The new physical training manual includes most of the material found in the former manual. The aim of this instruction in hygiene is to build up right

habits of personal conduct or hygiene. The old type of physiological or anatomical instruction is giving way to the modern type of instruction for correct habits of living.

Good health clubs have been established in some counties and have been very salutary in their effects. Here is a brief description of one of these clubs in Hunterdon county:

HUNTERDON COUNTY HEALTH ASSOCIATION

A. The association and its purpose. The Hunterdon County Health Association comprises all the Hunterdon County Health Clubs in the rural schools. Its purpose is to make Hunterdon County boys and girls *Healthy, Clean, Happy Citizens*. (This meaning of the club initials, H. C. H. C., may be a secret known to club members only).

B. The Hunterdon County Health Club. The pupils of each school shall organize their own Health Club. Each room shall elect at least once a month its own health officers. The officers may appoint assistants to help them with their work. The chief health adviser is the teacher.

C. The duties of the pupil health officers and their assistants shall be:

1. To keep the schoolroom well aired.
2. To assist in keeping room and school ground clean but not to conflict with the work of a paid janitor.
3. To keep outbuildings clean.
4. To assist with games on playground.
5. To assist in making the daily health inspection.

D. Method of making daily inspection.

1. The chief pupil officer takes the chair and asks the daily inspection questions. Each pupil scores one point for himself and school when he answers "yes" to a question. The club secretary keeps a daily record of points scored by the room. The teacher is judge of all doubtful cases.
2. If a pupil is absent he does not score.
3. At end of the month the total number of points made by the room is to be divided by the number on roll. This will give the average number of points for the room. A percentage can be found by dividing the average number by the greatest possible number that could be made by a pupil during the month.
4. At the close of the month any school having 75 per cent or over wins a County Association Certificate. The school having the highest percentage wins the highest honor of the County Association, a red and white H. C. H. C. banner.

E. The daily inspection.

1. Did you sleep with your windows open last night?
2. Did you brush your teeth last night and this morning?
3. Did you wash your face, hands, neck and ears before coming to school?

SCHOOL REPORT.

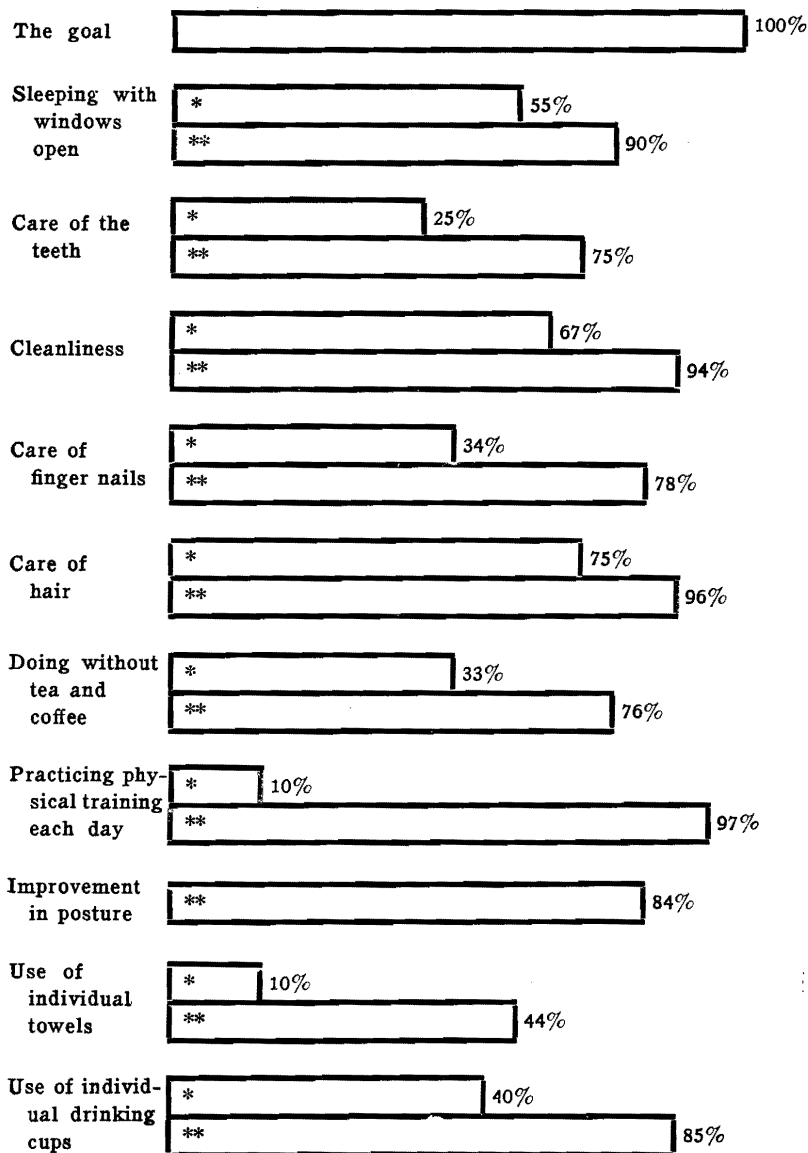
4. Are your finger nails clean? (If a pupil bites his nails he does not score until the habit is broken).
 5. Did you do without tea and coffee yesterday?
 6. Did you play at least one game yesterday?
 7. Did you practice at least three physical training exercises yesterday?
 8. Did you try to sit, stand and walk correctly yesterday?
 9. Did you keep your desk and surroundings in good order yesterday?
 10. Did you do at least one helpful deed yesterday?
- F. The weekly inspection. On Monday ten extra points may be given as follows:
1. Did you take a bath last week?
 2. Did you use your own towel and drinking cup every day last week?
- G. At the close of the month 5 per cent may be added to the school's record if the Health Club officers and their assistants have faithfully performed their duties.
- H. The club colors are red and white. The club pin is white with the letters H. C. in red.
- I. The official club yell is:
- Ha, Ha, Ha,
Zip, Boom, Bah!
H. C. H. C.
Rah, Rah, Rah!
Hunterdon County Health Club!
- J. The Health Club pledge is: "I will work to make my body healthy, clean and strong so that I shall be a good citizen and a happy, useful member of my home and community."

RESULTS OF HEALTH CLUB WORK DURING 1917-18

The benefits derived from the Health Club have been far reaching. The daily health inspection, with its number of points to be gained for the individual and the school, formed a direct stimulus for the improvement of personal health habits. The following graph, based on reports from 1,752 children, shows just how great the improvement has been. Each school elected its own health officers each month and thus the children learned how to conduct an important civic duty. The work of the pupil officers formed one of the best mediums for the training of leadership. The work of the club in its relation to the central County Association gave the pupils a larger community consciousness, which is so much needed in rural affairs. Finally, the work of the club taken as a whole has done much to formulate in the minds of Hunterdon County boys and girls ideals of a *Healthy, Clean, Happy Citizenship*.

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*September, 1917.

**June, 1918.

Two other factors affect the building up of health. One is medical inspection; the other is the lighting, seating, ventilating, heating and cleanliness of our school buildings and premises.

In numerous places in the State, notably in most of the large cities, medical inspection is carried on effectively, usually with the aid of school nurses. This inspection is also well done in some smaller towns and districts. In these places the school authorities see the value of the protection of the health and lives of children. Public sentiment deems the money used for such protection and welfare as money well spent.

Medical inspection fails of its purpose in many districts because the inspectors are poorly paid; because of the difficulty of securing competent and industrious physicians; because the board of education does not believe medical inspection necessary; and because of the lack of supervision.

Too many children are stoop-shouldered, anemic and underfed. Some of them have poor eyesight and many more have defective and neglected teeth. In those schools where the medical inspection is poor the children grow up uncared for, for many of the homes pay little or no attention to physical imperfections. The defects continue and what is the result? Physical deterioration of men and women, who are unable to play their part in the world.

The examination of drafted men was needed to show how many physically defective adults we have among our young men. The government has been forced to make provision to rehabilitate these men. This should have been done by the public schools long before the young men reached the draft age. The economic loss is great.

"The State cannot afford to educate for physical fitness." This one sentence is the stock objection to a definite and effective program for health conservation. The truth is, the State cannot afford to do anything else.

Some other plan of inspection for rural schools should be adopted. There should be a larger unit of inspection than the township. It might be a portion of the county, or one physician might be engaged for a given number of children enrolled in the schools. The State should pay half the salary of the inspector. The appointment should be confirmed by the State Board of Education upon the recommendation of the Commissioner of Education. The inspector should perform practically the same duties as set forth in the present statute. The office should be financially attractive and dignified, as its importance warrants.

The inspection should be supplemented by a school nurse whose work would be to follow up cases into the homes; who would in consequence work with the parents and endeavor to secure medical treatment of children excluded from school, and who would assist in bringing about better home sanitary conditions.

These nurses are now very generally found in the cities of the State and the testimony is universal that they are vital and necessary in bringing about good health conditions. A good school nurse is worth her weight in gold.

There is an enormous waste going on in education in this State because children do not go to school; because homes are uncared for, unsanitary and neglected. This applies not merely to some cities but to some country districts as well. I have seen personally some of the worst cases of family or home life in country districts that could be found anywhere. The cities, by means of school nurses, are taking care of the situation fairly well, wherever a sufficient number of nurses are employed. The country child is as valuable as the city child. The State cannot afford to allow any of its children to grow up without education and uncared for in their bodily health. To be sure, uncared-for children are not by any means in the majority, but there is a minority and this minority is worth educating, training and saving.

It is said that country children, living in the fresh air and remote from crowded centers of congested cities, do not need health oversight and protection. A sufficient answer to this is found in the report of the Joint Committee on Health Problems in Education, of the National Council of the National Education Association, and of the Council on Health and Public Instruction of the American Medical Association. This committee made a very exhaustive study of the subject and reported as follows:

Country children attending rural schools are, on the average, less healthy and are handicapped by more physical defects than the children of the cities, including all the children of the slums. And this is true, in general, of all parts of the United States. . . .

For the last five years the death rate in rural New York has been higher than the death rate in New York City, the largest city in the world. It is apparent that within the last ten or twenty years the standards of life in cities, in relation to health at least, have risen above those of rural communities.

The committee above referred to speaks of the duties of the school nurse as follows:

The duties of the rural school nurse include prominently the following:

- a Assisting in the health examinations of pupils
- b Explaining to the parents the importance of defects found in children and helping in the arrangements for the medical, surgical or dental treatment required
- c Giving emergency treatment in health disturbances and following up treatment, under medical direction, for various conditions
- d Providing an important part of the health teaching for the pupils and giving in homes visited, suggestions and advice affecting not only the health interests of the children, but of the home

In many a community, not only in city but in country, the tactful, devoted nurse has made for herself a place of the greatest influence in promoting health and human welfare in general.

Every community should have the service of a nurse whose first, if not sole, duty is to care for the health of the school children.

Here are a few pertinent sentences from a pamphlet prepared by Dr. Thomas D. Wood, Chairman of Committee on Health Problems of the National Council of Education:

One of the appalling revelations of recent years is the conclusion, based on unrefuted evidence, that the rural school children in this country are handicapped by more physical defects than the pupils in the city schools. While several significant causes seem to be responsible for this astounding condition, the present physical inferiority of country children depends in part upon the fact that city children now receive more health care than do those in rural regions.

In the mobilization of our nation's resources for the stupendous task of this war, nothing is more dramatic or impressive than the inspiring spectacle of these young men being trained in preparedness for the intensive, the grim business of war. Records even of men in our great training camps, who have been accepted as fit for military service, show that in multitudes of cases, and within six months after the beginning of training, the improvement in health, in vitality, in physical and general efficiency, has been almost incredible. Shall we not provide as thorough and effective health care and physical education for the children of our country as we furnish for the young men in the army and navy?

The monstrous efficiency of the German Empire in this awful war is due in an important part to the organized health work, the national program of health care and education which has been conducted in that country for the last half century. . . .

Our schools are wasting enormous sums in educating, or trying to educate, the children who are handicapped by ill-health, when the expenditure of much smaller amounts in a judicious health program would produce an extraordinary saving in economy and efficiency.

Another factor vitally influencing the health and well-being of children is the condition of school premises.

While under the operation of the school building code great im-



Work for everybody

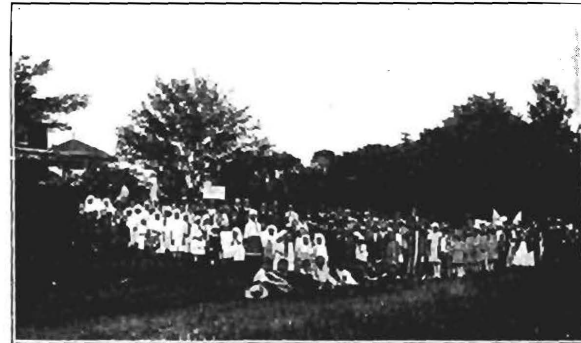


A frolic

HEALTH ACTIVITIES IN CUMBERLAND COUNTY



Health and happiness
Bridgeton Schools



A great day for the children
A greater day for the parents
Readington Township School Festival

HEALTH ACTIVITIES IN CUMBERLAND AND HUNTERDON COUNTIES

provements have been made in the condition of our school buildings, much remains to be done.

The first offense here is the seating, for in many schools little children are compelled to sit four hours or more in seats too large, and with their feet dangling in the air. The desks are not only too large for health or comfort, but they are poorly adapted for writing or for using books. On the other hand, many large children are compelled to sit cramped in seats which are too small. The conditions are common in some parts of the State—too common for the welfare of children; they are as opposed to health as poor ventilation or bad light.

I recently visited a country school of one room, remote from a railroad, in which every pupil was sitting in a movable adjustable seat; the blackboards were low enough so that all children could reach them readily; the light was from the left and there was plenty of it. The room was clean and the toilets in excellent condition.

If such physical conditions are possible in one rural school, why not in all schools? I affirm that New Jersey ought to lead the country in the physical education of school children. The State is prosperous; there is great interest in education; the constitution explicitly declares in favor of sound and efficient education of children and youth. No education can be sound and efficient, however, that lacks in any sense preparation for physical fitness.

Mere talking about the importance of physical training will not bring it about. Physical training must be practical; health-promoting habits must be established; time must be devoted to it; and above all, the rank and file of teachers and superintendents must work for it and believe in it.

We have, then, a good course of study or exercises in physical training and an excellent course in hygiene. What we need is vitalized teaching. Whether or not we have this depends upon teachers, principals and superintendents.

The following is the law in regard to medical inspection:

Every board of education shall employ a competent physician, to be known as the medical inspector, and fix his salary and term of office. Every board of education shall adopt rules for the government of the medical inspector, which rules shall be submitted to the State Board of Education for approval.

The medical inspector shall examine every pupil to learn whether any physical defect exists, and keep a record from year to year of the growth and development of such pupil, which record shall be the property of the board

of education, and shall be delivered by said medical inspector to his successor in office. Said inspector shall lecture before the teachers at such times as may be designated by the board of education, instructing them concerning the methods employed to detect the first signs of communicable disease and the recognized measures for the promotion of health and the prevention of disease. The Board of Education may appoint more than one medical inspector. A Board of Education may exclude from school any child whose presence in the schoolroom shall be certified by the medical inspector as detrimental to the health or cleanliness of the pupils in the school, and shall notify the parent, guardian or other person having control of such child of the reason therefor. If the cause for exclusion is such that it can be remedied, and the parent, guardian or other person having control of the child excluded as aforesaid shall fail or neglect within a reasonable time to have the cause for such exclusion removed, such parent, guardian or other person shall be proceeded against, and, upon conviction, be punishable as a disorderly person.

Furthermore, the State Board of Education has prescribed rules to be followed by these medical examiners for the examination of children.

The cost of medical inspection, including supplies and all expenses, together with salaries, was as followed by counties :

COUNTY	Total Amount	Per Pupil
Atlantic	\$13,141.61	.81
Bergen	19,722.76	.44
Burlington	6,218.64	.43
Camden	13,428.87	.42
Cape May	3,725.97	.76
Cumberland	3,559.54	.27
Essex	72,981.54	.62
Gloucester	5,414.46	.54
Hudson	59,756.54	.60
Hunterdon	1,403.00	.21
Mercer	14,995.78	.59
Middlesex	8,443.63	.30
Monmouth	10,766.07	.47
Morris	9,573.57	.63
Ocean	2,217.44	.45
Passaic	8,963.05	.19
Salem	2,361.27	.29
Somerset	4,057.09	.43
Sussex	2,953.49	.54
Union	17,455.49	.54
Warren	3,563.75	.43
Total	<u>\$284,703.56</u>	<u>.50</u>

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

	1914	1915	1916	1917	1918	1918 compared with 1917 Incr. Decr.
Total enrollment of pupils, in all schools, day and evening.....	537,311	563,240	578,931	579,243	595,413	16,170
This enrollment divided						
Day schools	496,899	519,880	540,287	544,281	561,825	17,544
Evening schools	40,412	43,360	38,644	34,962	33,588	1,374
Boys in day schools.....	250,705	263,228	273,079	274,701	282,789	8,088
Girls in day schools.....	246,194	256,652	267,208	269,580	279,036	9,456
Boys in evening schools.....	26,582	27,619	23,488	20,260	19,675	585
Girls in evening schools	13,830	15,741	15,156	14,702	13,913	789
Average daily attendance day schools	382,218	409,417	421,884	427,874	423,750	4,124
Average absence of each pupil in days	17	15	17	14	18	4
Enrollment						
Kindergarten	34,217	35,741	37,784	36,694	39,858	3,164
Primary schools*	246,154	251,673	256,602	259,187	267,746	8,559
Grammar schools*	136,914	148,472	157,718	161,892	167,529	5,637
High schools* (registered) ..	38,099	44,314	50,030	50,726	51,048	322
One room rural schools.....	25,463	24,872	23,668	21,494	20,015	1,479
Two room rural schools.....	15,880	14,897	15,634	15,207	13,962	1,245
Teachers, total number.....	†15,085	15,969	16,741	17,296	17,743	447
Men	2,082	2,281	2,414	2,493	2,414	79
Women	13,003	13,688	14,327	14,803	15,329	526
Teachers						
One room rural schools, total.	765	747	720	684	614	70
Men	126	123	107	78	49	29
Women	639	624	613	606	565	41
Two room rural schools, total.	450	433	444	460	419	41
Men	70	66	69	60	48	12
Women	380	367	375	400	371	29
Kindergarten, total	601	641	659	661	693	32
Primary schools,* total	5,438	5,635	5,806	5,938	6,079	141
Men	12	14	13	11	6	5
Women	5,426	5,621	5,793	5,927	6,073	146

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

†Includes all teachers.

	1914	1915	1916	1917	1918	1918 compared with 1917 Incr. Decr.	
Teachers							
Grammar schools,* total.....	3,635	3,909	4,158	4,283	4,495	212	
Men	235	248	269	256	217		39
Women	3,400	3,661	3,889	4,027	4,278	251	
High schools,* total	1,508	1,654	1,852	1,928	2,009	81	
Men	541	619	714	733	714		19
Women	967	1,035	1,138	1,195	1,295	100	
Manual training, total.....	341	351	379	412	460	48	
Men	148	153	173	190	194	4	
Women	193	198	206	222	266	44	
Salaries of teachers, total	\$11,415,629.00	\$12,291,576.00	\$13,545,693.37	\$14,449,414.81	\$15,785,310.12	\$1,335,895.31	
Average salary per year, day schools	851.42	861.86	872.34	895.69	948.29	52.60	
One room rural schools							
Men	520.25	522.72	553.32	552.02	614.01	61.99	
Women	468.56	477.19	481.42	497.72	544.22	46.50	
Kindergarten (women)	748.94	753.57	760.04	779.57	813.49	33.92	
Primary schools*							
Men	690.21	654.78	760.00	914.09	869.66		44.43
Women	719.37	729.14	737.00	756.04	791.09	35.05	
Grammar schools*							
Men	902.16	937.98	955.01	963.40	1,046.44	83.04	
Women	788.48	821.11	831.43	850.64	888.52	37.88	
High schools*							
Men	1,542.61	1,551.48	1,578.17	1,605.63	1,724.07	118.44	
Women	983.11	1,001.36	1,027.46	1,053.43	1,109.00	55.57	
Schools in session, days	183	183	184	172	178	6 days	
School districts, number	473	473	480	482	487	5	
School buildings	2,124	2,155	2,194	2,190	2,181		9
Buildings completed during year	65	60	66	45	42		3
One room buildings	848	844	827	803	760		43
Valuation of school property....	\$57,670,223.00	\$64,354,833.00	\$69,293,017.86	\$74,144,551.94	\$79,999,965.93	\$5,855,413.99	
Graduates of State Normal Schools							
Trenton	236	278	260	285	292	7	
Montclair	138	227	170	238	258	20	
Newark	153	229	313	323	452	129	
Total	527	734	743	846	1002	156	

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

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REPORT OF MONMOUTH COUNTY DEPARTMENT OF
CHILD STUDY

According to a statute passed in the session of 1917 a County Department of Child Study was established in Monmouth County. Mrs. Cornelia B. Meytrott was appointed supervisor of this department. The following extracts are from Mrs. Meytrott's report to the Commissioner of Education:

Some of the things which Monmouth County has accomplished toward properly caring for those whose minds have not developed normally:

A general survey of the county as to the number and condition of mentally retarded children in the public schools.

The passage of an act of the Legislature permitting the appointment for any county of a county supervisor of child study, this appointment to be made by the State Commissioner of Education upon the fulfillment by the county of certain conditions.

The appointment of a supervisor of child study for Monmouth County.

The beginning of an organization, under this supervisor, known as the Bureau of Child Study. Following is a brief statement of its purposes:

1. To stimulate interest in mental and physical hygiene in the schools and the community.
2. To examine as to mental development and health all children who are seriously retarded in school work or otherwise atypical.
3. To detect early manifestations of tendency to nervous or mental disorders among school children and combat these tendencies by preventive work in the school and the home.
4. To keep a permanent register of all who are mentally defective.
5. To plan for and direct special provision for the training and supervision of the mentally defective in school and community.

In order to carry out these plans the following experiments have been tried out in this first year of the Bureau's existence:

1. Three training classes for teachers, each class conducted twice a month, October to April, by the supervisor. Topics discussed: Problems of social welfare; The child welfare act of 1915; Methods of observation and questioning for the purpose of noting individual difference; Physical deviations from the normal; Mental deviations; the Binet and other methods of measuring intelligence.
2. Provision for further specialized training for seven teachers who have finished this teachers' course. Six will attend the summer school session of the Training School at Vineland on scholarships provided by private funds; the seventh begins special training in social service. . . .

During this first year it has seemed best to devote the greatest part of my time and effort to the trying out of plans. The work is so new that there are few precedents and none of those have been tried on a county basis. The experiments which give most promise of practicability and usefulness are: the movable **clinic** for children (where pupils are examined individually and

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without witnesses); the afternoons for conferences with parents (at regular intervals in stated centers); the teacher group meetings (also held regularly at stated centers); and the "publicity" talks before representative groups of people—women's clubs, parent-teacher associations, and others.

These four—the clinic, the parent conference, the teachers' class, and the public address—furnish, of course, that part of the work which must be fulfilled by the supervisor alone.

Other very important parts of the work may be promoted by the intelligent assistance of others. First of these is the registration of backward and atypical pupils. This year's register is very incomplete; although approximately 400 children have been referred to this department, we know there are many more. Even in these 400 cases information furnished is meagre and sometimes inexact. The clerical work involved in getting satisfactory records demands much more time than the supervisor has been able to give. Even upon special request, returns have been very slow. The only way to meet this difficulty will be by a process of education for the principals and others who refer cases to us, and polite insistence that the prescribed forms be used. . . .

A brief statement of certain definite results is here given. With the aid of a nurse and physicians from the county public health work, all the children in one township (216) have been given careful physical examinations. Many of them have already been visited in their homes; the rest will be. The public health department will shortly furnish a corresponding physical and social record. A nurse is now resident in the community and treatment for physical defects will pave the way for better educational treatment. In another township a group of children were given mental examinations by the supervising principal, under the supervision of this office. This group has already benefited by the nursing service. Individual special work will begin in this school for those who prove mentally defective after adjustment of physical difficulties. Special work with groups begins next year at five other centers, Keyport, Red Bank, West Long Branch, Freehold and Leonardo.

In the county at large 39 children have been treated for physical difficulties as a result of their examination in this office because of backwardness in school work. Most of them had not been referred to before as physically defective.

EXTRACTS FROM ANNUAL REPORTS OF COUNTY AND CITY SUPERINTENDENTS

COUNTIES

Dorothy is a small rural community in Weymouth Township. The activities of two teachers in this rural community deserve mention. Under their leadership some conspicuous things were accomplished. In addition to teaching a first-class school, they organized a Senior Red Cross, a Junior Red Cross, raised money for a library, raised money for the purchase of a flag, and organized the community in such a way as to have a patriotic demonstration on Decoration Day.

The law with respect to physical training has been carried out in Atlantic County. The Boards of Education of Buena Vista Township, Hammonton and Egg Harbor City engaged special teachers for carrying on this work. In other districts the teachers applied themselves in a most satisfactory way. Many of the teachers of the county have had the advantage of training in the summer schools and found the work both pleasing and profitable.

The work of the helping teacher has the approval of the county. Teachers new to the county and inexperienced teachers were able to perform more efficient service because of her direction. Through her influence better textbooks have been obtained and a better community spirit established through the formation of parent-teacher organizations.

The county superintendent has endeavored to carry out the spirit of the School Law so far as practicable and has used his utmost endeavors to impress upon boards of education not only the necessary but the desirability of doing everything possible to make school conditions profitable for the children from the point of view of instruction, and sanitary from the point of health. Boards of education have been urged to furnish the highest type of medical inspection possible, to enforce the attendance law where necessary, and to provide adequate buildings, furnishings and supplies for instruction. The response has been very satisfactory. The buildings of Atlantic County are in excellent condition. A few of the poorer one-room schoolhouses would have been abandoned during the past year either by consolidation or by the erection of new buildings if building conditions had warranted. The majority of boards of education have done their part in securing good medical inspection and in providing sanitary conditions. The flags have been flying as the law requires, and as far as I am able to tell every effort has been made to inculcate patriotism by word and deed.—*Superintendent Henry M. Cressman, Atlantic County.*

The percentage of attendance fell slightly below that of last year, probably because of extreme cold and general war conditions. While the larger and more favored districts keep their attendance up to standard, it is to be feared that some of the smaller districts neglect to enforce the attendance laws, or to provide schools with the attraction for children so necessary to counteract the inertia of inefficient homes. . . .

Of the 272 teachers employed for the first time in New Jersey, who entered through the schools of Bergen County, all but one were normal or college graduates, or trained for some specialist's work. . . .

Most noteworthy work has been done by the helping teachers. Details would be interesting, if time and space permitted. The year's experience forces the conclusion that young, inexperienced but willing teachers can be guided quickly to do good and profitable work, while the usual old, experienced and unwilling type of teacher is often practically useless material for betterment.

Physical training is progressing fairly well, though a feeling or impression intrudes that there is a lack of snap in it, a failure to appreciate fully its importance, and a want of joyousness that should take the place of dull routine through physical training activities.—*Superintendent B. C. Wooster, Bergen County.*

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After the new building in Mount Laurel Township has been completed there will still be left 15 one-room schools in Burlington County. . . .

The following buildings have been completed and are now being used. The price includes equipment:

Delran Township, Cambridge School (4 rooms).....	\$17,000
Evesham Township, Marlton School (8 rooms).....	31,000
Fieldsboro Borough (4 rooms)	12,000
Lumberton Township, Lumberton School (4 rooms)	20,000
Mt. Laurel Township, Masonville addition (2 rooms), making a 4-room building	8,000
Pemberton Township, Browns Mills (5 rooms)	20,000
Willingboro Township, Town House School (3 rooms).....	9,500

The following buildings are now in course of erection:

Mt. Laurel Township, Mt. Laurel School (6 rooms)	\$30,000
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Contracts have been let for the following:

Springfield Township, Juliustown School	\$9,000
Springfield Township, repairs to Jacksonville and Jobstown Schools	3,500

The standard of transportation furnished has greatly improved. This has been due to the fact that I have urged the districts to own their vehicles of transportation. This removes the element of bidding and brings about a uniform standard as to the type of transportation furnished. . . .

The cost, without question, is less than when done by private parties. The cost for Lumberton Township for driver, gasoline, oils and repairs was less than \$800 for the entire year. This included all transportation in the township, both grammar and high school grades, an average of 75 different pupils each day and a distance of 20 miles a day. . . .

There were nine group teachers' meetings held in Miss LeConey's territory early in the year; a number were also held later. The general plan of the meetings was as follows:

SCHOOL ORGANIZATION

1. Discussion of a "good school," as described by Superintendent Krebs in the *Education Bulletin*.
2. Need of attention to physical conditions.
3. Help gained by gaining confidence of pupils and parents at the very beginning of the school year.
4. Help gained from making as many routine acts as possible habitual and mechanical.
5. The value and need of good housekeeping.
6. Minimum essentials. Discussion of the value of the monograph as the course of study.

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7. Workable programs.
8. Assignments.
9. Plans for the year.
10. Discipline.
11. Suggestions for community activities. . . .

A meeting of the County School Board Association was held on the second Saturday in December. Between 50 and 60 members were present. Twenty boards of education were represented. Mr. Maurice R. Massey, a member of the Beverly City board of education, gave a very interesting talk on the policy of a board of education. His talk was decidedly progressive in spirit and constituted to a great extent what he had experienced or hoped to accomplish.

The Association unanimously endorsed the war activities that were being carried on in the schools. It also endorsed the consolidation of schools with but one dissenting vote, and expressed its desire that the county superintendent would continue his efforts in that direction.—*Superintendent Louis J. Kaser, Burlington County.*

Appropriations for teachers' salaries for next year have increased on an average in the different districts only about 20 percent. I fear that this meager increase will not enable some of our teachers to remain in their positions nor enable us to secure others to take their places. You will recall that both you and I, by every means in our power, urged boards to ask for liberal salary appropriations. Unwise business sense and timidity in some cases prevented boards from doing this. The results are already manifest. Many teachers have notified their boards that they cannot maintain themselves on the salaries offered and have accepted positions in more liberal districts, or in other callings.

Our helping teacher has done very efficient work during the year. Her numerous group meetings have been excellent opportunities for the discussion of "difficulties and discouragements," methods, monographs, community interests, and a number of other matters of value and interest. Our county farm demonstrator on my invitation attended some of these meetings and took intelligent part in the discussion of some rural community work in the schools.

We have tried to stress physical training in all the schools of the county. At the end of the year we felt, however, that we had not attained all that we anticipated or nearly all that the importance of the subject demands. Districts having special directors of course made more satisfactory showings than those without. Some individual teachers, without special direction, secured remarkable success. Several teachers say that, in addition to the physical benefits, the training in the exercises has improved the discipline and life of their schools. The assembling and dismissing classes are more prompt and orderly, the same being true of responses in recitations and in all other activities of their schools. Of course the several meetings of teachers and supervisors in the interest of physical training made the thing possible in the districts without special supervisors. One group of about fifteen teachers secured excellent results. This group was organized by our helping teacher

and took regular weekly lessons from a trained expert.—*Superintendent Charles S. Albertson, Camden County.*

Beginning in September we held during the year a number of group club and association meetings, in which were discussed important details, and at least one demonstration class was used in most cases.

The various war activities in the schools, and physical training, necessarily always had places in our programs.

In the motivation of school work the war activities have proven valuable additions to the programs, and they have also aided immensely in bringing the schools into closer relations with community interests and community life.

We have given a great deal of attention to establishing the physical training work on the plan outlined in the monographs and have found very few slackers among teachers. Indeed, I can recall definitely but two who have hesitated about obeying the law, and perhaps three or four others who have been somewhat inclined to scamp the work, by repeating continually a few movements with which they were familiar. In every instance, however, there has been amendment as a result of our constant attention, and I feel that we have a fine basis established for efficient work during the coming year. . . .

Our County Vocational School work has been abundantly satisfactory during the year, and the results are in evidence in many sections of the county. I feel that we have established a valuable agency for the promotion of agriculture and interest in country life and one that has had no inconsiderable effect in increasing productions. It is winning its way into the confidence of the farming communities and has been growing in strength each year. I believe it has saved its cost several times in increased production and improved conditions.

The new high school building at Cape May City and that at Cape May Court House were both completed before the close of the school year. That at Cape May was opened for public inspection in June, and an exhibit of school work of various kinds was provided for the public information. The people were given an opportunity to examine the building at Court House at about the same time, on commencement evening, at the close of the exercises which were held in it.

We now have separate high school buildings for each of our six high schools, all of them modern and very well equipped. Those at Cape May City and Court House have gymnasiums and appurtenances, also rooms for basket ball practice and other activities. . . .

I cannot speak too highly of the untiring zeal and effectiveness of our helping teacher, Miss Gandy; I feel that the results obtained through her work are of incalculable importance to the schools and the communities included within the territory assigned to her.

Our various academic contests during the year, in spelling, high school English and elementary school English, have been abundantly successful and have aroused more than usual interest.

Our contests in agriculture, household arts and athletic sports are growing in success and importance every year.

The increase of interest in those in agriculture and household arts is

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marvelous. All these activities are purely of public school creation and development and I have concluded that they can be best fostered and cared for by our public school organization. . . .

War conditions and difficulties seem to aid in the development of sentiment for the consolidation of schools in rural districts. We have already, in two of our township districts, a beginning in the shape of the transportation of sixth, seventh and eighth grade pupils to a central school, and we expect soon to have movements in two other townships for sectional consolidation.

The enrollment per teacher in our rural schools is not large, however, and I consider our rural conditions excellent, though capable of great improvement by consolidation. We have, at least, at the present time, attractive modern school buildings everywhere in our rural sections.—*Superintendent Aaron W. Hand, Cape May County.*

During the year the county superintendent and the helping teacher conducted five series of meetings. Two county association meetings were held in addition to the county institute. County Superintendent Rapp of Pennsylvania and Miss Anna Cressman were among the instructors at the first meeting, and Dr. J. W. Searson and Assistant Commissioner Scott at the second. Sectional meetings were held so as to make the meetings more profitable for all. An opportunity was thus afforded to each teacher to attend one institute or teachers' meeting each month. . . .

Physical training was stressed as strongly as possible all through the year. Scarcely a meeting was held where there was no demonstration lesson given either by pupils or by teachers. The physical training teachers of Bridgeton and Vineland assisted the helping teacher and the county superintendent at several meetings, and Miss Marianna Packer rendered splendid service at one series of meetings. With very few exceptions teachers did excellent work in the subject of physical training. . . .

It is certainly a pleasure to report that no opposition to the helping teacher manifested itself during the year. On the other hand, teachers uniformly praised the work of this teacher and hailed her visits with delight. . . .

While it is not known at this time exactly how much the average increase of salary will be this year, it is safe to say that it is approximately ten per cent, thus making an increase in teachers' salaries in six years of possibly 27 or 28 per cent. This is a meagre increase when compared with increases in some other occupations. An inquiry made of Bridgeton employers has brought out the fact that during a similar period hands in a planing mill have been increased 31 per cent, policemen 33 per cent, stenographers 50 per cent, machinists 50 per cent, masons 50 per cent, carpenters 55 per cent, plumbers 66 per cent, farm hands 83 per cent, apprentice machinists 100 per cent, sheet iron workers 100 per cent, plumbers' apprentices 150 per cent. It is therefore necessary that still greater increases be made in teachers' salaries if it is expected to hold good teachers in the profession.

During the year county contests were held in written spelling, corn growing, sweet potato growing, poultry raising, canning, sewing, knitting and baking. An exhibit of the agricultural and home-making products was held at the

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Bridgeton High School on Friday after Thanksgiving Day, and almost \$200 in prizes were awarded to the successful contestants. . . .

The closing of the one-room schools practically all over the county is only a question of time. During the year one school was closed in Deerfield, one in Hopewell, and one in Lawrence. This year the Board of Education of Hopewell have taken steps to close two more one-room schools, and Deerfield voted money to build an annex to the consolidated school at Deerfield Street, but had to abandon the project because of war conditions. The sentiment of consolidation is growing in other districts. Districts having complete consolidation now are Downe and Bridgeton; those having partial consolidation are Millville, Commercial Deerfield, Hopewell, Lawrence and Maurice River.

Transportation facilities have been greatly improved. Hopewell purchased two Reo automobile busses to take the place of five transportation wagons. Landis purchased two Wayne wagons at the expense of the district, and the Board of Education of Stow Creek has placed an order for an automobile bus to displace the time-honored wagon. In the other districts contracts have been more generally made for automobile transportation than in former years. For the growing sentiment in favor of consolidation and better transportation the illustrated lectures by Superintendent Driver of Indiana and Mr. Morse of Trenton are largely responsible.

During the year several measurement tests were made throughout the schools, among them the Ayres spelling test, the Starch reasoning test, and the Millville arithmetic test. These tests proved helpful indeed. The spelling tests proved conclusively that in the one-room school no need whatever exists for a spelling class in every grade, but that it is better to consolidate two, and frequently three grades in spelling. Measurement tests will be continued during the coming year in some of the fundamental subjects, such as, reading, spelling, writing and arithmetic.

There are four daily papers printed in the county and these papers gladly devote a column a week to county school news. This amount of news is contributed through the office of the county superintendent in addition to many items of school news contributed direct to the papers. The press is the greatest agency there is to mould public opinion and this fact is made use of in promoting a good school sentiment. . . .

Educational Sunday was very generally observed throughout the county. The ministers of the various churches accepted the idea with enthusiasm, and through their discourses brought the school and the home into closer union.

Fire Prevention Day was observed on October 9, as requested by Governor Edge.

Visit-the-Schools Week was observed. The one holiday and another exceedingly inclement day limited the time practically to three days. Twelve hundred visitors came to the schools, exclusive of the two cities.

Medical inspection presents another difficulty. There are too many medical inspectors who don't "inspect." In a few cases last year there were medical inspectors who did not examine their pupils before the closing month of school and who did not visit their buildings, in some cases, once in two months. So long as medical inspectors are not more closely supervised this condition will continue. We need a county medical inspector, who would oversee

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the work of medical inspection through the county, and to whom the township inspectors should be responsible for the work of their districts. . . .

Finally, under the stress of war conditions, teachers' salaries must be more largely increased. So long as the Government will pay employees \$25 to \$30 per week for occupations which require no experience and no qualifications superior to those possessed by the average grade teacher, teachers will not be willing, even though they may be patriotic, to continue in the schoolroom for half of this amount. Right now, only four days before the opening of school, there are at least a dozen vacancies in the county, with poor prospects that they will be filled. Were the salaries offered \$85 a month instead of \$60 or \$65, I think teachers could be found.—*Superintendent J. J. Unger, Cumberland County.*

I am pleased to report that the recent amendment to the school law making physical education compulsory and setting up definite minimum standards both as to the character of the work and the time to be devoted to it has been received generally in Essex County as both timely and necessary. The number of physical training teachers and supervisors in the county has been increased during the year from 55 to 83. The rank and file of the elementary school teachers have responded splendidly and the increased interest in the physical training work has shown results both in the increased variety of the class work in this subject and in the higher standard of performance. I have in mind one four-room rural school in which a veteran principal of more than thirty years of service, with the help of his enthusiastic teachers accomplished remarkable results in folk dancing, with the double result of replacing bodily awkwardness with gracefulness and of bringing a very real pleasure into the school life of his pupils. . . .

The effects of the helping teacher's work are manifest in the greatly improved technique of instruction in the case of the experienced teachers; in the more rapid and more successful breaking in of the inexperienced teachers; in the increased zeal of the growing rural teacher, because her good work is under the continued observation of some one whose appreciation she values; and in the improved social atmosphere of the schoolroom. Outdoor physical training work, the purchase by subscriptions solicited and given by the pupils of phonographs and the use of these in marching and folk dancing, the re-grouping of the pupils so as to have the smallest possible number of classes and to facilitate the promotion by subject so far as is practicable, greater attention to the physical condition of the pupils—these are some of the concrete results of the helping teacher's work. . . .

Vocational education has been much advertised by reason of its possibilities for war preparation. This has undoubtedly stimulated enrollment in those boys' industrial schools that are moving along right lines and has offset the loss of enrollment due to the tendency of boys to go to work as soon as they can procure their working papers, because of the unheard of wages paid to even the most incompetent class of labor. So the county vocational school for boys had an increased enrollment in 1917-18 over the year 1916-17, and the enrollment for the beginning of the year 1918-19 is still larger. The school has trained upwards of 200 men either intending to enter the service or already drafted into the service, and it was a matter of no little satisfac-

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tion to the County Vocational School Board to see how well the school plant lent itself to this work and to see the efficient work that the staff of instructors were doing in the eight weeks' summer course given to the drafted men. An electrical department was added to the school at the beginning of the year. . . .

Two real dangers seem to me to be growing out of this teacher shortage due to the war. The first is a great acceleration in the feminizing of our public school teaching force, which at the beginning of the war was already feminized to a greater extent than that of any of the great nations of Western Europe. The second is the withdrawal from the ranks, both of teachers in the service and of those intending to prepare for teaching, of many enterprising and energetic young women who are finding new, attractive and far more lucrative occupations opening up to them in other fields. . . .

The statement showing the cost of education per pupil in the various districts of Essex County certainly contains some food for thought. When a district having an average daily attendance of about 4,000 shows a cost of maintenance of school plant of over \$25,000 as over against a cost of \$10,600 in a district having an average daily attendance of 6,400, and when both cities have practically the same type of population and both are reputed to have good physical conditions in their school buildings, one naturally wonders why the cost of maintenance of the school plant in the one city is more than *four times* that in the other. But when one goes a little farther and notes that the cost of operation of the plant in the smaller city is \$13,000 more than in the larger; that the cost of auxiliary agencies and the miscellaneous expenses of the smaller are greater than those of the larger; and, finally, that the total cost of education in the smaller is only about \$3,000 less than in the larger, though the larger has 60 per cent more pupils than the smaller in daily attendance, one must needs come to the conclusion that here, if anywhere, is profitable work for the expert accountant and student of school administration! The people of the *State* ought to know how the larger of these two cities does it. The people of the *smaller city* ought to know how their board of education and city superintendent do it!—*Superintendent Oliver J. Morelock, Essex County.*

The interest shown in the new physical training law and the eagerness with which the school officials, teachers and pupils have endeavored to meet its provisions have been a source of great satisfaction to me.

The City of Woodbury is the only district employing a physical director. About one hundred and fifty of our regular teachers have taken a special Saturday course. I consider that many of them have succeeded well with their classes.

So much interest has been manifested in this part of our school work that public demonstrations were given in the open air, at Swedesboro, Clayton and Westville, at the request of parents. It would seem that the whole population of these towns was in attendance on these occasions. . . .

The agricultural exhibit was held in Glassboro, as usual, and consisted chiefly of corn and potatoes. The committee has added pig raising this year. Thirty boys and two girls are raising pigs. The First National Bank of Woodbury is financing the project by loaning the purchase money. This will

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form an interesting feature of the coming exhibit since prizes are offered for the best pig exhibited.

The annual spelling contest was held the first Saturday in May and so thoroughly had the pupils mastered the two thousand word list that it was impossible to spell them down in the time allotted. An auxiliary list was therefore used.

The second annual public school day was held at Alcyon Park on the last Saturday of May. One of the interesting features was the "Crowning of the May Queen" by the Swedesboro school. Other features introduced were in keeping with the patriotic spirit of the times. The work done by the schools in physical training throughout the year showed to good advantage on this day. . . .

An attendance campaign for better school attendance has been on for the entire year. A banner was presented monthly to the schools having the highest percentage of attendance, and while our annual report this year shows a loss of 3 per cent. in attendance, I attribute it largely to the unusual weather conditions and the scarcity of fuel.

The enrollment for the year shows an increase of 408 pupils.—*Superintendent D. T. Steelman, Gloucester County.*

A twelve-room addition to Number 5 school, West New York, was completed and opened for school use about May 1st. This addition is of modern fireproof construction and a great credit to the town. The cost of the addition was \$67,000.

In November, 1917, a course of study for classes for foreign born residents was adopted for the county and recommended for use by the board of education. The judges of the courts have agreed to accept the certificates of pupils who complete the course in lieu of examinations by them for naturalization papers.

Increases in salary for the year 1918-19 were granted by all districts. The increases range from \$75 in Secaucus to \$150 in West New York.—*Superintendent Austin H. Updyke, Hudson County.*

The festival plan, entirely new in our county, was especially productive of splendid returns. The schools of the township assembled for a full day at a selected school center; the forenoon exercises consisted of regular school-room work by the teacher, contests in arithmetic and spelling, four-minute speaking contests, the awarding of Better Language Club pins, patriotic songs and addresses, demonstration of the work of the Hunterdon County Health Clubs, and physical training work. The afternoon sessions were presided over by a member of the local board of education and addresses were made by helping teachers, Mr. A. M. Hulbert, state organizer of girls' and boys' club work, Miss Anna Hauser of the State University, Assistant Commissioner Scott, residents of the locality and the county superintendent. A public sentiment was established for increased teachers' salaries, a more generous equipment of textbooks and supplies, an appreciative understanding of the work and influence of the helping teacher, and of physical training and other health activities. These gatherings have proved so helpful that the

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annual recurrence is planned for.—*Superintendent Jason S. Hoffman, Hunterdon County.*

The school activities that contributed directly or indirectly to the winning of the war may be enumerated as follows:

Through the school children, literature on the subject of food conservation was sent to practically every family in the county and to a large degree the pupils secured the signatures to the food pledge cards.

On Tag-the-Shovel Day the pupils not only took home the tags and fastened them to the family shovel, but saw to it that those families who were not represented in the schools were supplied with these reminders to save a shovelful of coal each day.

In March every farm in the county was visited by the boys for the purpose of taking a farm census. They made up the summary for the different districts, showing the amount of labor needed during the summer, the crop acreage, livestock, seed and other farm supplies wanted or for sale.

Entertainments and socials were held in many schools throughout the county, the proceeds from these entertainments going to the Red Cross or to the Y. M. C. A. In some cases money was raised by husking corn or by doing other work.

In several districts a canvass of the community was made by the pupils to ascertain the number of people working for the Red Cross and the kind of work they were doing, and to distribute literature tending to create a greater interest in this work, as well as to encourage others to take it up.

Through the schools, Liberty Bonds to the amount of \$120,000 were sold, a large part of this representing the amount purchased by pupils and teachers.

Thrift Stamps were purchased by 3,105 pupils to the amount of \$15,300. Every school in the county was interested in the purchase of these stamps.

The number of garments and other articles made by pupils for the Red Cross was 5,602, while 2,485 garments were made for the Belgian and French children. Sewing and knitting by the larger girls, and sometimes by the boys and the smaller girls, was a familiar sight in every school.

In the Home Gardens Division of the Junior Industrial Army 1,111 pupils were enrolled, while 167 were enrolled in the Agricultural Division, and 51 in the Boys' Working Reserve.

In 27 schools service flags were displayed; in many cases appropriate ceremonies marked the display of these flags.

The teachers of the county generously responded to the request for assistance in filling out cards in the office of the Draft Board.

Special attention was given to the singing of patriotic songs and to flag drills and salutes, and four-minute speeches by pupils of the higher grades was a part of the language work and a feature at gatherings held in the school-houses.—*Superintendent Joseph M. Arnold, Mercer County.*

I am pleased to announce that, notwithstanding the fuel holdup and the unusual additional demand upon the schools, my report shows a general progress in all the lines of work.

The average number of days school was kept open and the average daily attendance were greater than the preceding year of 1917.

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There has been no letting down of the bars, by reason of war demands, but additional bars have been put up and we have gone over without hesitation.

This result is due to the splendid patriotic spirit of our teachers, school officers and pupils. . . .

County Vocational School Number 1, at New Brunswick, has completed its third successful year. At the close of the 1917-18 school term there were in attendance at this school 69 boys. It is very gratifying to note that this represents an increase over the figure at the close of the first year of practically 100 per cent. The grand average percentage of attendance for the three years the school has been established is 94. The figure for the past term was 93.4 per cent. This term mark of attendance, creditable though it is, does not do justice to the boys, for upwards of 40 days attendance was lost during the trolley strike, when it was impossible for our boys to attend. This is rather remarkable when it is considered that the school was attended by boys from twelve different districts and that many of them are required to travel long distances. . . .

Eighteen boys have been graduated from this school. They are engaged as follows:

Corp. in U. S. Army (Volunteer)...	1	Laboratory assistant-chemical work.	1
Pattern Maker in U. S. Navy.....	1	Staunton Military Academy.....	1
Agricultural work	2	Clerical work	1
Printer	1	Machinist	1
Carpenter	1	Draftsmen	7
Wood worker on aeroplane frames..	1		

All these boys, except the two boys on farms and the printer, are in the employ of firms engaged in government work.

In addition to the above approximately 25 under-graduates have entered industrial lines and in the majority of cases are in munitions plants. . . .

At School Number 2, Perth Amboy, courses in machine shop practice and mechanical drafting have been organized. There is also a department for related academic subjects. This school has been in operation but two years, and has, therefore, no graduates. Upwards of 20 under-graduates, however, have been placed in drafting rooms, machine shops and mechanical manufacturing plants in and about Perth Amboy. The average percentage of attendance at this school for the two years was 92.5. Fifty-five boys were on roll at the close of the 1917-18 term. . . .

The County Vocational School Board contemplates the organization of a course in industrial chemistry at this school in the fall. The establishment of such a course has been urged by representatives of the large chemical manufacturing plants in and around the city. The present plan is to operate this department a certain portion of the time for part-time trade extension work for the laboratory assistants in the chemical plants. Employers have agreed to permit their laboratory assistants to attend school during the regular working day for four hours each week. It is also planned to conduct this department as a regular shop branch for the more advanced boys attending the day school. This department will be an innovation and its progress

will be watched with considerable interest by the Federal Board for Vocational Education. . . .

At the request of the County Vocational School Board, the Board of Chosen Freeholders has passed a resolution to issue bonds to purchase the new Perth Amboy Vocational School building with the five adjoining lots at a cost of \$20,500, and the purchase of 16 very desirable lots in New Brunswick at a cost of \$13,500 for a site for a new school building.

The board of education of Piscataway has just completed a two-story, four-room, fireproof addition at a cost of \$36,500 and furnished it in the most modern style.

The board of education of Highland Park has completed a two-story, fireproof addition of four classrooms to School Number 1, at a cost of \$35,000, and an additional lot of 200x300 feet has been purchased at a cost of \$3,000.

Our monthly teachers' meetings have been regularly held and excellent work has been maintained under the supervision of the supervising principals.—*Superintendent H. Brewster Willis, Middlesex County.*

To improve teaching and supervision there have been held in the county a three-day institute; two meetings of the County Teachers' Association—fall and spring; two general meetings conducted by the Supervisors' Round Table, to which all teachers were invited; a number of township group meetings under the direction of the county superintendent and helping teacher, and several meetings of the Supervisors' Round Table. . . .

The Supervisors' Round Table adopted and recommended for use in the county the minimal spelling list compiled by Hugh Clark Pryor and printed in the 16th Yearbook of the National Society for the Study of Education. Permission was secured to reprint the list, and several thousand copies were printed. This constituted the minimal list in practically every school in the county.

The Ayres measure of spelling ability was given to about 10,000 pupils in the elementary schools of the county. The report of the results was sent to every teacher so that she could compare her class with the county standing. In May, in connection with the meeting of the Monmouth County Teachers' Association, at least one-half day was spent on a discussion of the report and methods of improving the work in spelling.

The second annual May Day Fete was a great success. More than 15,000 people attended the Fete, which was held near Red Bank, on the grounds of the Monmouth County Fair Association. It was managed by the Monmouth County Supervisors' Round Table and was entirely the work of the schools, except that in the grand march there were about 1,000 uniformed Red Cross members, two machine gun companies of the State militia, a company of soldiers from Camp Vail, a military band from Camp Dix, two Monmouth County bands, and aeroplanes flying overhead.

While there are a number of progressive school and community organizations, I hope they will greatly increase in number. Every one organized is an asset to the school system. The school must contribute to the social life of the community. Teachers must more and more, be leaders or among the leaders of community organizations.

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It is a great pleasure to record here the valuable constructive assistance rendered by the Monmouth County Social Service. During last summer and fall this organization made a social survey of Millstone Township, which is a typical rural township. During the school year a health survey was made. Both surveys are being followed up. A social worker took up community work in this and two adjacent townships last November. The aim is to enrich the community life. Each schoolhouse, of which there are eighteen, is to be used for the community's social life. In Millstone five of the six schools have active organizations. During this summer a teacher is engaged as assistant. They are having play hours for the children, assisting in the organization of the National Defense centers, and getting acquainted with parents among whom will be found community leaders. Following the health survey a nurse has been provided who gives her entire time to this rural township. Children are being taken to the hospital for treatment and plans are developing for dental work. . . .

High school pupils took charge of a tag day for the Red Cross. Receipts of single schools amounted to over \$1,000 for the day. The total reached several thousand dollars. This was planned by the county chairman, Mr. Rice. The schools donated the net proceeds of the May Day Fete, \$600, to the Red Cross. . . .

Probably nothing has received more attention than War Savings. Thrift for present national needs and eventually for life habits has been stressed indirectly through the sale of thrift stamps. The entire enrollments of many schools are buying thrift stamps, and exclusive of liberty bonds, a number of schools on June 1 showed per capita investments in War Savings of about \$10. . . .

Miss Wilson completed her second year as helping teacher in this county. She has been very successful in interpreting, through practice, the intention of this important law.—*Superintendent Charles J. Strahan, Monmouth County.*

The following table of comparative statistics indicates in the various particulars the progress, or otherwise, of the schools during the past three years:

	For the Year		
	1915-16	1916-17	1917-18
Number of pupils enrolled.....	14,638	14,709	15,160
Number of pupils in high school.....	1,648	1,692	1,791
Possible days attendance.....	2,337,267	2,176,388	2,372,343
Days present	2,076,131	1,968,681	2,094,929
Percentage of attendance	88.8	90.4	88.3
Times tardy	11,525	11,079	13,558
Pupils neither absent nor tardy.....	775	853	519
Number of day school teachers and supervisors	447	454	467
Number of normal school graduates.....	235	243	252
Number of college graduates.....	76	74	80
Average salary of men teachers, exclusive of supervising principals, non-teaching principals and special supervisors.....	\$924.15	\$945.54	\$1,070.43
Same of women teachers.....	681.68	692.44	731.67

—*Superintendent J. Howard Hulsart, Morris County.*

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This year for the first time the following schools were consolidated with other schools, transportation being furnished where needed: Berkeley Township—Pine Beach School, Ocean Gate School; Brick Township—Herbertsville School (grammar department); Dover Township—White Oak Bottom School (making third school in this district to be closed); Eagleswood Township—Staffordville School, Oak Grove School (after building burned in March, 1918); Jackson Township—Webbville School; Long Beach Township—Sea Haven School.

Eleven schools (12 teaching positions) had previously been consolidated with other schools. Those, with the above, make 20 teaching positions in the county which have been consolidated. Transportation is furnished by auto busses where long distances are involved. . . .

The employment of a helping teacher to make possible close supervision of the teaching in the smaller districts which do not have other local supervision continues to be highly satisfactory. Her influence was felt this year at the very beginning in the more prompt delivery of textbooks and school supplies. This was brought about largely through the coöperation of the local principals, who were induced to make a requisition for the needs of the school before the previous term closed.

The organization of a health club in each classroom was vigorously urged by the helping teacher throughout her territory with most beneficial results. The county plan for these clubs aimed to develop individual responsibility on the part of pupils; to direct attention to, and the practice of, good health habits; to follow up in a practical way the physical training work and promote more regular attendance. The effect of the work of these health clubs shows decidedly in the improvement of the attendance, particularly in the bad weather in February and March.

To the helping teacher were assigned 29 schools in 17 districts. Of the 47 teachers in her territory eight were teaching this year for the first time.

The helping teacher has been highly successful in arousing a high degree of devotion to duty in new teachers as well as those with more experience; this done, her work in making material improvement in the classroom teaching has been easier and more successful. . . .

We undertook this year to conduct in February standard tests for all the pupils in the county in grades IV to VIII inclusive. The Kansas Silent Reading Test was used as a reading and general intelligence test. The Woody Tests in the fundamental operations were used in arithmetic. Samples of penmanship and composition were measured by the Ayres and Nassau County Scales respectively. In spelling, the abilities of pupils to spell the "100 demons," selected by Professor Jones, were carefully recorded.

After the tests had been given in February the supervisors met to study the results as they were tabulated for the county and for each separate supervisor's unit. They in turn undertook the interpretation of the results for each of their schools and for the work of each teacher. Only where this was done in rather full detail could the work of giving standard tests be expected to influence classroom teaching. . . .

Early in the year the carrying out of a field day at some central point for all the schools in the county was decided to be practicable. From the outset the propositions in mind were to arrange a day with features sufficiently



Plenty of fun



Everybody interested



No slackers here



A day for grown-ups as well as for
children



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attractive to bring out a large number of people, especially from the smaller places—those people who do not have frequent opportunity to meet in large numbers; a day with events which would make a creditable exhibition of the work accomplished and which should be accomplished in physical training; a day with a varied program to include community singing, the picnic feature and stirring patriotic features. The program as carried out accomplished all this and more. Twenty-one hundred children were present from more than 40 schools. The total attendance, including children, was 3,500. The small admission charged paid all the expenses and left \$180 for the Junior Red Cross.

It is not too much to say that the day had a most beneficial influence on the morale of the children, and, I believe, on their parents too. The people of Toms River, where a number of street carnivals have heretofore been held, were loud in their praises of the orderliness maintained and the fine spirit which prevailed. I am convinced that the benefits of the day reached every community and will not be soon lost.

The assistance given by the board of education in transporting the pupils, and the interest taken by many persons of the county in assisting with the program, and for at least one day "being young again," cannot be commended too highly. . . .

The accompanying tabulation and diagram show the cost of education based on enrollment, which ranges from \$127.33 to \$26.09, the average being \$37.31. The average tax rate for the county per \$100 valuation for current school expenses is 40 cents. It is significant to note that of the 16 districts which spent more per capita than the average for the county, 13 have a tax rate for schools which is below the average for the county. Some of these, it will be noted, are very low. It will be noted also that all these districts are the ones which have extensive summer resort property, while the districts where the per capita ranks low and the school tax rate is above the average for the county are the districts which in general have no summer resort property.

The result of this unequal division of the cost of education within the county has meant that the quality of the school facilities provided have been correspondingly affected—better teaching and more generous supplies coming, as may well be expected, to the districts where the maintenance of schools is less burdensome.—*Superintendent Charles A. Morris, Ocean County.*

I believe that no feature of school work has been so kindly and enthusiastically received by pupils, teachers and parents as that of physical training. When school opened in September we all realized that this problem before us was a big one. Those teachers who had graduated from our normal schools in recent years knew what was expected of them and had excellent ideas regarding the work; others, who had been in service for a number of years, were completely lost. Within a very short time I learned that these teachers, with but few exceptions, were taking courses in the Y. W. C. A. or in private classes, and a few in different schools in New York City.

This fact, together with our group meetings and the help given by the Department, soon gave all a feeling of pride. We closed the year with a pronounced success. During the spring it was not an unusual sight to see the

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sidewalks lined with parents watching this work. This part of the work has been carried on in Passaic County without one cent of additional expense to the taxpayers. In no place have we engaged a supervisor for the physical instruction. . . .

In connection with our usual means of procuring better teaching and improving teachers in service, a meeting of supervising principals was held, at which time, Mr. Scott, Assistant Commissioner of Education, conducted a Round Table conference. This conference was held after the supervisor and Mr. Scott had visited several classrooms and observed the teaching. . . .

In all districts salaries have been raised. These increases range all the way from \$100 to \$250. This has enabled us to hold many of our good teachers whom we would otherwise have lost.

Our attendance has been above the average, our teaching on the whole has been better than ever, and the spirit throughout the entire county unit is excellent.—*Superintendent Edward W. Garrison, Passaic County.*

Our total expenditures have increased during the twelve months covered from \$307,000 to \$336,000, an increase of \$29,000. Of this increase \$26,000 went for instruction purposes, \$21,500 of it going directly to teachers. The increase in the number of teachers in the county is 14, in the enrollment of pupils 492. There is a slight falling off in the percentage of attendance of about one-half of one per cent, due I think to the family demands upon children in these extraordinary times. . . .

The schools have done more extra things looking toward winning the war than they have ever dreamed of attempting before. I need not detail the work, but I will enumerate most of the activities that have received attention: something was done for the Y. M. C. A.; schools "tagged the shovel" at the request of the Fuel Administration, attempted the farm census, tested seed corn for farmers, joined the Junior Industrial Army and the Boys' Working Reserve, helped the Senior Red Cross, formed Junior Red Cross chapters, purchased Liberty Bonds and War Savings Stamps, made and displayed service flags, held junior four-minute contests, and, in a word, tried to be helpful in winning the war. All these activities helped to put a new purpose in the school work. A new interest was apparent wherever this work was undertaken. . . .

The quality of transportation in some districts has improved. Pilesgrove Township purchased five transportation wagons last fall and Upper Penn's Neck has purchased two this summer. I am trying to have this kind of thing done in other districts where road conditions require transportation by team and where the quality of transportation is not now good. Upper Pittsgrove is purchasing this year an automobile for the transportation of pupils. This will be the first district-owned automobile, though we have four other privately owned auto lines transporting pupils. Improvement is apparent in the quality of transportation.—*Superintendent H. C. Dixon, Salem County.*

The most significant feature of the school work of the year was the organization of 31 parent-teacher associations, nearly all of them being in rural districts.

Among the many virtues of these associations is that relating to organized

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public sentiment. Heretofore the people at large have taken too little direct interest in the schools of their communities. Expression of opinion, desire for progress, have been individual, and therefore of little weight with boards of education. When, however, public opinion crystallizes itself in organized form, and committees representing the people of a community appear before a board, the effect is at once apparent. The board recognizes the fact that they are dealing with their constituents directly, and therefore proceed with confidence that, in taking measures to improve the schools, they have the support of the public.

To the parent-teacher association at Harlingen the credit is due for the action of the people in voting \$10,000 for a new two-room school. The association at Franklin Park set out trees and shrubbery in the local school grounds, under expert guidance, at a cost of \$70. It is hoped that a county association may be formed this year.

Every school in the county joined in Junior Red Cross work, either indirectly or in the form of French and Belgian relief. The work was well organized and the results gratifying.

The schools did nobly in buying and selling Thrift Stamps and War Savings Certificates. About twelve evening public meetings were held in rural districts, in coöperation with the schools, to promote interest in this movement, as well as to stimulate patriotism in other ways. Prominent speakers assisted at these meetings.—*Superintendent H. C. Krebs, Somerset County.*

This year, while one of the busiest, yet has been one of the most fruitful that our schools have ever experienced. Busy on account of the added work brought about by the great World War; fruitful because this war has brought to our attention and consideration many problems in the solution of which the children in our schools have done their full share and by doing it have been taught many useful lessons; lessons that will be useful to them as individuals and as future citizens of a great democracy; lessons in unselfishness, thrift, conservation, economy, industry, devotion and patriotism. . . .

Eight schools were closed during the year owing to small attendance. We still have, however, 13 schools in the county that had an average attendance of ten or less last year. . . .

The financial condition of our districts is most gratifying. Every district reports a substantial balance in current expense funds. Not a solitary district reports notes outstanding and very few have bills outstanding. . . .

There was a considerable shortage of teachers, but we were finally successful in filling all our positions. The shortage naturally led to a boost in salaries, which was needed. A comparison of average salaries will bear out this statement.

Primary grades: 1917, women, \$578.83; 1918, women, \$649.20. Grammar grades: 1917, men, \$875; women, \$650; 1918, men, \$931.25; women, \$701.04. High school: 1917, men, \$1,018.75; women, \$761.54; 1918, men, \$1,059.37; women, \$794.33.

In 1917, 37 teachers received less than \$500 a year. This year only 8 received less, and for the coming year \$600 will be the minimum salary. . . .

The work in physical training as a result of the law passed a year ago was very satisfactory indeed, surpassing our fondest dream as to the attitude

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of the public, teachers and pupils. Every teacher, with two or three exceptions, did all she could to enforce the law in letter and in spirit. This is one of the best laws ever put on our statutes for the good of our future citizens, physically and civically.

The county exhibit of school work and school fair, both of which have become annual affairs, were much larger and better. The exhibit of vegetables and canned goods was easily four times the size of the previous year. The work in the county exhibit was largely of war activities in sewing, knitting, etc., with some academic work. A new feature in connection with the exhibit was a demonstration of physical training work by classes from a few schools, which took the nature of actual class exercises in breathing and gymnastic exercises followed by games and folk dancing.

Our teachers' meetings this year have been almost entirely of the demonstration type. In the fall we stressed the matter of physical training and reading and this spring we experimented with a new type of meetings which we found very productive of good results. Miss Farber and I divided the county into sections for observation work and using our autos and those of the teachers we took the teachers of each section to some central school for this work spending a whole half-day in the school. We chose teachers for demonstrators who were particularly strong in some phase of work—primary seat work, daily preparation, socialized recitation, physical training, etc. We asked these teachers to follow their regular programs and at the close of the observation we held an hour's discussion on methods, principles and results obtained, in which we had a most hearty response from the teachers. On later visits, in many of the schools we saw the results of the observation and conference. . . .

The time has arrived when teachers should stop guessing as to the progress of their children and begin to measure this progress by some good scale or standard. During the year we have made such tests in penmanship, using the Ayres Scale, and in reading, using the Kansas City test. The results in penmanship we published early in the year with good effect. The result of the reading will be given out in the fall.—*Superintendent Ralph Decker, Sussex County.*

Perhaps the one specific thing which has demanded more attention than any other in the year just past has been the satisfactory operation of the physical training act.

The State-wide demand for teachers of this subject soon exhausted the supply so that it was October 1 before some of our districts succeeded in locating people to supply their needs. It was another month before supplies and equipment could be secured and put into use. In the meantime, in order to avoid delay, grade and high school teachers were familiarizing themselves with the monographs and laying the foundation for the special teacher when his work should begin. The difference in training of these special teachers was so apparent in their work that it soon became necessary to hold conferences to avoid a difference in interpretation. Substitutions and eliminations were so frequent as to make it necessary to insist that the monograph be followed literally. Other exercises were to be used only after those prescribed had been carefully and satisfactorily taught. Fortunately we had two

very capable and experienced supervisors of several years experience who gave talks at our group meetings, illustrated by demonstrations with groups of children showing the method of execution of certain commands, class management, posture, breathing, etc. These two supervisors were permitted by their districts to visit a school either with my helping teacher or myself whenever it seemed necessary to give some special help to improve a difficult situation. This arrangement may not have proved at all satisfactory elsewhere, but for Union County it has worked admirably. Many of our teachers were without previous experience and while they were well-trained they needed help and suggestion in the art which experience alone can give.

Considerable difficulty was experienced at first in the successful operation of the outdoor exercise but this was gradually and almost completely overcome by patiently but persistently demonstrating its value. Generally speaking, the teachers have responded both to the letter and to the spirit, and realize more and more, as the days pass and their observations multiply, the real value of the open air exercise.

The purchase of playground equipment and the establishment of the supervised game have greatly improved the spirit of the children. I have yet to learn of a single instance where pupils under the direction of a teacher who has not lost the play spirit prefer free play to the supervised activity. It is my observation that not only is the health of the child being improved together with a keener, quicker response in the academic work, but a different relationship is developing between pupil and teacher marked by sympathy, understanding and appreciation.

To bring about a more general interpretation of the monographs, as well as to emphasize the necessity of a more careful study of the physical condition of the individual child, we have organized a Physical Training Teachers' Association which meets once every month. The membership consists of all instructors of physical training and all teachers who have been selected in the smaller districts to teach this work. While the association is young it has done much good work, and its influence has been felt in every district. The younger teachers have derived the most benefit, but the discussions have not been without value to the older and more experienced.

A better general effort has been made this year to improve attendance, with the result that attendance officers have been more active, many old offenders have been disciplined, and irregular attendance has been improved. It has been difficult in certain districts to keep the school census alive. The old law which made it possible for a board of education to take a census every year was much better than the present law which permits one to be taken only once in five years. The law should be mandatory and should require a copy of the enumerator's report to be sent to the county superintendent of schools.

In previous reports mention has been made of our county contests, so that special reference does not seem necessary. During the year we have been giving special attention to spelling and penmanship.

The interest in spelling increases from year to year and our county contests were attended by a larger number of people this year than ever before. There was keener rivalry between districts and a more even distribution of prizes.

I have prepared a word list which is used throughout the county and con-

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sists of a selection of words which usually cause difficulty in spelling.—
Superintendent A. L. Johnson, Union County.

During the year I made 220 visits to schools and attended 49 meetings of boards of education. In addition to these official visits I was present at 27 conferences of committees of boards of education and appeared on programs 43 times in 37 different communities. To do this work I covered approximately 6,500 miles. . . .

The parent-teacher associations, numbering 14, were another important factor in arousing and maintaining genuine interest in the schools. The county council of these associations, which held three meetings in as many different towns, assisted materially in creating favorable sentiment toward higher salaries for teachers and in supporting the movement for vitalized schools.

The fifth agency employed in keeping the schools efficient was the organization and convening of those charged with the various phases of school administration. The meetings of the associations of boards of education, medical inspectors and attendance officers magnified their duties and responsibilities and resulted in greater effort and enthusiasm in their respective fields. In these meetings, as well as in those of local institutes, the high school teachers' association and the principals' association, we emphasized the social side of school life by introducing a lunch hour during which the stiffest teacher left his pedestal. I am hopeful that this plan not only enabled the teachers better to organize and enter into the social activities of their communities but did, in fact, make them better teachers. . . .

The operation of the physical training act was made comparatively easy through the assistance of your Department. The county institute and, later, the local institutes conducted by Miss Packer were of invaluable assistance in showing the teachers how to use the monographs. It seemed a very opportune time to stress physical training and geography, history and civics and we put forth every effort to make the most of it. The program of every group meeting of teachers consisted of demonstration classes in these subjects and a discussion of the subject matter and methods employed. . . .

The newspapers that circulate in Warren County were exceedingly courteous and generous. The weekly public school newsletter issued from this office, usually a column or more, was cheerfully printed and widely read. I can confidently assert that this publicity was one of the most potent factors in creating and maintaining interests in the schools.

Owing to the gradual increase in salaries the professional training of teachers has increased. During the past year 69 normal graduates and 32 college graduates taught in Warren County. However, there is still much to be desired; for 148 were not graduates of higher institutions. The following summaries show the trend in salaries and professional training.

Teachers' Average Salary

	1916-17	1917-18
High school women	\$675.69	\$754.16
High school men	1,116.66	1,217.50
Grades 5-8 women	531.79	583.94

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Grades 5-8 men	739.28	806.25	
Grades 1-4 women	491.05	526.34	
Two-room rural schools, women	441.66	490.65	
Two-room rural schools, men	587.50	641.67	
One-room rural schools, women	438.20	510.80	
One-room rural schools, men	587.50	503.00	Decrease

Training of Teachers

Normal graduates	56	69
College graduates	29	32
Not trained	159	148

The value of the school property has increased as follows:

	<i>Buildings and Grounds</i>	<i>Equipment</i>	<i>Total</i>
1916-17	\$615,370.16	\$69,828.17	\$685,198.33
1917-18	642,010.00	79,414.00	721,414.00

—*Superintendent Howard E. Shimer, Warren County.*

CITIES

School as usual was neither possible nor desirable. Along with its limitations, the war brought also duties and opportunities. In spite of the many demands upon our time in the schools, we do not feel that the regular classroom work has been neglected nor do we feel that academic standards have been lowered. The various calls were looked upon by both teachers and pupils as additional work rather than as a substitute for the regular work. Teachers and pupils have all worked a little harder and a little more happily than before. Loyalty, patriotism, conservation and unselfish service are virtues that will outlast the war; their meaning is within the comprehension of all children. They are the foundation upon which our work has been built.

All the work done during the year has been based upon war conditions. Children as well as parents have shown deep interest in the work presented. The teaching has been of the best quality and the subject matter presented has been in keeping with the wishes of the National Food Administration. In spite of increase in prices, the amount spent for supplies was slightly less than last year. Constant reference to magazine articles and government bulletins resulted in more careful and intelligent work than we have ever had before. "Save, Substitute and Serve" has been the motto for the department.

During the last half of the year the high school students devoted all their time to Red Cross work. As many students came back voluntarily in the afternoons much more work was done than ever before. About 450 articles were made by the high school girls, consisting of bed shirts, convalescent suits, undershirts, etc. The same spirit of service existed also in the grades. . . .

Our work in physical training was more satisfactory than we thought pos-

sible during the first year, especially in view of the fact that we have no gymnasium and very little equipment for the work. Our success was due in a large measure to the enthusiasm of our director, Miss Holmes. Student leaders were tried out in the fall largely as an emergency measure, but we have been so pleased with the results of student leadership in the high school that it will be made a permanent policy. Our lack of gymnasium was met largely through outdoor work. In spite of the unusual weather conditions we made good use of the outdoor gymnasium. . . .

Last summer Mr. Burch of the Bangs Avenue School was employed as director of home gardens. Approximately 250 students enrolled and many remained as enthusiastic in August as they were in June. A careful estimate placed the value of the products at about \$3,300. Mr. Burch has been retained to do this work again during the present summer. The number of students enrolled has more than doubled. There will be an exhibition with valuable prizes at the close of the season.

In November a system of school savings was installed. After January a large part of the savings was turned into War Savings Stamps. The total amount of school savings was \$2,370.88, or \$1.33 per capita. The total value of War Savings and Thrift Stamps owned by pupils at the close of the term was \$6,444.88, or \$2.89 per capita. In addition to this teachers and pupils own bonds to the value of \$59,160. A large number of thrift clubs were organized for the summer vacation. During the latter half of the year high school girls took charge of a number of booths for selling War Savings Stamps in the larger business houses. Their work is worthy of special mention.—*Superintendent A. E. Kraybill, Asbury Park.*

There were enrolled in the schools of this city for the year the following pupils: Kindergarten, 697; grades 1 to 4, 3,988; grades 5 to 8, 2,727; grades 9 to 12, 1,188; subnormal classes, 77; vocational, 171; total, 8,848.

This enrollment is somewhat larger than that of the school year 1916-17, but very much less than that of 1915-16. . . .

The number of teachers employed during 1917-18 was 323, seven less than for the preceding year. During 1917-18, 46 teachers tendered their resignations or otherwise severed their relations with the schools of this city. Of this number there were two deaths, six resignations on account of marriage, three to enter business, fourteen to accept positions elsewhere with increased salaries, six for causes unknown, and fifteen for war work of some form.

The enforcement of the act making physical training compulsory has been satisfactorily accomplished during the past year. Our school sessions were lengthened 100 minutes per week. With the five physical training teachers in charge we found it possible to so arrange our schedules that the work of the physical training department could be effectively done and the provisions of the law strictly enforced. The five teachers in charge of the 13 schools of the city have been actively engaged, day after day, in meeting their respective classes, not only in the classroom, but also in the many outdoor activities organized by the department in classes for the play side of our physical training law.

For the coming school year we shall lengthen the day somewhat and place

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still more emphasis on the out-door activities. There are two men teachers and three women in the physical training department. The full time required by the law has been given to the teaching of this subject and we have adhered, as far as possible, to the requirements as laid down by the state syllabus.

The enforcement of this law has met with no objection by any of the parents. The pupils have taken pleasure and delight in doing the work assigned to the respective grades. The outdoor activities, especially the play activities after school hours, have been emphasized. Taking all in all, the end of the year has shown marked results from the enforcement of the present law.

The schools as a whole have been actively engaged during the entire school year in some lines and phases of war work. Early in the fall of 1917 the student body entered into the spirit of the work as outlined by the Red Cross, the Young Men's Christian Association, and the Knights of Columbus. Children throughout the schools solicited subscriptions for these departments and thus became helpful in securing the necessary quota for each organization.

Early in January the necessary funds were raised by contributions from pupils of the city for the enrollment of the schools as a whole in the Junior Red Cross Society. All the children are now members of the Junior Red Cross organization. The work accomplished by the pupils, from the lower grades to the seniors in the high school, along Junior Red Cross lines has been most marvelous. The work was under the direction of Miss Clara H. Krauter, director of the vocational schools. Everything has been organized along systematic lines and all the teachers, with the pupils, have been doing their part of patriotic duty and service in making the articles usually supplied and made by the Junior Red Cross Society.

During the Second Liberty Loan drive the pupils took an active interest in securing subscriptions and thus were very helpful to the committee in raising the necessary quota allotted to this city.

During the Third Liberty Loan I assigned to each building of the city a certain quota which was to be raised by soliciting subscriptions. The amount assigned to the 13 buildings of the city on the basis taken for my distribution aggregated \$145,000. The pupils and teachers, however, entered into the spirit of being helpful and secured so many subscriptions for the Third Liberty Loan that, at the end of the campaign, instead of getting merely the necessary quota, they turned in subscriptions aggregating \$900,000. The most remarkable feature of these subscriptions is the fact that they were not large subscriptions, but mostly \$50 and \$100.

I believe that through the school children and teachers every home in the city was reached, and that every home, as far as possible, became the owner of a Liberty Loan bond.

The children were interested not only in securing subscriptions for Liberty Loans, the Y. M. C. A. and the Knights of Columbus, and necessary funds for the Junior Red Cross and American Red Cross organizations, but in purchasing Thrift Stamps or War Saving Certificate Stamps. We organized a Thrift Stamp Society in each school in the city. These societies held one meeting each week. Thrift Stamps and War Saving Certificate Stamps were sold to the pupils every Friday afternoon, sales being conducted between

1.30 and 2.30. The total amount of War Saving Certificate Stamps and Thrift Stamps purchased by the pupils from February 1 to June 30, 1918, amounted to \$16,355.95.

It will thus be noted that the pupils have been very active in all lines of patriotic war work. Such work has not distracted from the regular academic school work. It has motivated the work in such a way that pupils have been doing better work along many lines than in former years. It is notably true in English that our pupils have had the motivation for both oral and written work far superior to that of previous years.

Not only did the pupils of the respective buildings solicit subscriptions for the Third Liberty Loan, but the pupils of each building individually made contributions for a fund of their own school, and each school of the city purchased a bond, some \$100 and some \$50 bonds. This depended largely upon the size of the building and the district. These bonds will be held by the school, the interest to be used by the pupils from year to year in buying something of a patriotic character for use in connection with the school work. The cash to be received at the maturity of the bonds will be used by the then teachers and pupils of the school in buying something to be placed in the building to commemorate, in time to come, the active service of the pupils of 1918 in the Third Liberty Loan.

The pupils from each school wrote brief compositions in reference to the campaign thus waged in securing subscriptions for the Third Liberty Loan. A composition selected will be attached to the bond and, at maturity, will be read by each teacher of the building to the then pupils of the school. I am attaching herewith one of the compositions written by a pupil of the sixth grade.

OUR LIBERTY BOND

"The Great War has enkindled a patriotic spirit in every breast. When we think of what our boys are doing over there the most that we can do seems insignificant enough. However, we have watched every chance and answered every call with a spirit that would certainly encourage our boys. Our first call came in the form of a ray of cheer to our heroes in the army and navy. We gave \$303 for the Soldiers' and Sailors' Christmas Cheer Fund. We took the best of care of our poor at home and contributed \$450 without hesitation. We also raised money for the Junior Red Cross membership, even selling papers and tinfoil for some of it. We sewed and knitted after school hours for this. On Memorial Day we gave \$107 to decorate soldiers' graves. Pennsylvania Avenue School has always been near the head of the list in buying War Saving Stamps. Every Friday afternoon each room in the building tried to go "over the top." Many succeeded in doing this, although some missed it by a dollar or two. We bought \$1,500 worth and intend to continue with as much spirit through the summer.

"When the Third Liberty Loan came the children worked very hard to make it a success. In the end every school passed by far its allotment. Our Junior Four-Minute Men helped a great deal in this.

"Mr. Boyer, superintendent of schools, asked each school to buy a \$50 Liberty Bond, offering to contribute to the bond of each school. In order to

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help our school a little bit, the principal and teachers dug deep into their pockets, and the children stayed home from the motion pictures in order to bring their money to school. A few days later we bought our Liberty Bond. How proud we were! When the Liberty Bond is returned the money will be used to buy a memorial for the school, to remember the boys and girls who bought it.

"As the war goes on we hope to be even more useful than this year. The boys and girls of 1917-18 leave school knowing that they have done their bit toward winning the Great War, and making the world safe for democracy."

It has been our aim and purpose to adapt our work, as far as possible, to war conditions. The boys in the carpentry department of the vocational school have given much of their time to making articles used in some form of war activities. All the packing boxes used by the American Red Cross Society of Atlantic City have been made by the boys of our vocational school. In the manual training department tables and other furniture have been constructed for our national cantonments. . . .

Taking all in all, the year's work was largely adapted, wherever possible, to present war conditions. The recipes formulated in the kitchens were printed in the printing department of the vocational school, and have been widely distributed in the homes of the community. Instructions for the conservation of food and the use of foods have been printed in the same manner and distributed throughout the city. It has been our aim to supply each pupil from the kindergarten through the high school with a copy of the bulletins thus issued. Such bulletins contained recipes, instructions, and reprints of some of the requests made by the National Food Conservation Committee.

The pupils are delighted to do this work for the departments. They not only give their time but are most willing to give more than their time to do the things which are of a patriotic character, and thus serve as a patriotic means not only for home conditions but for conditions at large, either national or overseas. . . .

The number of students in the vocational school has not been as large as it should have been. Many of the older boys left school early in the winter to take positions at Mays Landing or Hog Island. Some of the boys from the carpentry department have been able to secure positions paying from \$45 to \$55 per week. The electrical students were likewise successful in securing good positions. Many of the girls from the sewing department left school to accept positions in the sewing industries connected with war work.

We hope to increase the enrollment of the vocational school next year and with this in view are changing the course, thus making possible training in industrial work, and at the same time relating the so-called academic work to the requirements for admission to the high school. . . .

The year's work in general has been very successful. Much of the time was given to the so-called war activities. We have, however, been able to accomplish our usual amount of work in spelling, language, arithmetic, and reading. In fact, our work in language and spelling has been better this year than in former years. It was largely motivated by present war activities, thus making it possible to produce conditions in the schoolroom for both oral

and written work which could not have been possible in any other way.—
Superintendent Charles B. Boyer, Atlantic City.

The problem of Americanization in Bayonne is too large to be solved by the nibbling tactics of the night school. A school such as we have operated in the silk mill would accomplish much more. We need the fullest cooperation of the industries. The spirit seems to be willing, but it is difficult to work out a program acceptable to all. It is our firm conviction that these men must be taught on the time of the company and paid their regular wages while attending classes. We are pleased to know that some of the superintendents of the works are in agreement and we hope that a concerted drive for one language and one flag will soon be under way in this city. . . .

A survey of our school system reveals the fact that the largest number of retarded pupils is found in the fifth and sixth grades. These are pupils who have fallen behind because of lower degree of mentality. Ordinarily these boys and girls become discouraged and drop out of school just as soon as the law permits. For the past two years we have modified our course of study to meet the needs of these pupils. About half of their school day has been spent in hand work and the other half in academic work. The results have exceeded our expectations. To take one school as an example: a sixth grade was formed with about 45 pupils. They could not be rated at 6A under the regular schedule. A new interest was awakened in this group by modifying the course, giving only what was deemed essential, following the line of their interests. As a result 40 of this group remained in school and completed the eighth year work.

We do not feel that we have in any way lowered the standard of school work by thus catering to the capacities of this group. On the other hand we have given them what was their due and have better fitted them to play their part in the world. . . .

The state physical training law went into effect with the opening of school. The Bayonne schools have had physical training in all the grades for several years, given by special teachers. Two of our instructors have entered war service but in spite of this we have been able to carry out the law in every detail.

The home nursing and first aid required for the high school was placed in charge of a registered nurse with very satisfactory results. Groups of high school girls have entered classes under the direction of the Red Cross.

The work required in community civics for the ninth grade was not so comprehensive as formerly, when we gave more periods each week to the work. This work, together with the course in Problems in Democracy, was under the direction of Dr. E. W. Crecraft, of the history department.

I believe that physical training in the Bayonne schools has reached a high standard of excellence. . . .

The work of the defective classes continued along the lines of previous years. Four classes were maintained. The hand work of the pupils in caning chairs, weaving rugs and brush making was very creditable. A considerable sum was realized from caning chairs and from the sale of rugs. The proceeds of such work, over and above the cost of material, was given to the pupils who deposited it in savings accounts or bought thrift stamps. The

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brushes were used by the janitor force and they were just as satisfactory as the brushes purchased. There is no reason why practically all the brushes needed in the schools could not be made by this class. . . .

The superintendent has held regular monthly conferences with the principals, at which times were discussed matters of vital importance to the school system. Among the topics discussed were:

What constitutes a good School Program?

The Improvement of Teachers—Experienced and Inexperienced.

The basis of Promotions.

Tests—Local and Standardized; their Value.

How to secure good writing.

The Intermediate Period—The Course needed for the Seventh, Eighth and Ninth Grades.

Prevocational and Vocational Courses for the Bayonne Schools.

The Rating of Teachers.

One principal was assigned as the leader in each discussion. The discussions were interesting and of value to all.

It is our purpose to continue these conferences. The superintendent regards the principals as members of his cabinet whose work is to outline the policies to be adopted for the school system.—*Superintendent P. H. Smith, Bayonne.*

In the war activities the schools have cooperated strongly with the committees of citizens having in charge the selling of Liberty Loan Bonds and War Thrift Stamps. In preparation for the Second Liberty Loan drive "Uncle Sam" visited each school in costume and gave the assembled pupils talks on the bond question. These talks furnished information for use in the compositions on Liberty Loans that were later written by all pupils from the second grade up. These compositions were taken home and read to parents, and no small amount of interest in the bond sale thus stimulated. . . .

Our courses in sewing have become largely courses in Red Cross work. Hundreds of garments for Belgian children and hundreds of pieces of work for the Red Cross activities have been produced by the girls.

Our kitchens have become demonstration centers for war cooking, and our girls are doing excellent work along this line. Last August about 40 high school girls, divided in squads of eight each, reported to the high school kitchen on given days and assisted our director of cooking in canning hundreds of cans of string beans, lima beans, tomatoes, peaches and other fruits and vegetables. The work of these girls was very highly appreciated because it was entirely voluntary.

The boys in one of our shops have made a large number of Red Cross shipping boxes. Our manual training department has also turned out some tables for use at Camp Dix.—*Superintendent George Morris, Bloomfield.*

The year has been one of many interruptions in the usual school program, but the interruptions have been educational and therefore legitimate in the highest sense. The times have been and are still big with opportunities for shedding new light upon history and upon history in the making. It has been our privilege to cooperate in every movement, as best we might, to meet the demands of the present crisis. We have impressed the lessons of saving

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and service for the sake of country and humanity as they have never been taught before. We have glorified the spirit of sacrifice by raising in honor of our boys who are in the service of their country a service flag with nearly 50 stars thereon. We have begun the teaching of patriotism in poetry, in song, in word and in deed. We trust we shall have the vision to foresee the demands of the future and to prepare our boys and our girls to meet those demands with confidence.—*Superintendent H. V. Holloway, Bordentown.*

Our junior high school was organized three years ago by the transfer of all eighth grade pupils to the academy, where the ninth grade was already located. This arrangement not only relieved the congestion of the grammar buildings, but brought together in these two grades from three to four hundred pupils of approximately the same age and mental attainments. It makes possible better gradation of pupils and the introduction of varied studies including the industrial subjects.

Has the change been worth while? Has the new work been attractive to eighth grade pupils? To prove its success I have only to call attention to the persistence in school of this grade now as compared with former years. Three years ago the enrollment of eighth grade pupils in grammar schools was 141; in the academy the past year it was 202. Three years ago the graduating class numbered 120; last June it numbered 177. And this has been accomplished in the face of high wages and exceptional opportunities for work. . . .

It will be seen that the Bridgeton schools have been making progress in reducing educational waste; that the promotion rates now are much more nearly uniform from grade to grade than formerly. The break between primary and grammar school has been largely eliminated.

A feature of our promotion plan has been the rating of pupils by the use of standardized tests given to all pupils of the grammar grades. Those pupils who made exceptional records, as shown by these markings, were selected either for double promotion or for advanced sections in their own grades.

The following instance is typical of the results in many grades. Last September 20 Pearl Street pupils were selected for double promotion from the fifth to the seventh grade. Of these pupils all were promoted to the eighth grade this June. Only three of the number dropped from "excellent" to "good" in their averages for the year.

These standard tests are among the most important educational devices of the present day. During the past three years use has been made of the following: Woody, Stone and Courtis arithmetic tests; Trabue and Mannion grammar and composition tests; Thorndyke, Ayres and Zaner penmanship scales; and the Ayres spelling scale. The aim has been to acquaint ourselves with what is new and vital in these tests, and also to obtain a basis of comparison between our school systems and others.

An important change was made in our schools by the enactment of the physical training law. This department was organized in our schools in September, 1917. The course of study as outlined by the state monographs has been closely followed, although it will be a matter of some years to bring all grades up to standard.

The attendance officer is charged with the enforcement of the compulsory

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education law. He makes daily visits to schools and homes, looking up the cases reported to him. During the year Officer Kincaid made 2,506 visits, served 150 legal notices, and brought nine cases for trial before the mayor. Since the establishment of this important office some years ago the actual attendance in our schools has increased 50 per cent.

The department of medical inspection includes the work of the school physician and the school nurse. The number of physical examinations made was 2,635, and the number of physical defects found, 411, or 15.5 per cent. Through the agency of the school nurse these defects were reported to parents and a large percentage of them corrected.

I would strongly urge that the scope of work be enlarged to include examination of the heart and lungs of each pupil. With physical training a requirement for every pupil it would seem necessary that this be done.—*Superintendent D. C. Porter, Bridgeton.*

The opening of the new high school building is decidedly the important event of the school year in this city. This new building has made possible the organization of a junior school in the old high school building. This school has been started with an enrollment of more than 300 pupils of the eighth grade. Later some seventh grade classes will be added, and when pressure of numbers taxes the capacity of the new high school building, doubtless ninth grade classes will be pushed back into the junior schools, of which we hope to have more than one by that time.

Facilities are provided in the new high school building for teaching cooking, dressmaking and millinery, and in making provision for this instruction it has been possible to secure supervision of this work in the elementary schools. Supervisors of cooking and sewing will add very materially to the efficiency of this work.

The garden work that has been conducted through the last two summers under the direction of trained supervisors has become a recognized part of our school curriculum. The garden supervisor has been made supervisor of elementary science and will supervise science work in grades four to eight, inclusive, throughout the year. A science outline has been prepared which deals with the scientific principles that underlie our ordinary household economy. This work will both grow out of and lead to our practical garden work of the spring and summer.

The appointment of a supervisor of grammar grades may be reported also as a forward step in our educational program.—*Superintendent James E. Bryan, Camden.*

Notwithstanding the confusion caused by lack of sufficient coal and the shortened school day, the final reckoning shows that we have had a year of successful accomplishment. The results of the state efficiency examinations, as well as of the superintendent's tests, indicate that our schools have held their own, in spite of the unusual distractions. All departments show an increase in enrollment. The elementary schools increased 5.6 per cent, and the high school increased 2.7 per cent. To be sure, this is a very small increase for the East Orange high school. The average increase for the five preceding years was about 15 per cent a year. The cause of the small increase for this

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year is, of course, easily understood. In fact, we are surprised, and grateful, that there was not a marked decrease. . . .

We have not kept a very careful account of the amount subscribed through the schools to Liberty Loan Bonds, as many pupils secured bonds through outside agencies. The amount will, undoubtedly, approximate \$300,000 for the three issues. In the high school, however, a careful record was kept and we are pleased to report that the subscriptions by students and teachers through the agency of the school amounted to \$32,600 for the second issue, and \$37,450 for the third.

The pupils have also invested \$56,852 in war savings stamps and certificates, or \$8.85 per pupil, based on the average attendance. One hundred and ten boys enrolled for work on farms. Six hundred and sixty-five students are cultivating war gardens under the supervision of Mr. Heber M. Cubberley, instructor in manual arts. An interesting feature of this work is a demonstration garden in the center of the city, in which Mr. Cubberley, with the aid of certain students, demonstrates the methods of raising and caring for the several varieties of vegetables that can be profitably produced in this vicinity.

SALARY SCHEDULE (ADOPTED IN APRIL)

	<i>Minimum</i>	<i>Maximum</i>	<i>Annual Increase</i>
<i>High School</i>			
Principal	\$3,100	\$4,000	\$150
Vice-Principal .....	....	3,100	100
Department heads			
Men	2,000	2,800	100
Women	1,400	2,000	100
Teachers			
Men	1,200	2,200	100
Women	900	1,650	75
Supervisors of Art, Manual Arts, Household Arts, Music, etc.			
Men	1,800	2,200	100
Women	1,300	2,000	100
<i>Elementary Schools</i>			
Principals .....	....	3,200	150
Departmental (seventh & eighth)	700	1,300	50
Grades fifth and sixth	700	1,200	50
Grades first to fourth	700	1,100	50
Kindergarten (head)	700	1,050	50
Kindergarten (assistant)	650	800	50
Manual Training (men)	1,000	1,600	100
<i>Special—Sewing, Cooking, etc.</i>			
Women	800	1,300	50
General Assistants	700	850	50
Teachers Mental Defectives	850	1,300	75

—*Superintendent E. C. Broome, East Orange.*

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During the year the board of education opened two new twelve-room school buildings and a one-room portable school in the northwestern portion of our city, increasing the number of classrooms by 25.

It is unfortunate that the requirements of the government for men and materials make it impossible for the board of education to proceed with the erection of a nine-room school planned for the southern section of our city.

It is a notable fact that our city has, during the past four years, increased its bonded debt by more than 33 per cent in order to supply necessary school sites and buildings. The total for this purpose exceeds \$1,300,000, providing a new high school building and six elementary schools, containing in all more than 100 classrooms and three large auditoriums. . . .

The board of education, realizing that the salaries paid its employees were wholly inadequate to the needs of the times, provided in May, when making the budget for the ensuing school year, for an increase in salary of each employee as follows: all receiving less than \$1,000 to have an increase of 20 per cent; those receiving \$1,000 to be increased 17 per cent; those receiving from \$1,020 to \$1,600 inclusive to receive 15 per cent; those receiving more than \$1,600 to receive 10 per cent, except the superintendent and the principal of the high school, each of whom received an increase of \$250.

This action by the board carried the minimum for teachers of grades 1, 2, 3 and 4 to \$685 and the maximum to \$1,020; teachers of grades 5 and 6 were increased to a maximum of \$1,080; teachers of grade 7 and beginners to a maximum of \$1,170; and teachers of grade 8 to \$1,230. In the high school the maximum for women was raised to \$1,525 and the maximum for men to \$1,980.—*Superintendent Richard E. Clement, Elizabeth.*

The daily sessions of the high school and the intermediate school were extended to six hours, divided into two parts—one for recitation and one for supervised study. In the intermediate school home study has been practically eliminated for most pupils. In the high school it has been considerably reduced for most pupils. We found that teachers, as a rule, did not know how to direct the study of pupils so as to aid them in the formation of effective and economical habits of study. Some teachers have made much progress during the year while others through lack of interest or lack of adaptability have made little. This perhaps was to be expected. We have been frankly experimenting. The results, however, have not been discouraging and the effort to make supervised study a means of educational growth will be continued with even greater energy and determination than in the past. Moreover, we believe that teaching children how to study should be, much more than it generally is, the conscious effort of those teachers of elementary grades who deal with children just beginning the use of books or having little experience with their use. We aim, therefore, to devote more thought and study than we have done to building up from the early years in school a power to use books skillfully and wisely in the acquisition of knowledge. In proportion as we accomplish this in the earlier years, in that proportion shall we diminish the problem that confronts the teacher of the higher grades. . . .

We have an organization for saving and the purchase of thrift stamps and war savings stamps that has proved very efficient. Every room is a separate war-savings society. In many rooms every pupil is a member and but few

pupils in the entire school system are not members. The total receipts up to June 17 were \$11,253.92. The average enrollment in the schools is about 2,100 and this gives us a per capita of \$5.36.

The completion of our high school building last October gives us for the first time sufficient room and adequate facilities for carrying on the work of this important department of our organization. . . .

During the year a new building has been under construction to take the place of Lincoln School burned in October 1916. The building is now approaching completion and will be occupied at the opening of the next school year. It is an admirable example of modern school architecture, with ample auditorium and gymnasium. It is expected that it will be largely used not only for school purposes but as a social center for that part of the city in which it is located. With its completion the unsatisfactory conditions that have existed for the past two years due to lack of room in which to carry on the work of the elementary schools will be a thing of the past.—*Superintendent Elmer C. Sherman, Englewood.*

Early in the season of 1917 the judges of the naturalization courts in Hudson County displayed a keen interest in the Americanization problem and suggested, even in spite of present conditions, that the board of education organize classes for the benefit of those who were desirous of becoming citizens. At the request of the county judges and influenced by the administrative work of the Federal Bureau of Education, it was decided to reopen the classes for foreign born residents of the city, and particular stress was laid upon the work of Americanizing aliens and fitting them for the duties and responsibilities of citizenship. The work of Americanization has been in progress, under the auspices of the board of education, for the past three years. Special citizenship classes have been conducted for the benefit of those who have declared their intention of becoming citizens and who have not yet received their final papers. While splendid results have been attained, yet they are relatively small when we consider the fertile field that needs more intensive cultivation, not only in this city but throughout the country.—*Superintendent A. J. Demarest, Hoboken.*

Funds to the extent of \$2,500 have recently been voted for the establishment of subnormal classes in this district. Statistics have been gathered from all the schools showing the grade and progress of pupils. These statistics seem to indicate that 47 pupils enrolled in the regular classes really belong in the mentally subnormal classes. This number, together with a number of such children who are not on roll in our schools but who in all probability will seek admission to these classes, will warrant the establishment of at least three such classes.

To provide for these classes the board of education contemplates the erection of a building solely for their accommodation. . . .

Supervised physical training has been in effect in several of our schools for the last three years. This being so, we found little difficulty in adjusting ourselves to the provisions of the new physical training law. In the early part of the year, we employed a thoroughly competent physical training supervisor, who immediately set out to organize the work in those schools

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which had not had supervised physical training up to that time. The results of his work and that of his subordinates have been very satisfactory. At no time have we encountered any opposition on the part of parents or pupils, either to the physical training itself or to the extended school day necessary to give physical training its lawfully allotted time.—*Superintendent R. L. Saunders, Irvington.*

The following statistics show the enrollment and attendance of pupils and the number of teachers employed during 1917-18:

Total Number of Pupils Enrolled.....	42,454
Average Register	37,585
Average Daily Attendance	33,738
Number of Pupils Enrolled in Primary Department.....	22,575
" " " " " Grammar Department	14,898
" " " " " High School Department	4,074
" " " " " Kindergartens	542
" " " " " Special Classes	261
" " " " " Normal School	104
" " Teachers	1,113
" " Graduates of Grammar Schools	2,424
" " " " High Schools	489
" " " " Normal Schools	49

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 30 nationalities were represented. . . .

In the evening schools 2,770 men and 1,910 women were enrolled. One hundred and fifteen teachers were employed.

Sixteen elementary summer schools were opened in the summer of 1917. In addition to these there was a summer school of high school grade in which instruction in English, Latin, German, algebra and geometry was given. The summer schools enrolled 7,710 and had an average daily attendance of 5,920. Two hundred and forty-five teachers were employed.

The yards and courts of seventeen schools and one of the public parks were maintained as summer playgrounds, with 38 instructors and a director. All were well patronized. . . .

Swimming classes, with a man and a woman instructor, were maintained in Schools 5, 24, 25 and 32, there being five classes in each school. During the school months the classes were held after school hours. During July 80 classes were in operation each week. . . .

There are 11 classes for pupils mentally defective. For these the board employs 11 teachers and a supervisor, who directs the work of the classes and examines pupils reported as subnormal.

Two open air classes have been maintained.

Two classes for deaf pupils, one for the blind, one for over-age, or backward, pupils and one for delinquents have been maintained.

Special attention has been given to the instruction of children suffering from speech defects, and a supervisor of this instruction has been appointed.

The work of the community centers has been continued. Weekly dances are conducted in five schools. The work also includes boys' and girls' clubs and Sunday concerts.

In accordance with the practice of many years the school buildings have been frequently used for other than school purposes. These purposes have been political, patriotic, philanthropic and municipal. . . .

All the war activities mentioned in the last report were continued but they were more comprehensive and involved the participation of many more teachers and pupils. As a matter of fact, all teachers and all pupils have taken part in all these activities in many ways. The school shops, sewing rooms and kitchens, as well as other rooms, improvised for war purposes, were very useful in the war work of the schools. Children enlisted in school garden work and in the Junior Industrial Army. A number of our teachers have entered the service of the Army and Navy. The board of education has granted indefinite leaves to all these, and in the cases of those who have been in the service of the board for a considerable time, has continued to pay them the difference between their regular salaries as teachers and the Army and Navy pay.

Special features which deserve mention here are the trade training detachment authorized by the War Department, and the classes in navigation and marine engineering authorized by the Shipping Board. Arrangements have been made by the board of education with the War Department, in accordance with which over 300 selective service men are receiving instruction in machine shop work, carpenter work, electrical work and forging in the Dickinson High School and in School 32. The Committee on Education and Special Training of the War Department has general charge of the work. The contract which this committee has made with the board of education requires the board to provide quarters and food, as well as shops, materials and instructors for the men. The arrangement thus far made provides for instruction during July and August. The men are quartered in the Dickinson High School, in which also the mess is located. Besides receiving training in the trades, the men are also required to devote sufficient time to military training. The detachment really constitutes a military organization, with its own officers, and is conducted as a military encampment. . . .

In May classes in navigation were formed, under the request and by the authority of the Shipping Board, in the Dickinson High School. These classes will be continued during the year. The aim is to instruct in navigation men who have had experience in sea service, so that they may become officers of the many new ships now in course of construction. These classes are very successful. Under the same Board classes in marine engineering have been established in the same school, which will continue during the entire year. The purpose of these classes is to train men who have had experience as engineers of different kinds so that they may become marine engineers necessary to the operation of the ships now building.

The details of the war activities, which include the making of garments and other articles for the Red Cross and for soldiers and sailors direct, the purchase of Liberty Loan Bonds and of War Savings Stamps, contributions

to the Red Cross, the Y. M. C. A. War Fund, the Knights of Columbus War Fund, the War Camp Recreation Fund, have been made the subject of a special report, and therefore need not be enumerated here.—*Superintendent Henry Snyder, Jersey City.*

The school year just closed has been an unusual one. The schools reflect largely the conditions existing in the world. Principals report that pupils have been interested in school work this year as never before and they have been eager to connect the work of the schools with the needs of the nation. It has been interesting and inspiring to see the response to patriotic appeals made to the school children.

Teaching, in the ordinary sense of the word, has been transformed because it has been possible to vitalize school work through the needs and conditions of communities and nations. Although ordinary school work seems to have been much interrupted by "war work" I am of the opinion that pupils have become more efficient through the various interests that have been brought into the classroom. . . .

The law requiring compulsory physical training has brought about some desirable changes in the high school, although we have had no suitable gymnasium. We were able to rent a hall and in this way comply with the law. The work of the high school has had a marked influence on the bearing of the pupils and no doubt will react still more favorably in another year.—*Superintendent H. Dressel, Kearny.*

The past year has been one of unusual difficulties arising from war conditions. During the whole year there were but few weeks in which we had a full supply of regular teachers. At all other times there were vacancies temporarily filled by substitutes, in some cases for weeks at a time. We lost six men by enlistment or draft. The supplying of vacant places was much harder than in past years as there were few women of the proper type available, and scarcely any men. The success of the principals and teachers was seriously interfered with by these teacher troubles, and my own work of supervision suffered much because so much time had to be given to the finding of new teachers. . . .

We have inaugurated a two-year Latin course in the high school, in addition to the old courses. For a long time it has been my opinion that an exceedingly large part of the time given to the study of Latin in high schools, especially in the first and second years, produces little permanent beneficial result. Our new course is intended to present Latin with the emphasis on its relation to English. Ability readily to translate Latin will not be the test of success. Latin literature will be taken up largely through the medium of translations. Our plan is not yet well defined; we expect to develop it by experience. As we began in the second term I am as yet unable to offer any comment favorable or unfavorable. We hope to secure the following results: fewer failures in Latin; many more pupils who will receive from their study of Latin a direct and practical benefit; more pupils who will carry away with them a real and permanent knowledge of Latin, though they may not possess great skill in translation; greater interest in Latin literature and

a clearer and more comprehensive knowledge of it than pupils are now getting. . . .

We have been wrestling for some years with the problem of retardation. We have had classes for slow pupils, rapidly moving classes, and special teachers for backward pupils, and have used various other methods to lessen retardation. We have given special attention to the matter of promotion to make sure that when a pupil's best interest will be served by promotion he is promoted. Careful records have been kept to determine the success of our efforts. A system of graphs indicates the amount of retardation in each grade of each school each year, a yearly report being made in November at the time of maximum enrollment, the age taken being that at the opening of school in September. After the last November report was received a comparison of the yearly records was made covering the period from September, 1912, to September, 1917, inclusive. The result for the whole system was, in percentage, as follows: 1912, 30 per cent; 1913, 31 per cent; 1914, 28 per cent; 1915, 23 per cent; 1916, 21 per cent; 1917, 15 per cent. That is, our retardation is one half what it formerly was. Our success is peculiarly gratifying since the seaside resort with its constantly shifting population presents the problem of retardation in an aggravated form. Not only is the amount of decrease worthy of remark but also the regularity of it from year to year, pointing as it does to a steadily operating cause which, in my judgment, is our systematic effort.—*Superintendent Christopher Gregory, Long Branch.*

As the population of our country increases its governmental, business and social problems ramify and the need of leaders becomes more and more pronounced. In time of war it becomes emphatic that, more than any other form of government, a democracy needs leadership. It needs people of conviction, who can express themselves positively and convincingly. It needs people of initiative, who can do things.

In addition to its conceded task of imparting knowledge, facts or information, its task of developing appreciation, imagination, sympathy and tolerance, it is peculiarly the task of democracy's high school to develop in its young people the qualities of leadership. It is a wholesome thing for a child to discover that in some one thing he is superior to everyone else. If the child does not discover in high school that he possesses qualities of leadership, there is a strong probability that he never will make that discovery. If he does not learn in high school that he must sometimes be a follower as well as a leader, he will have missed a valuable lesson.

Millville High School has for three years consciously attacked the problem of training leaders. To the opportunities for leadership offered by the eight class organizations, the two athletic organizations, and the school journal, there have been added 11 student clubs. Every student is required to elect membership in one of the clubs. Thus there are open to student competition 21 presidencies and an equal number of vice-presidencies, secretaryships and treasurerships, as well as various offices on the staff of the school magazine, "The Orange and Blue."

Among the high school clubs are the following: Dramatic, Debating, Science, History, Glee Chorus, German (changing to French next fall), Cham-

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ber of Commerce, Booster, and two Freshman Literary Societies. There is also a High School Orchestra. . . .

Approximate amount of Liberty Bonds subscribed for by pupils and teachers, \$21,700.

Approximate amount of bonds sold through the influence of pupils, \$17,350.

Number of children of each school enrolled in the Junior Red Cross, 100 per cent.

Approximate number of boys sewing or knitting for the Red Cross, 396; girls, 630.

Amount of Thrift and War Savings Stamps bought by pupils to, but not including, June, \$7,293.16.

Total receipts of the various schools for Junior Red Cross work, \$721.95; total expended, \$417.36; balance on hand, \$304.59.

Number of articles made for the Red Cross, 1,508.

So far as can be ascertained 86 former pupils of Culver School; 80 of the Richard D. Wood School; 39 of the High School; and 3 of Carmel School are in the service of the United States.

Number of children having full charge of home gardens containing 200 square feet, 96; of smaller areas, 1,063.

Subscriptions to the Y. M. C. A., over \$200.

Number of government certificates awarded to Four Minute Speakers on Thrift Stamps, 11.

Number of farms of which a census was taken by boys and tabulated by girls of the high school, approximately 400.

Number of bird boxes in bird box contest, 45. Many of the boxes built were not entered in the contest.

Number of public demonstrations on substitutes in cooking, 4.

Number of boys enrolled in the U. S. Boys' Working Reserve, 6; actually placed on farms, 3.

Number of girls enrolled in the Junior Industrial Army of N. J., 2; actually placed on farms, 2.—*Superintendent Warren Nevin Drum, Millville.*

With the close of the school year in 1917 it was evident that two buildings would be overcrowded the following year. Excessive building costs made it inexpedient to undertake any new construction. Accordingly, after several conferences with the teaching staff, both schools were organized upon the so-called platoon system. Classes from the second to the sixth grade were grouped in pairs and one teacher was assigned to the academic work for each group of two classes. Special teachers gave instruction in four special subjects. With the opening of school in the morning one class in each pair reported to the special teachers while the other class went direct to the classroom. At the middle of the session the classes changed places and the morning routine was repeated. By this plan all the building space was occupied, the classes received the advantage of special teachers and the regular teacher was freed from responsibility for subjects with which she was less familiar.

This was accomplished with no increase of the teaching force. A year's trial of this scheme has proved to the satisfaction of the department that it

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represents an economy of space, greater efficiency in both special and regular subjects, and less strain upon the teacher.

Another change during the year was the inauguration of the all-the-year school. Previously summer schools had been maintained for the benefit of pupils who had failed of promotion. The department became convinced that this money could be spent more advantageously by operating during the summer two schools attended by pupils who were likely to remain at home. Experience proves that approximately 95 per cent of the regular pupils will attend such a summer school. The reports of the principals indicate that in three summer sessions those pupils who attend regularly will gain a full year in the six year elementary course. No regular teacher is allowed to work more than eleven months, but she may elect to take a month's vacation at any time which suits her convenience. Some teachers selected a midwinter month for their vacation. Careful observation of the children disclosed no injurious effects upon their health. The playground was under expert supervision and the schedule was so arranged that the session was broken up by play periods. The indications are that the children were actually better off physically than they would have been if left to run the streets. To provide for pupils who wished to make up work in which they had failed a tutoring school was organized in a third building. This was operated by some of the regular teachers of the school under the general direction of the department. A fee was charged sufficient to meet all the expenses of the school. About 150 pupils availed themselves of this opportunity. . . .

The war activities of the Montclair schools were especially prominent.

The Red Cross activities were sewing, knitting, surgical dressings, snipping (now discontinued), oakum, books and games for convalescent soldiers, woodwork, printing, messenger service, salvage, clerical, gardening and food conservation. Each activity has a general chairman, and each auxiliary has a chairman who is responsible to the general chairman.

Effort has been made to coordinate the work of different departments and of different grades. The Junior Red Cross banner was designed by the art department and executed by the sewing and woodworking departments. The books for convalescent soldiers are worked on by several grades. The stories are selected usually by pupils of the eleventh or twelfth grades. The pasting and the printing of the name of the book are done by lower grades. A package of steel needles represents the work of three departments, metal work, woodwork in making the carton, and printing for the label.

The clerical unit of one of the junior high schools, with supervision of the editor, sends out weekly a mimeographed bulletin. This bulletin is sent to each representative and contains instruction for chairmen of units in regard to directions for knitting, sewing, etc., general information in regard to the business of the Junior Red Cross, and notices of meetings of the various committees.

The bulletin, the messenger service, and a permanent headquarters have played an important part in the organization of the Junior Red Cross. Time and energy have been conserved and the interruption of constant telephoning minimized.

The salvage unit has made a fine sum of money for Junior Red Cross by collections of old gold and silver, worn-out overshoes, tires, discarded rubber

of any kind, bottles, tinfoil and lead foil. Salvage campaigns offer excellent opportunities for younger members of the Junior Red Cross, for children are energetic collectors. For the Belgian drive alone over 7,000 garments were collected.

Melting pot week was an interesting activity of the salvage unit of the High School and the Central Junior High School. It was a great success, due in large part to the clever cartoons drawn each day on the blackboards of the study rooms.

At the end of the week the pupils assembled to take stock of what they had gathered. A clever illusion was displayed upon the platform. In the middle of the stage three poles had been lashed together, and suspended from these was a melting pot from which issued a cloud of blue smoke. Beneath the kettle glowed a realistic fire. Its flames were orange streamers kept in motion by an electric fan and illuminated by hidden lights. A small boy kept the flames glowing by pumping vigorously on a foot bellows.

The different rooms brought their collections of silver to the platform, had them weighed and the weight recorded on a blackboard where all could see. Great interest was shown as to which room had collected the most, and when 2,000 grams was written on the board for one room, everyone cheered.

From time to time a pupil arrayed in a leather apron and goggles and equipped with a large ladle added pieces of silverware to the pot and stirred the molten mass.

Several of the rooms had their old silver and gold brought to the platform in a novel manner. One collection was wheeled down the aisle in a wheelbarrow and then carefully shoveled into the scales. Gales of laughter greeted another pupil disguised as a peddler and bearing old silver in a tray hung around his neck. The assay of the silver and gold yielded \$300 for the Junior Red Cross.

In four schools the children from the third to the sixth grades are using knitting machines and doing satisfactory work. Some knit legs and feet of socks, leaving the top and the toe to be finished by hand, and others knit only the legs of the socks. The subnormal class has done some very good work with the knitting machine.

Picking oakum has furnished activity for younger boys and their work has been valuable to the Senior chapter in a great saving of time in making oakum pads.

The printing unit has provided directions for knitting socks and making garments and tags for wool for the Senior chapter. It has printed all stationery, requisition blanks, circulars and posters for the Junior Red Cross.

The woodworking unit made frames for the certificates of membership sent by the American Red Cross to each school auxiliary. They have a contract for packing boxes for the Senior Red Cross and have made tables for the army camps. Wool winders and knitting needles are also made by this unit.

The activities planned for the summer are gardening, food conservation, knitting and sewing. The Junior Red Cross headquarters will be kept open one day each week.

The record of production of surgical dressings is not yet complete but over 43,000 have been made.

From May 1 to 31 the following has been accomplished: knitted articles, including 360 pairs of socks, 726; muslin bandages, 239; front line packets, 375; hospital garments, 59; property bags, 42; oakum picked (boxes), 6; carpet rags (balls), 10; refugee garments, 190; books and games for convalescent soldiers, 269—1,900 articles, exclusive of surgical dressings, packing boxes and tables for army camps. . . .

The success of the Junior Red Cross movement is dependent upon the interest and devotion of the teachers of the community. Through their vision of service the children are saved from exploitation. . . .

Mothercraft classes are already receiving instruction in the proper care of infants. Experience indicates the necessity of such teaching, especially to children of foreign birth. These children carry home enthusiastic accounts of the things they learn about what to do and what not to do for the baby, and the interested mothers come to see and hear for themselves. Real babies are occasionally loaned for demonstration purposes. A spirit of cordial co-operation between the home and the school is thus developed to the manifest advantage of both pupils and teachers.—*Superintendent Don C. Bliss, Montclair.*

There have been many changes incidental to the development of a program of progressive work. We have added to the number of speech correction classes and of classes for the blind and for the mentally defective; have organized classes in draughting for women and classes in factories for employees, and have sent teachers into factories to teach English and civics, and teachers of English to classes of foreigners meeting in neighborhood centers. We have increased the number of alternating schools by three, and the number of social centers, and have encouraged the wider use of school buildings. During the summer a Soldiers' School enrolling 381 was maintained in the Central Commercial and Manual Training High School for the training of men in the mechanical trades. . . .

The tremendous growth of the school system and the increasing complexity of the educational problem make necessary new plans, new practices, and new adjustments in the administration and supervision of the schools. One of these is the establishment of a department of reference and research to meet the demand for efficiency and economy based upon investigation.

The chief function of such a department is to analyze statistics, to show the purpose for which they were gathered, and to furnish charts and graphs to make the information clear and valuable.

Some of the functions of the department are:

To keep information of all kinds in systematic order and to answer all questionnaires and requests for information from any proper and responsible source.

To supervise and check all requisitions for books and supplies, to compare the orders with the books and supplies reported in the inventories, to deny or grant requests only after investigation.

To keep up-to-date inventories of all books and supplies granted to the schools.

To have charge of the professional library of the board of education, in which will be kept a complete set of all textbooks and samples of all supplies

used in the schools, educational reports, college catalogs, government bulletins and other sources of valuable information.

To issue, under the direction of the superintendent of schools, tests in various subjects for the purpose of supplying him with definite data in reference to policies—educational or administrative.

To make surveys and supervise investigations under the direction of the superintendent of schools with such assistance as he may deem proper and advisable.

The work of the department of reference and research may be briefly described as that of relieving the higher school officials of matters relatively less important than the supervisory work they are engaged to do, and of furnishing officials with information at once fresh and reliable and valuable. Further, it provides a better plan than the one previously used for ordering books and supplies. The economy resulting from this alone will prove to be of much value. It makes possible the establishment and development of a useful library in the office of the superintendent of schools, and aids in the testing and measuring of educational results. . . .

At the beginning of the year, in September, 1917, some schools were authorized by the superintendent to organize on the departmental plan in the seventh and eighth grades. The experiment proved successful and met with wide-spread approval, so that it was later authorized in the seventh and eighth grades for all subjects and in the fifth and sixth grades for the special subjects of drawing, music, sewing, as well as physical training. It is confidently believed that the important results will be to accustom elementary pupils to this plan of instruction, to increase the efficiency of the instruction, and to reduce retardation in the high schools. . . .

Every year a number of graduates of the several high schools return for what is called post-graduate work. As a rule it consists in repeating some grade of a subject merely to fill in time. The fact that classes are graduated in February and that very few colleges take students at midyear puts the graduates at a disadvantage. During the last year there were 31 students in the several high schools who took post-graduate work.

Every possible effort should be made to save the time of students and to further their educational interests and progress. A forward movement is to bring educational opportunities to them at as small an expense in effort, time and money as possible. Believing this, Newark now offers to her ambitious youth an opportunity in the form of collegiate training.

The board of education authorized the establishment of the Newark Junior College at the South Side High School, the work to begin September 16, 1918. The general plan and conditions of the Newark Junior College are:

For admission, evidence of the satisfactory completion of a four year course in an approved high school or preparatory school is required. Those who can not present such records are required to pass examinations or present qualifying certificates for matriculation, conditioned pupils to be admitted on approval of the superintendent of schools.

Students who desire to obtain credit toward a degree in other institutions are required to pass the entrance requirements of the institution in which they wish to matriculate. Advanced credit is secured by examination according to the requirements of the institution giving the credit.

Tuition is free for residents of Newark. Non-resident pupils must pay a fee of \$125 per year. Textbooks are provided free of expense.

Students under the requirements for admission are divided into three groups:

Those who have satisfied college entrance requirements and are working for advanced credit toward a college degree in another institution. These pupils are required to take five major subjects of college grade in accordance with the requirements of the college they expect to enter.

Those who have conditions to meet. These pupils have a program which fits them to satisfy college entrance requirements and to secure advanced credit in one or more college subjects, the same as students of the first group.

Those who are not working for advanced credit in other institutions but who desire training and education in addition to their secondary education.

The complete plan of the Junior College adds two years' work above the high school. This provides a systematic arrangement of worth-while work for the 30 or more post-graduate students who remain in the schools. The course of the first year consists in the main of freshman English, Latin, elementary Greek, intermediate and advanced French, intermediate and advanced Spanish, advanced German, freshman mathematics and physics. The work will be so developed that pupils can be admitted to the third year classes of the best colleges and universities. The Junior College gives an excellent opportunity to many worthy students who cannot afford to go away to a higher institution, and will meet the requirements for admission to medical and other professional schools requiring two years of collegiate training for admission.—*Superintendent David B. Corson, Newark.*

The population of New Brunswick between the ages of 6 and 20, as shown by the United States census of 1910, was 6,296. If the average age group for these years—450—is taken as a basis, the population between the ages of 4 and 20 was 7,196. On the basis of age groups in the school census of 1918 the population of the city at the present time between the ages of 4 and 20 is about 10,000.

This number is, in part, accounted for as follows: enrolled in public schools from the city, 4,587; attending private and parochial schools, 1,467; from city attending county vocational school, 41; between 14 and 16 years of age legally at work (age and schooling certificates), 157; enrolled in evening school 17, 18 and 19), 175; total, 6,427.

In the public day and evening schools there were registered from the children of the city during the school year 1917-18: 13 years old, 333; 14 years old, 317; 15 years old, 196; 16 years old, 142; 17 years old, 100; 18 years old, 59; 19 years old, 49; total, 1,196.

In contrast with the preceding age groups are the following groups, also resident of New Brunswick and registered in the public schools during 1917-18: 6 years old, 459; 7 years old, 481; 8 years old, 452; 9 years old, 458; 10 years old, 457; 11 years old, 384; 12 years old, 404; total, 3,095.

It should be noted that 1,390 children 6, 7 and 8 years of age were enrolled in 1917-18 in contrast with 655 13, 14 and 15 years of age. In other words, the number enrolled in the older groups was 47 per cent of those in the younger groups. According to the recent school census, however, the number

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of children in the city 6 years of age is 628. This number should not vary greatly for other age groups from 4 to 20. It is evident, therefore, that a comparatively small proportion of the population of the city 14 to 20 years of age is enrolled in the public schools.

The group over 14 not enrolled in any school is largely employed in the commercial and industrial activities of the city. Continued enrollment for these and many who will in time move forward depends in great measure upon the way in which the work of the public schools is definitely connected and coordinated with the commercial and industrial development of the city.

The census of 1910 (U. S.) showed that there were in New Brunswick 797 illiterates over 10 years of age. Of these, 696 were among the foreign born inhabitants. Only a comparatively small number of these have attended evening school. There is, in all probability, a much larger number of illiterates now, for the city has increased its population since 1910 by at least 11,000 or 12,000. Among these and among the adult non-English-speaking inhabitants there is a very large field of work for the public schools. In 1910 more than 4,600 of the inhabitants of the city had been born in countries of Europe whose language was non-English. This number is undoubtedly much larger now. How many of these are adults and how many are children attending public, private or parochial day schools the data available do not show. Be that as it may, a very large number of this adult population should be considered a part of the school population for which facilities for obtaining a knowledge of English and American civic ideals should be provided. . . .

The industries, the opportunities for employment in this or any other city or community have much to do with the character of the population. In New Brunswick the large foreign population has come mainly in response to the manufacturing industries which so largely predominate. Many different kinds of commodities are produced in the factories. The demand for skilled and unskilled workmen is large and varied. Thirty-two factories employ more than 50 people each, two more than 3,000 each. At the present time there are more than 10,000 male employees in the factories of the city and about half as many female employees. Many of these come from outside communities, it is true, but in addition to employment in the mills there is a very large force employed in the commercial activities of the city. Factory life and factory conditions, however, are largely responsible for varied home life and social conditions, as well as for the cosmopolitan population. The employment of the father, the older members of the family and possibly of the mother in the factory; the hours of employment, the family income, the time for recreation and the way such time is spent, the family and neighborhood ideals—particularly in the segregated sections of the city—these and other factors complicate school problems. With these elements of the social environment the public schools must necessarily reckon if they are, in any satisfactory manner, to meet the needs of the community. . . .

Transfers within the school system among the various buildings numbered only 208, so that greater variation is largely due to families moving in and out of the city. For the last few months, so far as public school enrollment itself shows, the larger number were leaving the city. It is very probable, however, that emergency requirements of the industries here furnish a large

factor in the explanation, for 241 pupils left the high school and upper grades in these months. This rather large change in enrollment affects very materially progress in school. It makes the work of the teacher, particularly in crowded rooms, very difficult. Moreover, because of this condition a well-organized attendance department is very necessary if efficiency in the work of the schools is in any reasonable measure to be maintained.

An accurate record of all children who ought to attend school should be available. This should be checked from time to time in order that it may be thoroughly up to date. A school census always being revised through reports from the various schools, departments of the city government and other agencies will necessarily form the basis for a thorough-going attendance department. Such a census and such a plan of adjustment is provided for New Brunswick and is now being put into operation. It is hoped that with the opening of school next fall it may, under the management of the new attendance office, be fully available for that department.

Already the checking of the records of the recent school census for children 14 to 16 years of age with the legal working papers on file in the central office has shown that 75 children are now at work without age and schooling certificates. A report has been made to the State Department of Labor and that office will undoubtedly see that these boys and girls either are in school next fall or are legally employed. A more complete checking of the various records will probably disclose a greater number of discrepancies, for there are only 157 certificates on file for boys and girls 14 and 15 years of age. . . .

It should be noted that: (1) 61 per cent of the enrollment were absent 10 days or more, (2) 39 per cent less than 10 days, and (3) 34 per cent 20 days or more.

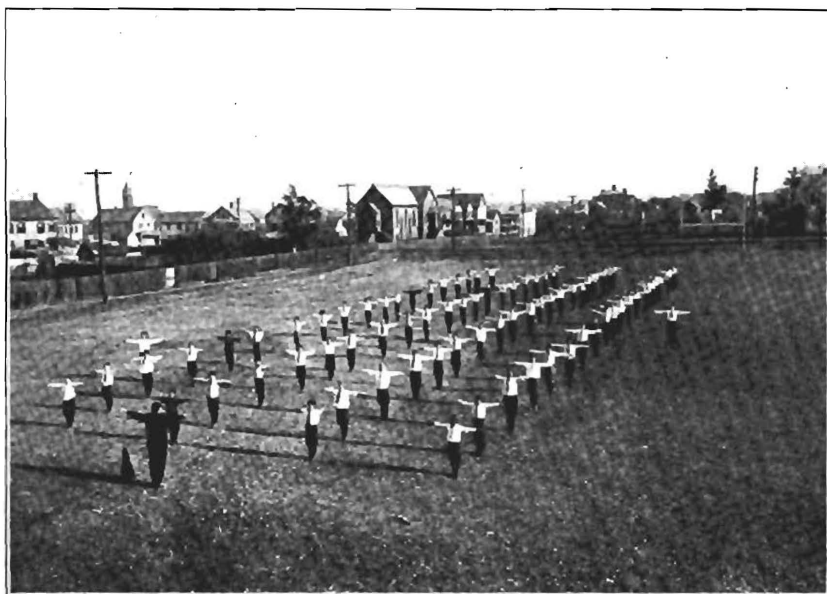
Fifty-two per cent of the pupils of the kindergarten and the first two grades were absent more than 20 days; 18 per cent of the fifth and sixth grade pupils. It is obvious, I think, that such proportions of absences are not at all favorable to satisfactory school work.

Attendance reports show that 2,561 cases of absence were investigated during the past year and that 171 cases were brought before the city recorder. Sixty-nine per cent of the cases of absence investigated and 74 per cent of the cases for the city recorder were in the three buildings which have the lowest percentage of attendance. These buildings had 40 per cent of the total enrollment for 1917-18.

In the districts represented, however, there lived, according to the recent school census, 59 per cent of the parents of the city born in foreign countries. In this there may be some explanation of the failure of the attendance department to keep attendance in these sections up to a reasonable standard. An investigating attendance officer can certainly be of great service in this section of the city.

Cumulative records of attendance and investigations; coordination of the work of the attendance department and that of the school nurse; a more systematic plan of procedure in the juvenile courts will all together, I believe, improve attendance. . . .

In New Brunswick the following facts must be considered in planning a satisfactory school program:



Excellent posture



Insurance policies in health
EXAMPLES OF WHAT THE BOYS AND GIRLS OF NEW BRUNSWICK ARE DOING

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1. New Brunswick is very largely an industrial community.
2. A very considerable proportion of its population is non-English-speaking. Only a small proportion of these attend evening school.
3. A majority of the pupils enrolled in the public schools drop out at an early age to go to work; a smaller number remain for the advanced work of the high school. About 60 per cent of the pupils drop out between the fourth and eighth years of school. The great majority of these leave school before they have reached the seventh grade.
4. The school system of the city, as now constituted, does not (a) advance pupils as rapidly as it should to upper years of school, and does not (b) offer for boys and girls leaving school at an early age sufficient opportunity. In other words, if the boys and girls who drop out of school at an early age could have been advanced to the eighth or ninth year of school before leaving, they would not have received adequate educational opportunity in the upper years, for vocational and industrial education is almost lacking.—*Superintendent Ira T. Chapman, New Brunswick.*

In 1908 we began the cultivation of a spirit for a better pupil attendance as a means to school betterment. Its result shows an advance during the decade from 56 to 475 pupils who were neither absent nor tardy. This is a gain of 748.2 per cent. It has been a constant aim to impress upon principals, teachers, pupils and parents that the best teaching and learning are possible attainments only when there is good pupil attendance. The percentage of attendance in 1907 was raised to .926. It was raised to .951 in 1909 but this has fallen off to .922 in 1916 and .921 in 1917. The year 1918, an unusually severe one, furnished 357 pupils who were classed in this list. . . .

We believe that pupils should be trained to self-thinking. Our library system has been organized for this purpose. We have differed in our plan from the conventional arrangement for libraries in schools. We believe that pupils should not only be trained to read, and to read intelligently, but that they should be trained (1) to enjoy reading, and (2) to form this habit of pleasurable reading in the early grades of school life (3) under the guidance of the teacher. We have accordingly organized not only our ordinary school libraries into class libraries, but have also provided a primary class library for grades 1 to 4 in every school. The teacher directly supervises the distribution of books, their reading,—the pupils' report upon their reading, and the discussion of the socialized reports made to her own pupils, as a regular part of the work done in English in our schools. Books are loaned to first grade pupils so that they may have them read to them. Ten years ago the plan of our Primary School Library was put in operation, because the ordinary library is too late in its application to meet pupils' needs, too late in guiding the desires and taste of pupils for reading, too late in forming the valuable basic habit of good taste in the selection of reading, and too late to form the habit of reading with pleasure, and therefore too late in giving its valuable aid in the mental and character development of our pupils. For ten years we have thus been practically using this phase of a silent reading method that is now being so much emphasized in educational circles.—*Superintendent M. F. Husted, North Bergen.*

Although the work in physical training has been going on but a few years its beneficial results are already apparent, especially among the girls. If we succeed in carrying out not only the letter of the law but its spirit also, no other form of school activity will do more for the well-being of the coming men and women than the continued, systematic, daily work in physical training.

We have continued the community evenings devoted to music. These meetings are not intended as school functions but as partnership affairs in which the children furnish the minor part of the program. These meetings were not so numerous as they would have been had it not been for the shortage of coal. Although there were days when the last shovelful of coal was used, we were very fortunate in not being compelled to close the school at any time.—*Superintendent James M. Stevens, Ocean City.*

The dental clinic has now become a well established part of the school system and a very significant result is to note the pride which the pupils take in the frequent use of the toothbrushes. The clinic has reenforced many of the ideas which the pupils have acquired from the textbooks and I am sure the work as a whole, while being of incalculable value to each individual, has resulted in more regular attendance and better attention to school work.

The figures as submitted by the dentist are as follows: appointments kept, 2,586; fillings (amalgam, cement, gutta-percha), 2,777; extractions, 2,226; cleanings, 1,180; treatments, 738; patients completed, 594; new patients, 717; repeaters, 419. . . .

The work in physical training has been conducted along lines suggested in the state monograph, the principal features for the high school boys being setting up exercises, march tactics and games. In addition to this the boys completed an army rifle drill.

In the grades, in addition to the regular work, much attention has been directed to the correction of bad postures.

The enlistment of the boys' athletic director the latter part of the year had its effect upon the outside activities. The boys did excellent work along this line, however, considering the great disadvantage under which they were laboring.

The definite instructions issued by the State Department have had a vitalizing effect upon the physical training work as a whole and are conducive to the attainment of beneficial results. . . .

The following tabulation from the attendance officer's report is interesting, as it represents the reasons assigned as a result of each call by him:

Sickness	2,545	Truants	157
Illness in family	317	Death in family	117
Helping at home	147	Insufficient clothing and shoes..	264
At home—no reason	271	Moving in city	201
Visiting out of city	179	Working	82
Nobody at home	428	Attending parochial schools	82
Moved out of city	137		
Miscellaneous calls	94		

—*Superintendent W. Burton Patrick, Orange.*

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The total enrollment of the schools of Passaic for the year closing June 30, 1918, shows a net gain over the previous year of 366. This increase was wholly in the elementary schools since the enrollment in the high school was 2 less than for the previous year. There was in the elementary schools an increase of 368. The increase in the elementary schools is distributed as follows: kindergarten, 49; grades 1 to 3, 102; grades 4 to 6, 129; grades 7 and 8, 80; vocational, 7; subnormal, 1; total, 368.

The percentage of promotions in February of this past year was 87.54 as compared with 88.85 the year before; in June of this year 87.04, as compared with 89.43 the year before. The causes for this slight falling off in the percentage of promotions are not clear. Several hypotheses might be predicated, such as, loss of time due to closing of the schools for lack of fuel, the distractions incident to the war, an unusually large number of new teachers to be broken in, and a good deal of illness among the teachers. It means that we must all, working together, strive to resist more strongly the causes militating against the larger percentage of promotions.

This past year general evening schools for both elementary and high school pupils, as well as for foreign-born residents, were maintained. The general evening schools contained only two elementary classes, enrolling 98, leaving a net enrollment of evening high school students of 711. This is the largest evening high school enrollment we have ever had. It was probably due to the fact that we offered to teach any high school subject if at least 20 applied for such subject. The subjects taught were stenography, type-writing, bookkeeping, Spanish, French, chemistry and mechanical drawing. The attendance kept up well until the Christmas holidays. Then the extreme cold weather and the closing of the schools on account of lack of fuel for the month of January thinned out the classes to a very great extent. . . .

The wheels of our two work-study-play schools have turned very smoothly this past year. The attitude of teachers toward this type of schools has completely changed. Parents are generally well pleased. The per capita cost of these schools for 1917 has been worked out with some care.

The Woody-McCall arithmetic tests were given the last of January. The results showed on the whole that our schools were doing very creditable work. As the seventh and eighth grades throughout the city fell a trifle below the standard median measures were immediately taken to strengthen these grades in the fundamental operations. The value of such a test was shown in the fact that principals and teachers were not aware that our seventh and eighth grades were not as strong as they possibly should have been in the fundamental operations. The test revealed to us, principals and teachers alike, all points of weakness whether of individual schools or of separate classes. It was like the diagnosis of a physician. All were quick to apply the needed remedy. It will be interesting, when the time comes for a similar measurement, to note whether the remedies applied have been effective. Interest in the use of measurements of achievement has grown apace so that in the future they will be used just as liberally as possible. The obstacle in the way of their more frequent use is the lack of clerical assistance.

The five atypical classes in our schools have made decided progress this past year. We have spared no expense in granting to the teachers every needed equipment and facility. In the middle of the year an exhibit of the

handwork of these classes was given in one of the schools of the city by invitation of the Woman's Monday Afternoon Club, who met on the day of the exhibit in the school where the exhibit was to be held, using as their topic the training of such children. The exhibit was a revelation to teachers and laymen alike and greatly increased the interest of the community in such work. One result is something for which some of us have been working for several years, namely, to bring about the segregation of these children in a building by themselves. At the July meeting of the board it was voted to equip a separate building for this purpose and these classes will all be concentrated in September in this building. Possibilities of classification by mental age and by sex, and departmentalization of the work promise greatly enhanced opportunities for these children in their new environment for next year. Behind the school which they will occupy is a fine school garden in which they can work in the spring. This is a long step forward, we feel, in the progress of this particular kind of work in our schools. At the same time the change releases to us a number of classrooms for the relief of part-time classes.—*Superintendent Fred S. Shepherd, Passaic.*

In September new school number 10 was opened at Riverside. This building is a modern fire-proof structure containing 42 classrooms, an auditorium, a gymnasium, four shops, a kitchen, principal's offices, three teacher's rooms, a medical inspector's room, a library and a sewing room. The new school replaces an old building which occupied part of the site on which the present building stands. The building cost \$209,000 and the equipment \$35,000, while \$22,000 was expended for the purchase of adjoining property to enlarge the outdoor playgrounds. The auditorium seats 1,700 people and is equipped with motion picture apparatus. The shops include a printing shop, a wood-working shop and two other shop rooms, one of which will be used as an electrical shop. The sewing room contains 24 sewing tables, 12 sewing machines, mirrors, dressmaking forms, cutting tables and other accessories of a modern dressmaking establishment. The gymnasium is 48x75 feet in area, is fully equipped with apparatus and is provided with shower baths. Two of the classrooms are planned as "open-window" rooms for children with anemic or tubercular tendencies, and one classroom is equipped for mentally defective children. The building accommodates 1,700 children in the regular day school sessions and is admirably adapted to evening classes, public lectures, social center and other adult activities.

To carry out the provisions of the new physical training law the board of education engaged 11 teachers as follows: one supervisor, one assistant supervisor, four instructors for the high school, one instructor for the Normal School, and four instructors in the large grammar schools. . . .

Our second open-window class for children with tubercular tendencies was opened at School Number 10 in February. There are 25 children in this class. An open-air school was also established in a separate building at School 22 in February. A small, one-story, wooden building of the pavilion type was erected. Twenty-four children were assigned to this school. The children for these classes were selected by the medical inspectors and the school nurses. The local Anti-Tuberculosis Society pays the transportation expenses of any children who live too far away to walk to and from school.

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The Society also provides milk for one of the classes. A trained nurse employed by the Society visits the classes several times each week and renders valuable aid to the teachers in improving the home conditions of the children. . . .

The schools of the city have taken a very active part in many wartime movements during the year. During July and August a course of lessons on food conservation was conducted at several of the school kitchens. This work was in charge of two of the regular teachers of cooking and classes were conducted in the afternoon and evening. The courses included six lessons as follows: (1) drying of vegetables; (2) salting of vegetables; (3) making of jellies and jams; (4) canning of fruits; (5) canning of vegetables; (6) special topics requested by the class. . . .

Sixty high school boys were placed on farms for the summer of 1917 and 25 boys have already been assigned to farm work for the season of 1918. Three hundred twenty-five boys have reported as workers in the home gardens. Fourteen teachers, eleven men and three women, have been granted leave of absence for some form of war service. Of the men, two are in the navy, four in the army, two in the aviation service and three in the ordnance department. Of the women, one has entered a Red Cross Training School and two have accepted clerical positions in the Government service. . . .

On Tuesday, December 18, all schools in the city were closed by order of the county fuel administrator. The use of the buildings for evening schools, free public lectures, and, with a few exceptions, for public entertainments, was forbidden. Sessions of the day schools were resumed on Monday, January 21, after a loss of 16 school days. The evening classes were not reorganized until late in March.

To assist poor people who could not afford to buy coal for the winter supply in large quantities, and to help others who had been unable to secure an adequate supply of fuel, the public schools were used for several months as centers for coal distribution. The coal was handled by the janitors, and the clerical work was done by the principals and teachers after school hours. \$55,000 worth of coal was distributed in bushel and half-bushel lots.—*Superintendent John R. Wilson, Paterson.*

The normal growth of our city population was more than maintained during the year. In spite of this fact the normal increase in school enrollment was less than half of the average annual increase of the past ten years. Because of the greatly increased cost of living, many pupils from the less affluent homes found it obligatory on them to contribute to the family income and hence sought employment at the earliest possible date of their ability to comply with legal requirements. On the other hand, the demand for labor at phenomenal wages proved a magnet of sufficient power to pull out of school many boys and girls whose home conditions were not such as to demand financial assistance. When peace comes again to our land I fear we are to have an army of American youths who, without a trade and with arrested mental growth, are going to find themselves too seriously crippled to successfully grapple with post bellum conditions of our national life. . . .

American childhood acquired a type of education during the past year that more than compensates for the loss in traditional school education.

Existing conditions have awakened us to the fact that real patriotism involves more than the ready-at-hand claims we have been putting up for it, and more than mere talking about patriotism; it is education, and I am convinced that the pupils of our schools have reached nearer a 100 per cent mark this year in this particular phase of education than they have in all the previous years of their school experience. . . .

I cannot forgo this opportunity of touching on another feature of the year's school activity. I refer to Liberty Bond, War Savings Stamps and Thrift Stamp activities on the part of teachers and pupils as shown in the following summary:

Liberty Bonds subscribed for by pupils.....	\$55,750.00
Liberty Bonds subscribed for by teachers	26,200.00
Liberty Bonds sold to others by pupils	18,140.00
War Savings and Thrift Stamps bought by pupils	22,858.00

Much that is pathetic and that savors of a very unusual kind of self-denial could be made to yield extremely interesting reading were this the place to relate the full meaning of the figures above. This city is featured by having sections in which practically all the pupils were either born in the countries now at war against us, or are the children of parents from those countries. These pupils were as enthusiastic and as responsive in contributing their mite as were those of American parentage in other sections of the city. Though poor in worldly possessions these children have caught the American spirit and are, I believe, the indices of their parents' attitude towards the country of their adoption. . . .

Aside from an outbreak of measles in two sections of the city, health conditions in the schools were exceptionally good. Much of this condition we are disposed to attribute to a pretty rigid adherence to the physical training laws of the State. Contributory to the results we attach much importance to a closer oversight of pupils incident to the employment of nurses. Heretofore we had the occasional service of the nurses employed by the Board of Health. During the past year two nurses gave their entire time to the schools. The results were so beneficial that the nursing corps will be doubled this coming year. . . .

The outlook for the year 1918-19 is quite promising. There will be practically no inexperienced classroom teachers. This fact, together with a 100 per cent increase in our staff of nurses and the employment of six helping, or unassigned, teachers ought to go far toward providing a solution for some of the difficulties encountered, which, we feel, are peculiar to this district.—*Superintendent S. E. Skull, Perth Amboy.*

Two hundred and fifty pupils cultivated war gardens on a 30 acre plot set aside for that purpose by one of the local industries. The value of the listed products was estimated at \$7,000. In addition many home gardens were worked, not under the immediate direction of the schools. The board of education employed a special supervisor to look after the war gardens and, with the assistance of the leader of the State Boys' and Girls' Clubs, the results obtained were exceptionally good. Prizes were awarded at a public meeting and

photographs of the grounds and some of the best products were exhibited at the State Fair at Trenton.—*Superintendent H. J. Neal, Phillipsburg.*

The only matter deserving special mention, perhaps, is our classes for defective children. We have adopted the policy of centralizing these classes in one school near the center of the city, the whole building being given up to them. This gives us about 90 children with six teachers and enables us to work out some classification of the children and some departmentalizing of the work. The boys who are difficult are segregated in one class, which makes possible much greater freedom of treatment. The older girls are put into one class and assigned to a teacher who teaches them cooking, sewing and washing, with the purpose of giving them some preparation for general housework, which many of them will undertake when they leave school. Much use is made of handwork; a teacher is put in charge of the carpenter shop and the various divisions of boys are sent in to her for periods of woodworking.

Other teachers in the school have classes of children arranged according to their mental advancement, so that each class is fairly homogeneous. Pupils are assigned to this school, with the approval of the medical examiner, from a list of the pupils who have been tested by the Binet test and found markedly defective. All pupils in the school system who are three years below their normal grade are tested unless their retardation is plainly due to some other cause than mental deficiency, and the most deficient are assigned to this school.

The course of study in the school is absolutely flexible, the aim being simply to teach each child what he needs to know and is able to learn. Careful attention is given to physical defects and the body development of each child, pupils being taken to the hospital clinic when necessary for medical treatment or operations, to remove, as far as practicable, any physical handicap.

This concentration is occasionally a hardship to some child because of the distance it makes it necessary for him to walk; but we have found it to permit much more satisfactory work with the children.—*Superintendent Henry M. Maxson, Plainfield.*

During the year an especial effort has been made to increase the standard in spelling and penmanship. Standard tests were given at the beginning of the year and from that point the teachers began to put forth extra effort to raise the standard. I am pleased to report that later tests at the close of the year show our pupils to be above the requirements of the so-called standard tests. . . .

During the year the pupils of our schools organized 31 thrift clubs with a membership of 1,098 pupils. Up to June 28, 1918, they report invested in Thrift Stamps, \$7,745.10—a per capita investment based on actual membership of a little over \$7; based on school enrollment, \$4. If this movement were not for such a worthy cause, I would still heartily endorse it because of its effect on the pupils. There is no question of the beneficial effect of the habits formed by the pupils through the savings they have made this year; and unquestionably its influence will be manifested in later life. . . .

The music in our schools has shown considerable improvement during the past year, due largely to the splendid spirit of song that has been engendered

throughout the school system. There has been a splendid enthusiasm that seemed to be contagious and that has worked its way into every school. Every effort has been put forth to develop a live interest and enthusiasm in singing, as well as a love for vocal and instrumental music.

In the grammar schools the plan of having competitive singing between classes of the same grade was put into operation (we believe for the first time in any school system in the country), and the response was instantaneous and lively. The corresponding grades from each of the schools were brought together in the high school auditorium at 3:15 each Wednesday and sang in competition, led by their respective teachers. Also solo voices were selected from each competing class whose work added to or detracted from the standing of the class. Judges were appointed by the principals, one from each school, and others from outside the school. Printed forms were provided to simplify the marking of credits, and the classes were given credits on the following points: attention to leader, precision of attack, promptness of release, tone quality, knowledge of the song (correct phrasing), and clearness of enunciation. The direct result of such work was choral excellence equal to the concert performances of adult choruses; bringing to the attention of the public solo voices and singing ability unsuspected outside the circle of the family, or school, and an enthusiasm for this subject which promises for the coming year some splendid performances.—*Superintendent W. F. Little, Rahway.*

We have used the war needs to vitalize and motivate the work at every turn. Patriotism has been greatly intensified by instruction in community civics, current history, junior four minute contests (grades 5-12), by the sale of Thrift Stamps and Liberty Bonds, by Red Cross drives, and by modifications in our courses of study in music, drawing, sewing, cooking and manual training. . . .

Evening classes have been successfully conducted by the commercial department for adults of the town, in order to help meet the local demands for efficient office help. These classes are being maintained during the summer. All of this year's graduates from the commercial department were employed at DuPont's or by local manufacturers before the close of school. . . .

Regular instruction in physical training has been given in all grades throughout the year. The board furnished regular instruction to the teachers by providing Saturday classes. A field day at the close of school gave to the town a practical demonstration of the course, and insures cordial cooperation next year from pupils, parents and board of education. . . .

Standard tests have been used to good advantage in spelling, arithmetic and penmanship.—*Superintendent W. B. Davis, Salem.*

A pupil of our subnormal class, over 14 but not educationally qualified for an age and schooling certificate, was given a position during the summer at one of the munition plants driving a team of horses at \$3 an eight hour day. We had much trouble to get him to return to school; in fact, we had to request the officials of the plant not to employ him. Wages such as these are exorbitant. They draw the pupils out of the schools and in time they invite disaster to both the boy and the school.

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We surely need immediately, if we are going to permit so many of our youths to leave the day school, a compulsory system of continuation schools.
—*Superintendent O. O. Barr, South Amboy.*

During the year the citizens, by referendum vote, registered their will that the grade teachers should receive an increase in salary and thus made it possible for the board to put into effect in September, 1918, the schedule which was adopted a year earlier and made ineffective by the refusal of the city commissioners to grant the necessary funds. By this schedule the maximum salary for grade teachers is increased from \$850 to \$1,000. Special increments for advanced study and for teaching subnormal pupils are still allowed in excess of this amount. The board has also granted a bonus of \$50 to all elementary teachers for the year 1918-19. The junior school teachers have been classified with the high school teachers and the maximum in the several classes has been increased as follows: class A, \$2,500 to \$2,750; class B, \$1,800 to \$2,250; class C, \$1,500 to \$2,000; class D, \$1,200 to \$1,650; class E, \$1,000 to \$1,350. A new schedule has been adopted for women principals, as follows: Class A, 10 rooms or more, maximum, \$2,000; class B, 10 or more rooms, not including seventh and eighth grade classes, maximum, \$1,800; class C, four and less than 10 classrooms, maximum, \$1,500; class D, fewer than four classrooms, \$100 in excess of the salary to which the principal would be entitled as a teacher. Men principals and men supervisors have been classified with class A of high school teachers. Women supervisors have been classified with class A of women principals, and assistant supervisors with class C of women principals.

The various war activities have furnished material or motivation for all subjects. A separate report in reply to a questionnaire has shown the amount of this work in several particulars. March 1 Miss Jean P. Case, supervisor of domestic science and arts, was appointed chairman of activities for the Junior Red Cross work in the schools of Trenton and vicinity. In Trenton alone since that time over \$2,500 has been spent for material, all purchased by the cash contributed to the Junior Red Cross by the schools, the board of education supplying only "the tools of work." During this period 9,896 articles were made for the Red Cross. Prior to this time the work was much retarded by lack of materials. Even the kindergarten children have contributed their mite by giving their strips of spool knitting to be sewed into class squares. These kindergarten class squares from the entire city were combined to make a wool afghan for the soldiers.

In the manual training department, under the general direction of the supervisor, Mr. Ward, every opportunity has been grasped to render service in connection with the war needs of the city. Our pupils have made and donated to individual pupils and to the Junior Red Cross over 1,200 pairs of wooden knitting needles and 250 steel knitting needles. Pupils of Junior School Number One made from old box material 20 regulation packing boxes, one bulletin board, and one chest for the local Red Cross chapter; a bulletin board for the Food Conservation Committee; 10 game tables for the Y. M. C. A. at Camp Dix; and five large library tables, which were sent to the Red Cross House for

Convalescents at Mineola. This work was done in addition to the construction of a large amount of furniture and apparatus for the schools.

Among the projects for the schools one may be mentioned as being of special interest. The students at Junior School Number Two rewired the entire building and installed a new system of classroom signal bells. The classrooms in this building which are used by high school pupils were connected with the main high school clock signal system. This work, which was estimated to cost about \$200, was done by our boys under the direction of their manual training instructor, at a cost of less than \$50 for material.

In cooperation with City Commissioner Burk, and City Forester Burris, Mr. Ward conducted a bird-house building contest, open to all boys of grades five, six and seven. Over 30 prizes were offered and more than 1,200 houses were built, some of them unique and very attractive in design. An exhibit of the houses was arranged in a large vacant storeroom in the city, and attracted a great deal of attention. The whole project was designed to awaken interest in the preservation of trees, and to provide for the birds, the natural enemies of the insects which destroy the trees. . . .

The state of war has given impetus to the school garden movement. The work is being carried on more intensively as well as extensively. Fifteen school gardens are being cultivated, divided into 670 individual plots, ranging from 113 square feet to 220 square feet. In five of these gardens there are demonstration gardens of 100 square feet, which were planted by the county demonstrator. Four other schools have demonstration gardens. The board of education appropriated \$100 for ploughing and fertilizer, but the children provided much of the fertilizer as well as the seeds, and the money thus saved is being expended for tools, spraying material, and lime. Nineteen hundred and fifty-two pupils are enrolled in the Home Gardens Division of the Junior Industrial Army of New Jersey. To encourage the children to keep the garden interest until the close of the season a badge was devised of blue ribbon with five stars; the badge to be given in the spring; the stars to be given in the fall, at the time of successful completion of the garden work. The stars are given as follows: red, general cleanliness and cultivation; blue, replanting or transplanting; green, gathering seeds to be tested in school in the spring; silver, fall clearing and preparation for spring; gold, budget showing expense account. Each child must show a budget every time the visiting teacher calls at his garden. The child is checked at this time upon the five points of merit. In April from two to six Normal School students were assigned to each of our schools to give demonstration lessons in testing seeds. Thirty Normal School students volunteered their services to go into our gardens after school and aid in the soil preparation, the staking out of individual plots, and planting. The cooperation on the part of the Normal School and of individual students has been most helpful, and is heartily appreciated. Fifteen teachers from our corps were assigned to duty for eight weeks during the summer to supervise the home and school gardens, under the direction of Miss Ruth Scott. During the school term these teachers rendered much voluntary gratuitous service out of school hours to supplement the work done during the nature study period. The results thus far are most gratifying and the pupils have been enthusiastic from the first. All members of the School Garden Division of the Junior Industrial Army of New Jer-

sey are also registered as members of the United States School Garden Army and have received service bars provided by the government.

Obviously the thought of the War must motivate all the work in the fundamental subjects. The children of one-fourth grade asked to study the question "What will a War Thrift Stamp buy for a soldier?" and made an enthusiastic study of the subject, writing letters to various bureaus where information might be obtained, and pursuing their theme in the subjects of spelling, English, arithmetic and geography. In the first and second grades the children practiced reading and oral English from the conservation posters. . . .

"In keeping with the spirit of the times," writes Miss Catharine M. Zisgen, supervisor of music, "the music department has conducted a series of patriotic mass meetings and 'community sings,' in the various school auditoriums. The music department has also contributed to many local patriotic demonstrations. . . . Orchestras have been organized in eighteen schools. . . . Between 200 and 250 pupils have been devoting at least one hour a week to rehearsals, which have taken place in most cases after school hours. These young performers have played at assembly exercises and all special occasions and have given programs in schools where there are as yet no orchestras organized. Very gratifying results have been attained. However, it is to be regretted that more of our boys and girls have not the opportunity to study wood wind instruments. . . . Most of our instrumentation consists of first and second violin, first and second cornet, piano and drum.

"A comparatively new phase of music education has been most successfully carried on in the elementary, junior and high schools during the year by means of a circulating library of phonograph records. This library includes 30 collections, each collection containing about a dozen selections, and for each collection the supervisor prepared a booklet giving full information and instructions concerning the records to be used. It has been our aim to have the students hear the very best music by the world's artists. In the higher grades the pupils, through the medium of the phonograph, studied the larger forms of vocal and instrumental music—the art song, the aria, overture, symphony, oratorio and opera. Considerable attention has been given to the present day artists who have attained prominence in the world of music, such as Galli-Curci, Heifetz and Elman and such organizations as the Boston Symphony and the Philadelphia Orchestras. In connection with the study of these performers illustrations and anecdotes were used, so that the pupils received a broader knowledge of musicians and a more intelligent comprehension of the subject of music. Available material has been taken from the current magazines so that our boys and girls have learned not only the fundamental principles of music, but are able to talk intelligently about musicians of the hour and great composers of the past. The circulating library of phonograph records was organized and is being maintained through contributions from 30 schools. Nearly every school owns a phonograph." . . .

Five special teachers of physical training were assigned to groups of elementary schools and in this way grades five to eight were given additional assistance and better and more comprehensive physical training work has resulted. Three special teachers have had charge of the work in the two junior schools, while in the high school a program of five and ten minute

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physical drills was conducted by members of the faculty and student leaders under the direction of the supervisor of physical training. The work in the high school is entirely inadequate. There is such a lack of proper facilities that it was with great difficulty that the law was complied with. This situation was quickly felt and plans were immediately drawn for a new building which would include two properly equipped gymnasiums with dressing rooms and baths adequate for all physical training purposes. It is hoped that this building will be erected in the near future. Inter-class and intergroup contests have flourished more than ever before. The group contest idea has been still further developed so that now all children in the elementary and junior schools are rated in posture, reliability and physical efficiency in accordance with a set of standard tests. While the regular physical training work has been carried on in much the usual way, a comparison of the posture tests given this year in grades three to eight with those a year ago show conclusively the good results of the increased emphasis given to physical training. The results follow:

Grade	End of year 1916-17	End of year 1917-18
3	73.8	79.4
4	73	78.9
5	70	76.4
6	73.4	85
7	70.3	83.7
8	69.7	87.8
Total average	71.7	81.8

A committee from the board of education was appointed to examine and report upon the standard tests now being used. I quote from the report of this committee addressed to the board on June 4: "The committee finds that the use of these standard tests has interested both pupils and teachers, and that they are of direct benefit to both; to the pupils, as they are able to compare their own work with the standard for their age and grade, as well as with the average of their class or school; to the teachers, as it gives them an accurate and impartial grading of their pupils and a fixed standard of results to be attained; to the school principals, enabling them to measure the efficiency of their teachers and the rate of progress in their classes, as well as to determine how the classroom work may be best apportioned to fit the needs of particular classes or groups of pupils; to the supervisory officers, as an indicator of the strong and weak points in the school system."

During the spring Dr. J. M. McCallie, principal of the Franklin School and supervisor of special classes, gave a 30 hour course in Educational Measurements, under the auspices of New York University, which was pursued by about 20 Trenton teachers. The teachers were also very fortunate in having a course in Problems of Supervision in Elementary Schools, under the instruction of Professor Frank McMurry and Miss Grace Day, of Teachers College, Columbia University. Nearly 100 teachers took this course. Professor Thorndike, of Columbia, has been engaged to give a course in Trenton in 1918-19 in Educational Measurements.—*Superintendent Ebenezer Mackey, Trenton.*



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In accordance with the suggestion from the State Department the general school day was lengthened to five and one-half hours. The school day now begins at 8.45 A. M. and closes at 3.30 P. M., allowing for an intermission of an hour and a quarter at noon time. The length of day in the commercial department of the high school was lengthened to six hours. The day in this department closes at 4 P. M. . . .

All the schools were very active in war work throughout the year. The interest manifested by the pupils was due in large measure to the great activity of the entire faculty. While this interfered with the routine work to some extent, still, under the existing conditions, it was most commendable, and had in it the great educational value of patriotism and "thrift." In the sale of thrift stamps the schools of West Hoboken made the splendid record of \$25,586.41.—*Superintendent Arthur O. Smith, West Hoboken.*

STATE BOARD OF EXAMINERS

The examinations provided by law were held in November and April as in past years. The State Board of Examiners has, during the year, carefully revised the Rules and Regulations concerning Teachers' Certificates. The result of this revision was submitted to and approved by the State Board of Education and the rules as amended are published in the "Rules and Regulations concerning Teachers' Certificates, Edition 9." A copy of these rules may be secured by addressing the Department of Public Instruction.

Attention should be called to the minor changes that have been made in the requirements for the elementary certificate. Music has been added to the list of required subjects for the permanent elementary certificate. Early European history prior to 1700 and elementary economics have been added to the elective subjects, and Spanish after July 1, 1919. After July 1, 1919, German will no longer be an elective subject.

Attention should again be called to the rule regarding summer school attendance. No teacher can be granted the limited elementary certificate unless he has attended two sessions of a New Jersey State summer school or some other summer school approved by the State Board of Examiners.

To meet the conditions that have arisen because of war necessities taking from the teaching force many of the regular teachers, the State Board of Examiners adopted the following regulations, and have been issuing what will be known as "War Emergency Certificates."

In order to meet the emergency conditions on account of the war the

State Board of Examiners may grant temporary licenses for the employment as a teacher to any person who ever held a teacher's certificate in this State or any other State, with the understanding that such a person may qualify for the certificate necessary to do the work for which he has been engaged. He may be employed and draw salary during the duration of the war and for as long a time after the close of the war as may, in the judgment of the State Board of Examiners, approved by the State Board of Education, be necessary to readjust the employment of teachers to conform to the established rules and regulations concerning teachers' certificates as laid down by the State Board of Examiners.

This temporary license shall have the same force and effect as the original certificate.

In order to meet the emergency conditions brought about on account of the war, the State Board of Examiners will grant temporary licenses for the employment of teachers in shopwork, mechanical drawing, printing and elementary agriculture, to any person who in the judgment of the city superintendent or county superintendent gives evidence of being able to fill the position in a satisfactory manner, said temporary licenses to continue in force through the duration of the war with the understanding that the applicant shall begin immediately to prepare himself to qualify for the regular certificate required for the work which he is to do.

In order to meet the war emergency conditions the State Board of Examiners will permit high school graduates who have not yet reached the age of 18, but who will be 18 in September, 1918, at the time of beginning work as teachers, to enter summer school and receive credit for courses they may take therein.

During the war and for so long thereafter as in the judgment of the State Board of Examiners it may be necessary, a candidate may meet the requirements under "b" (Rule 60) by proof that he has successfully pursued at least one nine-week approved agricultural course in an agricultural college, or by passing an examination in theory and practice of agriculture.

The table of statistics which follows shows a considerable increase over last year in the number of certificates issued. This undoubtedly is the result of the withdrawal of many teachers because of the war.

TEACHERS' CERTIFICATES GRANTED DURING 1917-18

STATE CERTIFICATES	Men	Women	Total
Second Grade State (renewals).....	5	9	14
Third Grade State (renewals).....	13	51	64
Special State (renewals).....		8	8
Permanent Supervisors.....	15	4	19
Limited Supervisors.....	26	10	36
Limited Secondary			
Incomplete.....	42	62	104
By examination.....	6	30	36
By endorsement.....	28	115	143
By renewal.....	29	81	110
Permanent Secondary.....	60	99	159
Limited Elementary			
By examination.....	13	152	165
By renewal.....	28	541	569

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Permanent Elementary			
By examination	22	274	296
By endorsement	19	271	290
Two Year Endorsements	5	48	53
Normal Life	2	40	42
Normal Life (granted by Normal Schools)	38	964	1002
Limited Special State			
By examination	39	155	194
By endorsement	32	97	129
By renewal	71	212	283
Permanent Special State	53	145	198
Vocational (Limited)			
By examination		1	1
By endorsement	13	11	24
By renewal	5	8	13
Permanent Vocational	5	3	8
Vocational Supervisors	..	..	..

SUMMARY OF STATE CERTIFICATES

Limited	204	681	885
Renewals	151	910	1061
Permanent	214	1800	2014
Total	569	3391	3960

COUNTY CERTIFICATES—RENEWALS

First Grade County	22	103	125
Second Grade County	2	68	70
Third Grade County		1	1
Special County	10	27	37
Total			233

TEMPORARY LICENSES

All kinds	1945
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GENERAL SUMMARY

State Certificates granted and renewed	3960
County Certificates renewed	233
Temporary Licenses granted	1945
Total	6138

BUREAU OF ACADEMIC CREDENTIALS

Mr. T. D. Sensor, Chief of the Bureau of Academic Credentials, makes the following report in regard to that Bureau:

In reporting the activities of the Bureau of Credentials for the year ending June 30, 1918, it is well again to call attention to the rules whereby an applicant for academic credit who has not attended a regular four year high school may, by means of examinations, offered twice a year, remove this difficulty. The circular issued by the Bureau fully explains the way in which this can be done and states the credit that can be given to each individual subject.

In arranging the courses of study they desire to take to establish the equivalency of four years of high school, applicants should, if possible, consult high school principals in order that they may, as far as practicable, follow the outlines of courses laid down in the regular high school, so that the equivalency which they earn in examinations will represent a regular high school course. Full particulars regarding the courses in approved high schools can be found in the high school bulletin prepared by the Assistant Commis-

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Optometry									
C. P. A.									
	1911	1912	1913	1914	1915	1916	1917	1918	Total
Medical	306	132	246	194	195	222	143	130	2605
Law	148	158	177	172	137	129	166	108	1774
Dental	26	59	44	94	90	154	217	94	1032
Pharmacy	8	....	....	1	5	5	3	10	58
Chiropodist	11	10	15	20	15	3	7	14	115
Optometry					6	6	10	3	25
C. P. A.					3	8	10	9	30
Nurses						4	4	9	17
Miscellaneous							10	10	20

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SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1917, and Ending June 30, 1918

RECEIPTS	1917-18			Increase or decrease compared with 1916-17
REVENUE RECEIPTS				
APPROPRIATED FROM STATE TREASURY.*				
Expenses State Board of Education	\$2,900 00			\$300 00
State Normal School at Glassboro	300,000 00			300,000 00
Expenses State Board of Examiners	12,000 00			2,000 00
Manual Training, State Aid	250,000 00			20,854 41 I
Vocational Schools	40,000 00			
Teacher Training and Agricultural Supervision	13,000 00			12,200 00
Free School Libraries, State Aid	7,000 00			760 00
Teachers' Institutes	2,000 00			
Teachers' Libraries, State Aid	300 00			150 00
School Fund Expenses	3,000 00			1,218 43
Teachers' Retirement Fund Expenses	12,900 00			904 70
Reduction of State School Tax	100,000 00			
	\$743,100 00			†296,678 72
Manual Training State Aid, excess receipts reported by County Superintendents	\$2,119 35			2,119 35
Overpaid by Clerk in Morris County	1 00			1 00
	\$2,120 35			2,120 35
RECEIVED FROM FEDERAL GOVERNMENT.				
Teacher Training	\$13,842 94			13,842 94
Trades and Industries	22,547 95			22,547 95
Agriculture	6,382 69			6,382 69
	\$42,773 58			42,773 58
APPROPRIATED FROM STATE RAILROAD TAX.*				
Salary of Commissioner of Education	\$10,000 00			
Salary of Assistant Commissioners	18,000 00			
Salary of Inspector of Accounts	2,800 00			300 00
Salary of Inspector of Buildings	\$2,800 00			\$300 00
Clerical Services	23,500 00			1,830 00
Blanks and Stationery	19,000 00			3,000 00
Incidental expenses	12,000 00			
Education Bulletin	1,300 00			600 00 I
Legislative Manuals	2,500 00			
Physical Training	12,000 00			2,000 00
County Superintendents' Salaries	63,000 00			25 00
Evening Schools for Foreign-born Residents	12,000 00			7,727 56

*November 1, 1917, to June 30, 1918 (8 months).

†In 1916-17 actual expenditures from State appropriations were used, as the State School and State fiscal year were not the same.

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SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1917, and Ending June 30, 1918

RECEIPTS (Continued)	1917-18			Increase or decrease compared with 1916-17
Summer Courses Agriculture— Home Economics	\$14,000 00			
Vocational Schools, State Aid	75,048 81			\$35,281 19 D
Pensions of Teachers (8 months —Nov. 1, 1917, to June 30, 1918)	155,909 80			60,971 41 D
State Normal School at Newark. Maintenance	109,000 00			1,000 00 D
Repairs and insurance	4,000 00			1,500 00 I
Practice teaching	14,000 00			250 00 I
State Normal School at Trenton. Maintenance	103,000 00			8,000 00 I
Repairs and insurance	17,000 00			5,000 00 I
Practice teaching	10,000 00			
Other expenditures, new build- ings, etc.	2,300 00			2,300 00 I
State Normal School at Mont- clair. Maintenance	72,825 00			8,825 00 I
Repairs and insurance	10,000 00			4,000 00 I
Practice teaching	15,000 00			2,500 00 I
Other expenditures, new build- ings, etc.				2,000 00 D
New Jersey School for the Deaf. Maintenance	67,000 00			2,000 00 I
Repairs and insurance	6,700 00			33,300 00 D
Industrial School for Colored Youth—Bordentown. Maintenance	40,000 00			3,000 00 I
Repairs, insurance, etc.	1,500 00			500 00 I
New buildings, etc., improve- ments	34,500 00			18,500 00 D
Received from tuition	8,148 02			8,148 02 I
	\$938,831 63			90,447 02 D
TOTAL STATE APPROPRIATION		\$1,681,931 63		206,231 70 I
State School Fund		250,000 00		
State School Tax		7,314,863 53		
Error in Hunterdon County report.		160 01		309,151 17 I
airload tax (received by coun- ties)		2,977,524 32		21,203 25 D
FROM DISTRICT TAXES (school Year).				
Current Expenses	\$10,481,449 47			1,320,320 58 I
Manual Training	466,883 76			60,366 53 I
Vocational Schools	142,807 93			33,881 44 I
School Libraries	17,770 05			1,518 82 I
Evening Schools—Foreign-born residents	4,259 12			736 49 D
Redemption of bonds	648,378 48			48,501 74 I
Interest on bonds	2,214,046 71			12,896 18 I
From district tax for notes au- thorized by vote of district	74,041 22			20,626 21 I
From district tax for interest on notes authorized by vote of district	12,371 06			4,147 60 I
From district tax for sinking fund	543,152 72			52,320 32 D
Purchase of land	48,550 34			23,939 96 D
Building, enlarging, altering, re- pairing, leasing, furnishing, equipping school buildings	1,193,461 16			84,239 40 I
Outhouses and toilets	6,921 09			1,862 63 I
		15,854,093 11		1,511,364 36 I

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1917, and ending June 30, 1918

RECEIPTS (Continued)	1917-18		Increase or decrease compared with 1916-17
OTHER SOURCES OF RECEIPTS.			
Manual Training	\$15,200 14		\$2,359 55 I
Library Purposes	4,854 01		1,632 33 I
Tuition Fees	*485,580 59		30,183 27
Interest on Deposits	109,578 32		33,320 43 I
Sale of school books	3,338 54		1,297 05 I
Defacement of property	2,181 53		554,09 1
Return premiums—fire insurance	2,529 35		1,958 54 I
Vocational Schools	\$40,287 04		\$38,562 99
Accrued interest on bonds	89,120 35		502 20
Evening schools for foreign-born residents			413 66 I
All other sources	168,032 21		89,779 47
		\$920,702 08	117,492 28
MISCELLANEOUS.			
Interest on surplus revenue....		28,159 05	18 79 I
Appropriated by counties for expenses of county superintendents		8,681 14	1,375 82
Apportioned by counties for salaries of county superintendents' clerks		15,344 00	2,539 00
Subscriptions for teachers' libraries		100 00	50 00 I
TOTAL REVENUE RECEIPTS (during year)		\$29,096,452 80	\$2,171,776 22
NON-REVENUE RECEIPTS			
Sale of bonds.			
Building, enlarging, remodeling, furnishing, equipping school buildings	\$2,615,109 52		1,303,755 02 I
Purchase of land	316,970 74		462,321 42 I
		\$2,932,080 26	1,766,076 44 I
Sale of buildings		\$11,037 60	3,744 53
Sale of furniture, etc.		1,748 11	271 23 I
Sale of land		2,110 00	1,935 00
Fire insurance		8,750 65	129,152 27 I
Other non-revenue receipts....		87,258 54	28,171 01
TOTAL NON-REVENUE RECEIPTS (during year)		\$3,042,985 16	\$1,861,649 40 I
RE-APPORTIONED BALANCE		460 00	770 00 I
GRAND TOTAL RECEIPTS (during year)		32,139,897 96	309,356 82
BALANCE ON HAND (beginning of year)		6,602,346 85	148,004 29
GRAND TOTAL RECEIPTS DURING YEAR AND BALANCE ON HAND AT BEGINNING OF YEAR		\$38,742,244 81	\$457,361 11
DISBURSEMENTS			
ADMINISTRATIVE EXPENSES—STATE†			
STATE BOARD OF EDUCATION, EXPENSES.	\$1,775 71		\$824 29 I
STATE NORMAL SCHOOL AT GLASSBORO	16,110 28		16,110 28

*Tuition money is a duplication of receipts.

†November 1, 1917, to June 30, 1918 (8 months).

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SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1917, and ending June 30, 1918

DISBURSEMENTS (Continued)	1917-18			Increase or decrease compared with 1916-17
DEPARTMENT OF PUBLIC INSTRUCTION.				
Salary, Commissioner of Education	\$6,666 67			\$3,333 33 D
Salary, Assistant Commissioners	12,000 00			6,000 00 D
Salary, Inspector of Accounts	1,866 67			633 33 D
Salary, Inspector of Buildings	1,866 67			633 33 D
Clerical Services	15,683 62			5,986 38 D
Blanks and Stationery	19,000 00			3,000 00 I
Incidental expenses	6,589 02			5,410 98 D
Education Bulletin	825 25			1,074 75 D
Physical Training	3,459 94			6,540 06 D
Legislative Manuals	2,500 00			
Teacher Training and Agricultural Supervision	2,347 30			1,547 30 I
STATE BOARD OF EXAMINERS, Expenses	6,791 52			3,208 48 D
SUMMER SCHOOLS—Agriculture, Home Economics	257 65			13,742 35 D
VOCATIONAL SCHOOLS†	40,000 00			
TEACHERS' INSTITUTES	685 52			1,314 48 D
COUNTY SUPERINTENDENTS.				
Salaries—paid by State	42,000 00			20,975 00 D
Clerical services—paid by counties	15,344 00			2,539 00 I
Expenses—paid by counties	8,681 14			1,375 82 I
School Fund Expenses	2,124 29			342 72 I
Teachers' Retirement Fund Expenses	8,412 05			3,583 25 D
Teachers' Pensions	155,909 80			60,971 41 D
EXPENDED FROM FEDERAL GOVERNMENT FUNDS.				
Teacher Training	\$2,376 21			\$2,376 21 I
Trades and Industries	18,531 73			18,531 73 I
Agriculture	6,296 18			6,296 18 I
TOTAL EXPENDITURES OF STATE ADMINISTRATION			\$398,101 22	82,112 18 D
STATE EDUCATIONAL INSTITUTIONS.*				
State Normal School at Trenton.				
Maintenance	84,184 04			10,815 96 D
Repairs and insurance	16,817 97			4,817 97 I
Practice teaching	9,997 55			2 45 D
Other expenses, new buildings, etc.	2,300 00			2,300 00 I
		\$113,299 56		3,700 44 D
State Normal School at Montclair.				
Maintenance	66,176 06			2,176 06 I
Repairs and insurance	9,951 23			3,951 23 I
Practice teaching	12,121 10			378 90 D
New buildings, etc.				2,000 00 D
		88,248 39		3,748 39 I

*November 1, 1917, to June 30, 1918 (8 months).

†County Vocational School expenditures are not reported by County Superintendents in their reports.

SCHOOL REPORT.

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1917, and Ending June 30, 1918

DISBURSEMENTS (Continued)	1917-18		Increase or decrease compared with 1916-17
State Normal School at Newark.			
Maintenance	\$73,286	40	\$36,713 60
Repairs and insurance	2,329	61	170 39
Practice teaching	10,855	76	2,894 24
		\$86,471 77	39,778 23
New Jersey School for the Deaf.			
Maintenance	56,232	51	8,767 49
Repairs, insurance, etc.	9,252	12	30,747 88
		65,484 63	39,515 37
Bordentown Industrial School for Colored Youth.			
Maintenance	38,417	56	1,417 56
Repairs, insurance, etc.	1,500	00	500 00
New buildings, improvements, etc.	37,021	29	15,978 71
		76,938 85	14,061 15
TOTAL EXPENDED FOR STATE INSTI- TUTIONS			\$430,443 20
			93,306 80
ADMINISTRATIVE EXPENSES—Dis- tricts.			
Salaries, supplies and expenses of Boards of Education and business offices		232,555 89	24,497 95
Salaries of superintendents of schools	137,900	00	8,840 00
Salaries of assistant superintend- ents	20,300	00	18,450 00
		158,200 00	9,610 00
Expenses of superintendents, etc.		69,003 59	3,957 35
Salaries of District Clerks or Secretaries		137,074 08	9,729 47
Salaries of Custodians of School Moneys		32,577 98	2,133 76
Compulsory attendance, salaries, etc.		152,093 03	17,732 43
			781,504 57
INSTRUCTION EXPENSES.			
DAY SCHOOLS.			
Salaries, supervisors, princi- pals and teachers, including special summer schools	15,152,268	76	1,256,310 39
Expenses special summer schools	24,591	59	11,697 34
Textbooks	440,144	51	10,645 62
Supplies, other expenses of in- struction	674,430	63	38,444 51
Apparatus purchased with cur- rent expense funds	83,269	10	8,258 07
Helping teachers	30,283	20	5,154 40
County truant officers	2,050	00	2,050 00
Supervisor child study	1,850	00	1,850 00
		16,408,887 79	1,334,410 33
EVENING SCHOOLS.			
Salaries of teachers, etc.	156,076	70	40,889 95
For all other salaries, supplies, etc.	30,521	43	12,131 74
		186,598 13	53,021 69

COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1917, and Ending June 30, 1918

DISBURSEMENTS (Continued)	1917-18	Increase or decrease compared with 1916-17
EVENING SCHOOLS FOR FOREIGN- BORN RESIDENTS.		
Salaries, principals and teach- ers Textbooks and supplies Janitors' salaries Other expenditures	\$5,438 59 296 56 1,211 98 633 06	\$2,139 41 D 1 26 D 366 24 I 400 44 I
	\$7,580 19	1,373 99 D
MANUAL TRAINING—DAY.		
Salaries, supervisors, princi- pals, etc. Material and supplies Repairs and replacements New equipment Other expense	498,831 97 165,815 65 11,163 82 52,310 08 11,246 41	61,742 03 I 7,069 06 I 6,015 75 I 3,203 50 I 3,918 08 I
	739,367 93	81,948 42 I
MANUAL TRAINING—EVENING.		
Salaries, supervisors, princi- pals, etc. Material and supplies All other expense	314 00 1,464 71	1,480 00 D 230 32 D 304 50 D
	1,778 71	2,014 82 D
VOCATIONAL SCHOOLS—DAY.		
Salaries, supervisors, princi- pals, etc. Material and supplies Repairs and replacements New equipment All other expense	134,209 39 20,683 69 3,021 29 31,829 25 27,277 05	17,842 89 I 1,794 86 I 39 83 D 28,391 34 I 18,943 15 I
	217,020 67	66,932 41 I
VOCATIONAL SCHOOLS—EVENING.		
Salaries, supervisors, princi- pals, etc. Material and supplies Repairs and replacements New equipment All other expense	46,197 55 4,660 03 688 86 198 93 7,459 97	1,756 01 D 2,100 38 I 385 93 I 263 61 D 2,447 58 D
	59,205 34	1,980 89 D
AUXILIARY AGENCIES—Expenses.		
Teachers' Libraries Transportation of pupils—oth- er districts Transportation of pupils— within districts	250 00 279,825 30 249,701 97	50 00 D 29,176 54 I 69,622 02 I
	529,527 27	98,798 56 I
Medical inspection, salaries, supplies Lectures and recreation (play- grounds)	284,703 56 66,128 40	26,267 52 I 4,723 56 D
SCHOOL LIBRARIES.		
Salaries of librarians Library books Apparatus Educational works of art	8,282 67 14,569 29 5,363 46 1,357 12	1,839 97 I 274 14 D 1,692 80 I 788 65 D
	29,572 54	2,469 98 I
MISCELLANEOUS.		
Tuition paid to other school districts	458,615 64	12,497 68 I

SCHOOL REPORT.

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1917, and Ending June 30, 1918

DISBURSEMENTS (Continued)	1917-18		Increase or decrease compared with 1916-17
Leasing school buildings.....	\$21,524 52	.....	\$1,560 14
Interest on temporary loans..	47,429 21	.....	7,525 04
Telephone services.....	32,393 04	.....	3,350 88
Incidental expenses.....	82,372 94	.....	37,302 50
	\$642,335 35	.....	62,236 24
TOTAL INSTRUCTION EXPENSES.....		\$19,954,460 45	1,658,339 47
OPERATION OF SCHOOL PLANT.			
Wages, janitors, engineers, firemen.....	1,407,379 21	.....	151,617 87
Wages of other employees.....	89,318 31	.....	19,746 78
Fuel.....	934,750 60	.....	229,907 10
Water, light and power.....	211,100 86	.....	1,724 48
Janitors' supplies.....	136,498 68	.....	26,123 63
	2,779,047 66	.....	429,119 86
MAINTENANCE OF SCHOOL PLANT.			
Ordinary repairs (current upkeep).....	656,079 11	.....	134,246 54
Repairs and replacement of equipment.....	164,562 35	.....	6,984 18
Insurance.....	131,620 51	.....	2,276 90
Outhouses or waterclosets—repairs.....	5,363 05	.....	1,684 46
	957,625 02	.....	126,669 92
LAND AND BUILDINGS.			
Purchase of land.....	463,813 62	.....	217,790 45
Building, enlarging schoolhouses.....	4,408,790 16	.....	277,956 14
Extraordinary repairs.....	288,535 31	.....	249,875 29
Furniture and equipment.....	278,909 30	.....	27,851 69
	5,440,048 39	.....	217,561 29
OTHER PAYMENTS.			
Redemption of bonds.....	631,785 71	.....	49,688 21
For payments to sinking fund ..	567,163 51	.....	36,818 85
Interest on bonds.....	2,310,093 76	.....	47,308 02
Payment notes authorized by vote of district.....	70,719 76	.....	16,939 98
Interest on notes authorized by vote of district.....	12,421 13	.....	4,958 43
		3,592,183 87	82,075 79
TOTAL EXPENSES.....		\$33,551,909 81	\$1,903,224 77
Unused State Appropriation lapsed into State Fund.....		308,013 33	.....
Balance of Federal Funds carried over to 1918-19.....		15,569 46	.....
Unused Railroad Fund lapsed into State Fund.....		160,131 35	.....
		34,035,623 95	.....
Balance reported remaining with custodians of school moneys June 30, 1918.....		4,706,620 86	1,929,577 80
TOTAL PAYMENTS, AMOUNTS LAPSED, AND BALANCE.....		\$38,742,244 81	\$457,361 11

COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1917, and Ending June 30, 1918

COST OF EDUCATION (Based on expenses of maintaining the public day schools).	1917-18	Increase or decrease compared with 1916-17
Administrative expense—school districts.....	\$781,504 57	\$48,440 96 I
Instruction expense—day schools.....	16,408,887 79	1,334,410 33 I
Transportation expense.....	529,527 27	98,798 56 I
Medical inspection expense.....	284,703 56	26,267 52 I
Operation of school plant.....	2,779,047 66	429,119 86 I
Maintenance of school plant.....	957,625 02	126,669 92 I
Current expense.....	\$21,741,295 87	2,063,707 15 I
Average yearly cost per pupil based on total enrollment in day schools.....	38 69	2 54 I
Average yearly cost per pupil based on attendance in day schools.....	51 30	5 32 I
ENROLLMENT AND ATTENDANCE	1917-18	Increase or decrease compared with 1916-17
DAY SCHOOLS ONLY		
Boys enrolled in day schools.....	282,789	8,088 I
Girls enrolled in day schools.....	279,036	9,456 I
Total enrollment in day schools.....	561,825	17,544 I
Total number days present—day schools.....	78,434,201½	3,402,277 I
Average daily attendance.....	423,750	4,124 D
Average attendance of each pupil—day schools.....	139 days	1 day I
Possible number of days attendance—day schools.....	88,864,326	6,101,242 I
Total number of days absent.....	10,430,124½	2,698,965 I
Average absence of each pupil.....	18 days	4 days I
Per cent of attendance.....	.88	
Total attendance in day and evening schools, including all allowances as per law (not actual attendance).....	81,912,592	1,632,570 D
Total number of times tardy.....	763,876	183,320 I
Sum of number of teaching sessions as reported in all registers—day schools.....	4,832,531	355,673½ I
Average number of cases of tardiness per session.....	.15806	
Pupils neither absent nor tardy—day schools.....	16,290	7,889 D
Sessions truant—day schools.....	58,177½	11,198 I
Total number of days transported.....	2,116,089½	220,517½ I
Pupils transported within district for whom cost of transportation is paid.....	10,677	1,416 I
Pupils transported from without district, for whom cost of transportation is paid.....	7,672	132 D
Pupils enrolled who have attended public schools in other districts in the State during the present school year.....	19,574	1,218 I
Cases of suspension or expulsion during year... Enrollment.....	1,689	35 D
Kindergarten.....	39,858	3,164 I
Grades I-IV.....	267,746	8,559 I
Grades V-VIII.....	167,529	5,637 I
Grades IX-XII.....	49,806	2,778 I
Rural schools—one room.....	20,015	1,479 D
Rural schools—two room.....	13,962	1,245 D
Subnormal classes.....	2,501	281 I
Classes for blind.....	28	1 I
Classes for deaf.....	107	2 D
Training classes.....	177	150 D
Other special classes.....	96	26 I
Number of children public schools will seat.....	564,043	25,069 I

SCHOOL REPORT.

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1917, and Ending June 30, 1918

ENROLLMENT AND ATTENDANCE	1917-18	Increase or decrease compared with 1916-17	
(Continued)			
EVENING SCHOOLS			
Number of evenings the schools were maintained, including legal holidays and institute days	68	3	D
Male pupils enrolled	19,675	585	D
Female pupils enrolled	13,913	789	D
Total pupils enrolled in evening schools	33,588	1,374	D
Total attendance (1 night= $\frac{1}{2}$ day)	418,980	120,819	D
Men teachers	431*	19	I
Women teachers	449	11	D
Total teachers employed in evening schools	880	8	I
Total salaries of evening school teachers	\$168,469 15†	\$28,497 50	D
Average salary per night paid to men teachers	3 18	32	D
Average salary per night paid to women teachers	2 46	43	D
Amount expended for all other salaries, supplies, etc.	30,521 43	12,131 74	D

*Some county superintendents included manual training and vocational teachers in this figure which is not correct.

†This amount does not agree with the figure given in the financial table, as some county superintendents included salaries of manual training and vocational teachers.

NUMBER OF TEACHERS	1917-18			Increase or decrease compared with 1916-17		
	Men	Women	Total	Men	Women	Total
Total number of teachers, day and evening	2,414	15,329	17,743	79 D	526 I	447 I
Superintendents	38					
Assistant Superintendents (An assistant superintendent is one who stands in very intimate relation to the superintendent and whose duties are mainly connected with supervision of instruction and with general oversight of a system under the direction of the superintendent)	5			3 D	6 D	9 D
Approved Supervising Principals	79	3	82	4 D	1 D	5 D
Unapproved Supervising Principals (Those who devote their time to administration and supervision of instruction of a group of schools)	76	16	92	1 I	11 D	10 D
Non-teaching Principals (Those who devote their time to administration and supervision of instruction of a school)	255	151	406	6 I	1 I	7 I
Supervisors (Those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals)	5	41	46	4 D	1 D	5 D
Special Supervisors (Those who assist teachers in matters pertaining to instruction in special subjects)	58	184	242	14 I	40 I	54 I
Teachers rural schools (one room) (A rural school is one located either in the open country or a village, the majority of whose pupils are the children of farmers and others living in the open country)	49	565	614	29 D	41 D	70 D
Teachers rural schools (two room) (Teachers considered in the one and two room rural school tables are not considered in the grade teachers' tables)	48	371	419	12 D	29 D	41 D
Teachers Kindergarten		693			32 I	
Teachers Grades I-IV	6	6,073	6,079	5 D	146 I	141 I
Teachers Grades V-VIII	217	4,278	4,495	39 D	251 I	212 I
Teachers Grades IX-XII	715	1,354	2,069	15 D	124 I	109 I

COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1917, and Ending June 30, 1918

NUMBER OF TEACHERS (Continued)	1917-18			Increase or decrease compared with 1916-17		
	Men	Women	Total	Men	Women	Total
Short Term Teachers (Teachers teaching not less than four months but not for the full term. A teacher teaching less than four months is classed as a substitute teacher)...	9	37	46	5 I		5 I
Substitute Teachers (Teachers not assigned to regular classes or teaching for less than four months)	4	60	64	3 I	2 D	1 I
Special Teachers—Ungraded, Backward and Incorrigible Classes	8	43	51	1 I	8 D	7 D
Special Teachers—Teacher Clerks		192	192	1 D	11 I	10 I
Manual Training Teachers—Day (Includes supervisors and teachers devoting full time to the work. Those not devoting full time are classed as regular day school teachers and not manual training teachers)	194	266	460	4 I	44 I	48 I
Manual Training Teachers—Evening	22	10	32	6 I	2 D	4 I
Vocational Teachers—Day	50	54	104	5 I	3 D	2 I
Vocational Teachers—Evening	107	78	185	9 I	16 I	25 I
Evening School Teachers (Teachers considered in the day school tables and teaching in the evening schools are considered in this table)...	373	412	785	33 D	43 D	76 D
Foreign-born Evening School Teachers (receiving State Aid)	17	35	52	1 D	10 D	11 D
Special Teachers—Subnormal Classes	4	160	164	2 I		2 I
Special Teachers—Deaf Classes		12				
Special Teachers—Blind Classes		3				
Special Teachers—Unclassified	75	238	313	11 I	18 I	29 I
Trained Teachers, men and women			13,808			637 I
Untrained Teachers, men and women (Exclusive of evening school teachers)			2,881			132 D

SALARIES OF TEACHERS	1917-18		Increase or decrease compared with 1916-17	
	Men	Women	Men	Women
Average salary per year paid to all day school teachers (16,646) not including superintendents, assistant superintendents or evening school teachers of any kind	\$948 29		\$52 60 I	
Average salary per month paid to all day school teachers	106 55		2 40 I	
Average salary per year paid to				
Superintendents	3,628 95		232 63 I	
Approved Supervising Principals	1,908 11	1,941 66	156 42 I	204 16 I
Unapproved Supervising Principals	2,023 40	1,506 25	27 37 I	113 66 I
Non-teaching Principals	2,449 21	1,575 50	94 05 I	2 67 I
Supervisors	1,910 00	1,480 48	365 56 I	80 48 I
Special Supervisors	1,619 82	1,077 88	90 85 I	14 07 D
Rural School Teachers—one room	614 01	544 22	61 99 I	46 50 I
Rural School Teachers—two room	719 51	584 87	49 57 I	36 15 I
Kindergarten Teachers		813 49		33 92 I
Elementary Teachers—Grades I-IV	869 66	791 09	44 43 D	35 05 I
Elementary Teachers—Grades V-VIII	1,046 44	888 52	83 04 I	37 88 I
High School Teachers—Grades IX-XII	1,724 07	1,109 00	118 44 I	55 57 I
Short Term Teachers	746 33	480 98	79 33 I	46 89 I
Substitute Teachers	1,025 00	520 35	360 00 I	52 49 I
Special Teachers—Ungraded, Backward and Incorrigible Classes	1,187 50	942 09	18 93 I	69 62 I
Teacher Clerks		821 30		59 04 I
Manual Training Teachers—Day Schools	1,222 78	954 82	84 99 I	1 22 I
Vocational Teachers—Day Schools	1,427 64	1,150 41	95 42 I	126 40 I

SCHOOL REPORT.

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1917, and Ending June 30, 1918

SALARIES OF TEACHERS (Continued)	1917-18		Increase or decrease compared with 1916-17	
	Men	Women	Men	Women
Average salary per night paid to Manual Training Teachers—Evening Schools.	2 42		26 D	
Vocational Teachers—Evening Schools	4 11	3 09	72 D	12 D
Evening School Teachers	3 17	2 45	28 D	36 D
Foreign-born Evening School Teachers.....	2 69	2 11	82 D	51 D
SCHOOL TERM	1917-18		Increase or decrease compared with 1916-17	
Average time schools were maintained (a school month is 20 days)	8 mos. 18 days (178 days)		6 days I	
SCHOOL DISTRICTS. HOUSES. ETC.				
School districts	487		5 I	
Buildings owned	2,115		10 D	
Buildings rented	66		1 I	
Total school buildings	2,181		9 D	
Classrooms	14,666		280 I	
Buildings completed during the year.....	42		3 D	
Buildings enlarged or remodelled during year..	37		9 D	
One room buildings	760		43 D	
Two room buildings	281		15 D	
Three room buildings	64		1 I	
Four room buildings	208		18 I	
Five or more room buildings	868		30 I	
VALUATION OF SCHOOL PROPERTY				
Total value of school property.....	\$79,999,965 93		\$5,855,413 99 I	
Average value of New Jersey School buildings..	36,680 40		2,824 44 I	
GRADUATES OF STATE NORMAL SCHOOLS				
Trenton	292		7 I	
Montclair	258		20 I	
Newark	452		129 I	

Respectfully submitted,



Commissioner of Education.

PART II

REPORTS OF ASSISTANT COMMISSIONERS

For year ending June 30, 1918

ELEMENTARY EDUCATION

PREPARED BY

ZENOS E. SCOTT

Assistant Commissioner in charge of Elementary Education

I respectfully submit the following report for the school year 1917-18. It is a pleasure to acknowledge the cooperation of the members of the Department, county superintendents, supervisors and teachers of the State. This cooperation has been very stimulating and helpful at all times.

ENROLLMENT, ELEMENTARY SCHOOLS—1913 TO 1918 INCLUSIVE

	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18	Percentage of Incr. or Decr. 1918 over 1913	
							Incr.	Decr.
Kindergarten	33,626	34,217	35,741	37,784	36,694	39,858	18.5	
Primary grades . . .	238,642	246,154	251,675	256,602	259,187	267,746	11	
Grammar grades . . .	128,775	136,914	148,472	157,718	161,892	167,529	30	
Rural, one room . . .	26,836	25,463	24,872	23,668	21,494	20,015		25
Rural, two room . . .	15,238	15,880	14,897	14,634	15,207	13,962		08
Total enrollment in elementary schools, exclud- ing kindergar- ten	409,491	424,411	439,914	453,622	457,780	469,252	14.5	
Total enrollment . .	443,117	458,628	475,655	491,406	494,474	509,110	14.8	
Average daily at- tendance	378,017	382,218	409,417	421,884	427,874	423,750	12	

THE SIGNIFICANCE OF CERTAIN ENROLLMENT FACTORS

The above table, showing the enrollment in the divisions of the elementary schools from 1913 to 1918 inclusive, should be studied, first, to note the general increase or decrease in each division; second, to note the relative number of pupils in each division in terms of the total enrollment.

General increase or decrease in divisions. The table indicates the general increase during a six year period in the number of children attending elementary schools in New Jersey. In the kindergarten division, for example, the increase in round numbers is 6,000; in grades one to four inclusive, approximately 28,000; in grades five to eight inclusive, approximately 39,000.

The significance of these figures is better shown in terms of percentage. The increase from 1913 to 1918 in the kindergarten is 18.5 per cent; the increase from 1913 to 1918 in grades one to four is 11 per cent; the increase from 1913 to 1918 in grades five to eight is 30 per cent. It is encouraging to note

that in the grammar grades is the greatest increase in enrollment. This proves the holding power of the elementary schools.

There is another phase of this table that is worth studying. In 1913 over 26,000 pupils were enrolled in one room country schools, while in 1918 approximately 20,000 were enrolled in one room country schools, a decrease of 25 per cent. In 1913 over 15,000 children were enrolled in two room country schools, while in 1918 approximately 14,000 children were so enrolled, a decrease of 8 per cent.

These decreases in enrollment in country schools do not mean that there are fewer children in the country than in 1913, nor do they mean that the compulsory attendance law has been less efficiently enforced. On the other hand, however, they do definitely show that country people are seeing the importance of the consolidation of schools. In many instances, in many locations of the State, schools are being consolidated to the great benefit of the country boys and girls.

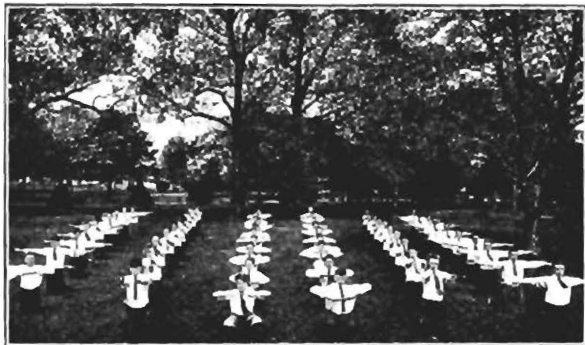
The second hopeful inference to be drawn from these decreases is that many of the boys and girls in the grammar grades have gone to town and city schools for the work of the upper grades. As a rule, in these town and city schools the children of these upper grammar grades are better provided for than they were in country schools. This type of consolidation also means greater educational advantages. The grammar grade pupils who are transported to town schools make more rapid progress. The primary children who remain in the one and two room schools can be taken care of to much greater advantage.

Relative number of pupils in each division. As shown in this table, the total enrollment in 1913 in the elementary schools, excluding the kindergarten, was 409,491. Of this number, 368,417 were in graded schools, 41,074 in rural schools. In terms of total enrollment 58 per cent of these pupils were enrolled in grades one to four inclusive, 31 per cent were enrolled in grades five to eight, and 10 per cent were enrolled in rural schools.

In 1918 the total enrollment in elementary schools, exclusive of the kindergarten, was 469,252. Of this number 435,375 were in graded schools, 33,977 in rural schools. In terms of total enrollment 57 per cent of these pupils were enrolled in grades one to four inclusive, 36 per cent were enrolled in grades five to eight inclusive, and 7 per cent were enrolled in rural schools.

On the whole, this shows too large an enrollment in grades one to four in contrast with the number enrolled in grades five to eight inclusive. If our schools are to perform their true function a much larger percentage of children proportionately should be enrolled in the grammar grades. Therefore a very important problem before the State of New Jersey is to provide ways by which boys and girls may remain in school long enough to finish the elementary course.

The present compulsory attendance law of New Jersey was passed in 1911. It is very evident that by 1913 the effects of this compulsory law were showing. It is also evident that the increased enforcement of this law has been in progress since that time, since the enrollment in the grammar grades has increased more, proportionately, than in any other division during the six year period.



Physical education under ideal conditions



Indication of good school work



Each interested in his neighbor



Health and happiness go hand in hand

EXCELLENT OPPORTUNITIES OFFERED IN COLLINGSWOOD

Educationally, however, this increase in enrollment is significant, not from the point of view of the effect of the compulsory attendance law, but rather from the fact that it indicates definitely that boys and girls want to go to school longer; that they are more willing to take advantage of a full elementary education. When one considers the great inducements that are offered to boys and girls above fourteen years of age who have finished the fifth grade, to leave school and go to work at some profitable employment, such an increase in enrollment is one proof of the efficiency of any school system. A school system that continues to hold boys and girls in school, and to provide advantages by which they may move progressively from grade to grade, is performing a great function. This table shows that the schools of New Jersey are progressively increasing in their power to make school life more worth while for all pupils. It also indicates that greater progress in this direction ought to be made. New Jersey as a state can never be satisfied with good schools; she wants continually better and better schools in order to insure that the children of the state may adequately perform their duties in our growing democracy.

WAYS TO INSURE BETTER EDUCATIONAL OPPORTUNITIES THROUGH INCREASED ENROLLMENT AND ATTENDANCE

Permanent continuing census. In order to adequately enforce the compulsory attendance law the school authorities should have an accurate record of all pupils in the community who are of school age. The law now states that school boards may have a school census taken. If such a census were taken in each district at least once in three years school enrollment could be more readily checked. The greatest enterprise in which the State is engaged is the education of its children. Data showing how many children of school age there are in the State, where they are, and what their school attendance has been, are essential if all are to have equal educational opportunities.

Uniform pupil records. At the present time the pupil record cards vary in the different districts of the State. There are certain definite points of information which all pupil record cards should show. If uniform pupil record cards such as are used in many of the city systems could be adopted for use in all schools, in both city and country districts, essential data would be available for all schools. If such a system were established throughout the State it would go a long way toward insuring better attendance on the part of pupils, and it would emphasize the importance of keeping permanent educational records of all children.

State attendance officer. When one considers that there are enrolled in the elementary schools of New Jersey over one-half million children it is evident that keeping these children in school is an important task. The progress of these children through the schools is determined to quite a degree by their record in attendance. Local attendance officers can do and are doing much to insure that children attend school. The work of these local officers, however, could be unified and extended through a centralized agency. In my judgment a state attendance officer, as a regular part of the state department of education, is a necessary factor to insure maximum uniform attendance throughout the State.

SUPERVISORY POLICIES

There are in the State of New Jersey 21 county superintendents, 82 approved supervising principals, 92 unapproved supervising principals, and 24 helping teachers. The department of elementary education has direct connection with all these officials in the administration and supervision of the elementary schools. These supervisors are responsible for the supervision and administration of the work of approximately 8,000 teachers.

It is evident that if the work of my department is to be of maximum value my energies must be concerned primarily with the work of the supervisors rather than with that of the teachers. Therefore the policies that govern the supervision and administration of this department must be supervisory policies in the main. These policies must be fundamental educational policies, worked out in such detail that they will be stimulating and helpful to the supervisory officers of the State. The end and aim of all supervision is to secure better and better teaching. To have good teaching in certain sections of the State and poor teaching in other sections of the State; to have poor supervision in certain sections of the State and good supervision in others means that it is not possible to have a high level of good teaching or good supervision throughout the State. Our educational aims are being accomplished only when there is being secured throughout the State good teaching, good supervision and good administration of schools.

The most important function of my department, therefore, is to have such policies in supervision, and to be able to carry out these policies to such a degree that there will be a progressive and constant raising of the quality of teaching and supervision throughout the State. In order that this may be accomplished to any degree of efficiency fundamental guides in supervision and teaching must be constantly before the minds of those of us who supervise the schools. The following policies have been adhered to as progressive supervisory criteria throughout the year, for myself as commissioner of elementary education, and for the supervisors and teachers with whom I work:

1. That all teachers are expected to grow in teaching skill through teaching.
2. That all supervisors are expected to become better supervisors through the work of classroom supervision.
3. That supervision to be worth while must be constructive in its policies.
4. That if supervision is to create enthusiasm among the supervising and teaching bodies it must be favorable wherever possible. That whatever negative criticism is given, the ways to improve the situations must be illustrated in detail.
5. That the various supervisors of the State have definite policies of their own, which are to be talked over in group meetings of supervisors and changed whenever they are out of harmony with the common practice of progressive supervision.
6. That supervisors keep a record of the supervision which they do from day to day. It is only in this way that supervisors are able to improve their practice. Mistakes which they make can, in this way, become really great opportunities through which they increase their supervisory skill.
7. That supervision be optimistic. Good supervision expects the teacher to do tasks which are difficult. But optimistic leadership stimulates the teacher

to utilize the difficult situations as opportunities by which they increase in "good teaching."

8. That supervisors must make special use of their teachers of marked ability by having them give demonstration teaching, assist in the making of lesson plans, programs and the course of study, help at teacher conferences, etc.

9. That supervision must so direct the work of the teacher that she feels the necessity of utilizing the varying abilities of the children of her room or school. This makes it possible for both the supervisors and the teachers to recognize the individual differences in abilities of children and to teach and supervise in accordance with such varying abilities.

10. That supervision place before the teacher constantly "better teaching" as a goal. That "better teaching" means furnishing situations in which pupils enjoy each school day; in which they exercise group cooperation, in play, in games, in study period, in recitation, in opening exercises, in community exercises; situations in which teacher and pupils work together for correct habit formation and citizenship training.

11. That the supervisor of a given school or system is responsible for all the school activities. Therefore manual training, domestic science and art, physical training and good health are schoolroom results for which he is responsible.

12. That the supervisor is responsible for mobilizing the thought of his community around schoolroom and community problems. This policy in supervision emphasizes the fact that the supervisor's work does not stop at the end of a school day, or when the supervisor has stepped outside a schoolroom situation, but that it extends out into the community, giving the community an attitude of mind toward the value of the schools as the instrument by which the boys and girls of the community are made into worth-while citizens.

These in the main are the policies which have governed my supervision during the past year. They have been held to constantly when visiting the various supervisors in different sections of the State, when holding meetings or conferences with the supervisors, in visiting the hundreds of teachers in whose rooms I have had the good pleasure to see progressive school work going on.

To be responsible for stimulating supervision and to be sure of any tangible results it has been necessary for me, as stated before, to center the majority of my efforts around the problems of the supervisors rather than those of the teachers. By affecting the practice of a given supervisor in regard to teaching or in regard to any of the policies mentioned, I may in this way affect indirectly all the teachers under his system.

The most serious handicaps in following out the policies named, and in attempting to add to New Jersey's elementary school progress, are as follows:

The lack of a Bureau of Educational Measurements.

Lack of sufficient clerical help by which all of the work of this department could be made available to the various supervisors of the State.

In my estimation New Jersey will make the greatest progress in elementary education only by having a Bureau of Educational Research in connection with the elementary field of education. The function of this Bureau would be to provide an expert in educational measurements whose duty would be to assist any board of education, any supervising principal in the State to measure

scientifically the progress made by the various groups of children in the respective districts, to determine standards of teaching materials, and to determine scientifically the best teaching methods. Many of the progressive cities in the country have already established such bureaus. A few state departments have such bureaus as a regular part of the public school system. I am sure that the establishment of such a bureau in connection with this department would mean better teaching and better supervision throughout the State.

SPECIAL PROBLEMS DEALT WITH DURING THE YEAR

To guide supervision of county superintendents, supervising principals and helping teachers.

To explain and emphasize courses of study in physical training, and to interpret the other monographs.

To stimulate war work in the elementary schools.

To stimulate county field days, community festivals.

To provide standards in teaching and supervision.

Direct work with County Superintendents, Supervising Principals and Helping Teachers. The educational possibilities of the county superintendent's office are increasing greatly from year to year. It is through this office that progressive State and county educational policies and programs are put across. During the period in which we have been at war the county superintendents have been called upon to do very important services in furthering all preparedness and win-the-war measures. New Jersey is fortunate in having such able men in these educationally strategic positions. They have accepted these obligations and responsibilities in a fine way, and the results which they have achieved in the supervision and administration of the schools in their respective counties are positive proofs of the spirit and the growth of these men. The county superintendent or supervising principal who accepts his educational obligations today must necessarily grow, just as any other professional man must grow in order to keep abreast of the changing situations which he meets from day to day. These county superintendents are the officials who help to organize and stimulate the work of the supervising principals of the different counties. Much of the success of the school work of the different counties in the small towns and the country depends upon the degree to which these different officials work together in harmony.

During the past year I have met many groups of these supervising principals in different counties, where, according to the plans made by the county superintendent, schools were visited during the regular school day and conferences were held at the close. These conferences were round table discussions based upon the work observed in the different systems visited. In other instances I spent a day with the county superintendent, visiting the system of schools over which a given supervising principal had charge. As a rule, at the close of such a visit a conference was held with the supervising principal and often with the teaching corps. All these meetings have been very stimulating to me, illustrating how important it is for those responsible for education to keep constantly in touch in order that a cumulative educational program may be carried out. From the results which I have seen in

following up the work of these meetings I am quite sure that they have been one of the most profitable ways by which good supervision and good teaching may be encouraged; one of the most profitable ways by which the boys and girls of New Jersey may receive better educational opportunities. If this Department had as a regular part of its organization a Bureau of Educational Measurements, such as is mentioned in another part of my report, it would have the machinery with which to follow up all the meetings discussed herein. As I see it, the next necessary step in progressive school supervision is to provide means which will insure that careful records of all supervisory work be made and that these records become available to all supervisors and to all teachers concerned in a given system. A Bureau of Educational Measurements would provide this machinery.

Much of my effort during the past year was spent in cooperating with the county superintendents and helping teachers toward the solution of their various problems. I spent from two to six days in each of the rural counties visiting schools with county superintendents and helping teachers, illustrating both in the classroom and in discussion the types of teaching and supervision which would determine progress for our schools. The county superintendents and helping teachers have attacked the rural school problem with such foresight and skill that the progress in teaching in the rural schools has been remarkable. Through the work of the helping teachers it is possible for all the country schools to receive direct supervision. Teachers who are excellent teachers are becoming more skilled in their work through the supervision of helping teachers; those who are good teachers are becoming better, and the poor ones are learning *how* to teach. The work of this past year has proven beyond doubt that the helping teacher is a most positive force in the supervision of schools. I trust that provision will be made by which the salaries of these helping teachers may be advanced to such a point that the State may be able to keep women of marked ability for this kind of work. In my judgment progress in rural schools will come more rapidly through the work of the helping teacher in cooperation with the county superintendent than in any other way.

PROGRESS IN PHYSICAL TRAINING

In the early part of the year, in conjunction with my colleague, Mr. Meredith, I met the various superintendents and supervisors of the State in five sectional meetings. At these meetings I discussed in detail the purpose of the physical training law, the way in which the monographs in the elementary schools attempted to carry out this law. These meetings were attended by practically all the supervisors in the different sections of the State. After the general presentation there was much discussion of the work. A direct result was that a general policy in regard to physical training was established in the early part of the year.

In the county institutes, which were held in ten counties of the State, I also talked to both supervisors and teachers in regard to physical training. In this way new impetus was given to the policies stressed in the earlier conferences, and more specific directions were given in regard to teaching in accordance with the physical training monographs.

I am confident that as great progress as was ever made in any State in physical training was brought about in New Jersey during the last year. Supervisors and teachers everywhere accepted the physical training law as a very important contribution to the educational system of New Jersey. They were eager to understand how to interpret the course of study and to put it across. During my supervision throughout the entire year I emphasized physical training as a necessary part of citizenship training, at supervisors meetings, at teachers' meetings, in the classroom, both in country and town, and on the playground with the children. The pupil interest and enjoyment in this work increased from day to day. The teacher interest and skill in presenting the work increased from week to week. By the end of the year there was not a single school in New Jersey that had not made some progress in showing boys and girls how to have a better time in school and how to take better care of their bodies. The majority of the school systems made progress enough in this line to deserve special mention. The elementary school children of New Jersey were happy children throughout the year.

A very important factor also was the improvement in the work and health of the teachers, due to physical training. Just as it aided the children to do their work better and to receive more enjoyment in the regular school work, so it aided the teachers. In all cases the teachers saw a new interpretation of school life and they took every opportunity to increase their own health and to insure the greater joy in school life.

WAR WORK IN THE ELEMENTARY SCHOOLS

The war work affected every elementary school in New Jersey. The supervisors and teachers of the State accepted the new obligation given them with courage and enthusiasm, and war work in the schools was continued throughout the year. If there were any failures to carry out definitely the war program they were due not to lack of willingness or enthusiasm, but to lack of ability to do as much as they were asked to do.

In short, the supervisors and teachers of the State conducted the schools on a war schedule throughout the year. In town and country schools boys and girls joined the Red Cross. They bought Liberty Bonds and Thrift Stamps; they organized Thrift Clubs, Garden Clubs, Calf Clubs. They knitted for the soldiers; they made garments for the relief workers; they snipped for the Red Cross; they made four-minute speeches to encourage preparedness for war; they sold Liberty Bonds; they sang patriotic songs; they determined the number of boys who had gone into service from the respective schools and made service flags in their honor.

All these activities were entered into by practically all the school children in the State of New Jersey, not half-heartedly, but whole-heartedly. Such work took much time and effort on the part of supervisors, teachers and pupils. Some of this time was taken directly from the regular school day; much of it came as an added duty. In any case the fact remains that supervisors, teachers and pupils were doing a patriotic duty, which they were proud to do.

The direct results were better schools, more interest in the schools, more wide-awake teaching, and more democratic schools than ever before. I feel certain that considering all the war work which the elementary school chil-

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dren of New Jersey did—and it was no small amount—the returns in terms of better school work, better citizenship training, were never greater. The supervisors of the State, the teachers of the State, and the children deserve great credit for the way in which they have helped to uphold the hands of the boys at the front, most of whom are partial products of public school influence.

COUNTY FIELD DAYS AND COMMUNITY FESTIVALS

In my meetings with various groups of supervisors throughout the State, and in my daily visiting, I have tried to encourage the work of Community Festivals and County Field Days. These have become a vital factor in the schools of New Jersey. During this past year as many as eight of the counties held regular County Field Days; four other counties held Community Festivals of a local nature, but of importance to the various communities. These field days are important because supervisors, teachers and pupils are very important factors in mobilizing the forces of the various communities throughout the State, and thereby uniting those forces for better educational opportunities.

I trust the coming year will see this work perfected to such an extent that we may have a State Field and Community Day to which all the school systems of New Jersey may send representatives.

COUNTY INSTITUTES

The County Institute as conducted in New Jersey is an excellent means to stimulate better teaching and better supervision. I think it would be well if such institutes of from one to three days' duration could be held in every county in New Jersey.

During the past year institutes were held in ten of the rural counties. At each of these institutes I met groups of teachers and supervisors and discussed especially the work of the new monograph on "Geography, History and Civics." Dealing as it does with the social studies in the elementary school, this monograph has a very important contribution to give to supervisors and teachers, and in turn to the children of the State. It is especially significant now that we look upon geography, history and civics in the light of the important social tendencies that our elementary schools are trying to emphasize. These subject matters furnish materials for training in citizenship, materials which give training in attitudes of mind so necessary for the citizens of a democracy. Since this monograph was written from rather a new point of view it was necessary throughout the year to stress the work therein. Therefore, through local institutes, through supervisors' and teachers' meetings, I followed up the work which was begun at the various county institutes. In this way a good beginning was made toward teaching these social sciences as organized in the monograph on Geography, History and Civics.

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SUPERVISORS' CONFERENCE AT OCEAN CITY

During the second week of the Ocean City Summer School it was my privilege to conduct daily round table conferences of county superintendents, helping teachers, and supervising principals. At these conferences we discussed many practical supervisory problems which the various supervisors had raised throughout the year, and a summary of which I had obtained especially for this meeting. They were on the whole the most stimulating supervisors' meetings that I have ever conducted.

Conferences of this kind are essential in order to attain the goal which the supervisors of the State are setting for themselves.

THE SPIRIT OF SUPERVISORS AND TEACHERS

Today, as never before, democracy is placing emphasis upon education as a necessary basis of good citizenship. Our schools are on a war footing. They are being administered to win the war, and to insure that through the education given therein there may be established such a high level of citizenship that the coming generation will be able to bear the burdens which will be theirs, and wisely enjoy the fruits of victory. The supervisors and teachers of the State are pledging themselves daily to these tasks. I believe that the supervisors and teachers will perform most willingly every task that their hands find to do; that they will add to their right to be called "Helpers in a Democracy."

SECONDARY OR HIGH SCHOOL EDUCATION

PREPARED BY

ALBERT B. MEREDITH

Assistant Commissioner in charge of Secondary Education

I respectfully submit the following report for the school year ending June 30, 1918. The statistics have been obtained from a detailed report from each school:

TABLE I

COMPARATIVE STATISTICS OF TOTALS

	1914	1915	1916	1917	1918	Incr.	Decr.
Approved four year high schools	127	133	136	136	137	1	
Partial high schools (three year)	13	14	11	10	11	1	
Registered two year high schools	11	7	7	9	9		
Registered one year high schools	2	2	2	2	2		
Total registration in high schools	38,099	44,314	50,030	50,726	51,048	322	
Pupils attending high school from adjoining districts	6,975	7,678	9,088	9,200	9,020		180
Total enrollment of State..	496,899	519,880	540,287	544,281	561,825		
High School Teachers							
Men	541	619	714	733	714		19
Women	967	1,035	1,138	1,195	1,295	100	
Total	1,508	1,654	1,852	1,928	2,009	81	

Notes and comments based on the above table:

1. The number of four year schools has increased by one, East Rutherford having been transferred from the list of two year schools.

2. Fort Lee has been added to the three year schools, and West New York now is registered as doing two years of high school work. Merchantville, which had never been registered, although maintaining a two year curriculum, has been registered as a two year school for the year ending June 30, 1919.

3. Garfield, Bergen County, has begun a year of high school work. The pupils of this city previously attended the Passaic High School.

4. The total enrollment for all high schools has increased by 322 pupils or .63 per cent. The increase of 1917 over 1916 was 1.39 per cent. This situation is in marked contrast with the increases of 15 and 16 per cent in previous

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years. The somewhat surprising fact, however, is that the high schools have held their own so well during the past two years, with all the outside demands which have been made upon them.

In another part of this report it will be shown that 49,806 pupils were enrolled in the high schools, while it is stated above that the "registration" was 51,046. The difference of 1,242 is due to the fact that pupils who are promoted to the high school in February have been enrolled in the eighth grade in September, and are not re-enrolled when they enter the high school, but are included in high school registration.

The enrollment of the twelfth grade was 6,922, while 5,832 were graduated. The difference of 1,090 is largely due to pupils leaving school, although some of it is accounted for by the number entering the twelfth grade in February.

5. There has been a decrease of 180 in the number of pupils who attended high schools outside their home districts. This decrease is largely due to the extension upward of high school facilities in several urban and suburban districts, notably West New York and East Rutherford.

6. The number of men teachers has decreased by 19 and the number of women teachers has increased by 100, the net gain being 81. The insistent demand for men has come to the practical arts department of the schools, and these teachers have not usually listed with high school teachers. It may reasonably be expected that the effect of the selective service act will be more acutely felt next year in the number of men high school teachers.

7. The aggregate salary for men and women teachers was \$1,232,710 and \$1,501,586.06 respectively, with averages of \$1,724.07 for men and \$1,109 for women. In comparison with 1915 the increases have been \$172.59 for men and \$97.64 for women, but these increases have not been proportionate to the increased cost of living during the same period.

9. The number and classification of the registered private secondary schools remains unchanged, with the enrollment approximately the same.

10. A summer high school session was approved for the city of Trenton, making the second approved summer session in the State.

TABLE II

TOTAL ENROLLMENT BY CLASSES OF SCHOOLS

<i>Grade IX</i>					
	1914	1915	1916	1917	1918
Four year schools	16,483	19,259	22,569	22,255	21,271
Three year schools	198	256	163	196	184
Two year schools	240	187	161	193	159
One year schools	77	6	7	57	150
Total	16,998	19,708	22,900	22,701	21,764
<i>Grade X</i>					
	1914	1915	1916	1917	1918
Four year schools	9,322	10,782	12,524	12,731	13,263
Three year schools	161	166	107	118	120
Two year schools	132	106	91	97	14
One year schools	43	3	0	0	0
Total	9,658	11,057	12,722	12,946	13,497

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Grade XI

Four year schools	6,199	7,374	8,013	8,476	8,787
Three year schools	116	124	59	91	78
Two year schools	34	12	0	10	0
One year schools	0	1	0	0	0
Total	6,351	7,511	8,072	8,577	8,865

Grade XII

Four year schools	5,085	6,038	6,336	6,409	6,922
Three year schools	0	0	0	P. G. 93	0
Two year schools	7	0	0	0	0
One year schools	0	0	0	0	0
Total	5,092	6,038	6,336	6,502	6,922
Grand total	38,099	44,314	50,030	50,726	51,048

Table II shows comparatively the distribution of pupils enrolled in the different classes of schools during the past four years. It appears that the total enrollment has increased by 322 for all schools and that there has been a decrease in the number of pupils in the first year. In other words, fewer pupils have entered the high school than previously, but those who have entered have been continuing in greater numbers from year to year. The pressing demand for labor and the excessive wages paid, as well as the fact that when the time of entering the high school is reached the period of compulsory attendance is passed, are factors which largely account for this condition.

In this connection a comparison of the persistence of the class of 1918 compared with that of 1917 may be of interest.

TABLE III

PERSISTENCE OF CLASSES OF 1918 AND 1917 COMPARED

	Enrollment	Per cent (1918)	Per cent (1917)
1915, Grade IX.....	19,708	100	100
1916, Grade X.....	12,722	64.5	65
1917, Grade XI.....	8,577	43.5	47
1918, Grade XII.....	6,922	35.1	32

It will be noted that a greater proportion of eleventh grade pupils became twelfth grade pupils in 1918 than in 1917. The proportions in the other classes remain practically the same.

TABLE IV

PERCENTAGE OF ENROLLMENT BY GRADES

	1914	1915	1916	1917	1918	Massa- chusetts (1917)
Grade IX	44.6	44.4	45.75	44.7	42.6	36.8
Grade X	25.3	24.9	25.42	25.5	26.4	27
Grade XI	16.6	16.7	16.13	17.0	17.3	20.4
Grade XII	13.5	14.0	12.70	12.8	13.5	15.6

The above table shows the distribution of pupils by grades for the past five years, together with a comparison of the distribution for 1917 of the 255 high

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schools in Massachusetts. The comparison would at first seem to indicate a somewhat greater retentive power on the part of the Massachusetts high schools, but to fully account for the difference a detailed study of local conditions would have to be made. One of the factors involved would be the relative amounts of technical or practical arts subjects offered, especially in the early years, because of which many pupils enter but do not plan to stay the full four years. In New Jersey an increasing number of two-year vocational, industrial and commercial curricula are being administered, and statistically the effect would be to increase the proportion of pupils in the first year and decrease the proportion in the last two years.

TABLE V

NUMBER OF HIGH SCHOOL BOYS ENROLLED BY COUNTIES

	1917	1918	Incr.	Decr.
Atlantic	725	769	44	
Bergen	1568	1681	113	
Burlington	456	413		43
Camden	835	891	56	
Cape May	193	257	64	
Cumberland	593	624	31	
Essex	5541	5388		153
Gloucester	340	346	6	
Hudson	4251	4125		126
Hunterdon	272	257		15
Mercer	936	910		26
Middlesex	705	792	87	
Monmouth	1222	1208		14
Morris	775	778	3	
Ocean	274	291	17	
Passaic	2063	1955		108
Salem	181	258	77	
Somerset	363	399	36	
Sussex	201	172		29
Union	1573	1647	74	
Warren	390	391	1	
Total	23457	23552	609	514
Difference			95	

From the above table it appears that the decrease in the number of boys enrolled is most marked in the three urban counties of Essex, Hudson, and Passaic, the decrease in these three counties being 387. On the other hand, the increase in enrollment appears in 13 of the 21 counties. Fewer boys have entered the high school this year. What this table does not show is the number of boys who left school to work on farms in the spring. Nevertheless, the number of boys is a suggestion as to the potential boy power in the high schools, either for the Students' Army Training Corps of the colleges, or for the United States Boys' Working Reserve for industry or for agriculture.

SPECIAL STUDIES

In my last year's report figures were given, with some brief comments, showing the number of pupils by years and by sexes who studied languages other than English. These figures showed that 33 per cent of the high school pupils studied Latin and German, the same individuals, however, not necessarily studying both languages. It will be recalled that during the year there was much agitation regarding the immediate dropping of German from the high school program of studies, with the result that many schools eliminated

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the language at once, and others voted to organize no new classes in German. This action was encouraged by a resolution of the State Board of Education, as follows:

"The State Board of Education recommends to the boards of education throughout the State that they rigidly exclude from the schools under their administration any teaching of any kind, or any textbook, magazine, newspaper or publication in any language, that in any way, either directly or indirectly, tends to establish German propaganda, or exalts German Kaiserism or Kultur or existing German aims and ideals."

In place of German many schools substituted French and others introduced Spanish. The full effect of the change in sentiment regarding German has not yet appeared. The figures two years hence in comparison with those of 1917 will be of interest.

This year I have undertaken to show the number of pupils studying the different units of the natural and social sciences by years and by sexes. Significant tables follow:

NUMBER OF PUPILS STUDYING THE SOCIAL STUDIES BY SEXES AND BY GRADES

	Grade IX		Grade X		Grade XI		Grade XII		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Ancient history..	3,629	3,716	744	1,026					9,115
Medieval and modern history			1,021	1,249	352	567	0	5	3,194
English			136	120	641	997			1,894
U. S. history and civics			34	61	297	449	2,137	2,640	5,618
Economics					127	188	400	808	1,563
Community civics	145	224							369
Industrial history	295	317	151	129	169	85			1,146
Total	8,326		4,576		3,972		6,025		22,899
Per cent of grade registration ..	38.2		33.9		44.8		87		44.8

The effect of Bulletin Number 4, "The Teaching of the Social Studies," has begun to be felt in the organization of history and civics. This bulletin recommends the omission of English history as a separate unit of work, and realigns topics under ancient history and medieval and modern history, into two units, viz., early European history, and modern European history. Statistics show that at least 450 pupils study early European history. The fact that the colleges which admit pupils on certificate have not yet recognized the new arrangement of history work accounts for many schools not adopting the proposed plan. The wider acceptance of the comprehensive examination in place of the certificate system for admission to college will result in high schools better adapting their history courses to the needs of high school pupils, and not in studying history for its own sake.

During the past year an increasing number of schools have been vitalizing their history courses by a study of "The Great War," and through the use of the "Lessons in Community and National Life" issued by the U. S. Bureau of Education at Washington. A further aid in making the work in the social sciences relate themselves to the present world crisis has been the circular letter addressed to the teachers of history, given in another part of this report.

From the table given above it is interesting to note that nearly 40 per cent

of the pupils of the ninth grade are studying some unit of the social sciences, and that in the twelfth grade 87 per cent are studying U. S. history and economics, either together or separately.

I am strongly of the opinion that no pupil should be graduated from the high school who has not successfully passed in at least two full years of work—one in what may be called "Community Civics," meaning a study of the elements of social welfare to be found in any community, including the State; and another in the "Problems of American Democracy," to be given in the fourth year. If these two units were prescribed by law and removed from their present position in relation to the course in physical training, where they receive 25 minutes a week each, I am confident that high school pupils would be better informed regarding our social, economic and political institutions, and the ideals which we include under Americanism; and further, that teachers would be more likely to give those phases of history and civics which definitely make for civic intelligence the important consideration they deserve. I respectfully recommend that some legislation looking to this end be enacted.

NUMBER OF PUPILS STUDYING THE NATURAL SCIENCES BY GRADES AND BY SEXES

	Grade IX		Grade X		Grade XI		Grade XII		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Physical Geography	439	407	137	109					1,092
General science...	4,340	4,166							8,506
Biology	360	502	1,320	1,811			159	210	4,362
Botany			165	257					422
Zoology			145	192	3	16			356
Physiology	72	87	10	6					175
Physics					2,102	1,747	316	352	4,517
Chemistry					763	722	1,489	1,349	4,323
Total	10,373		4,152		5,353		3,875		23,753
Per cent of grade registration ...	47.6		30.7		60.3		56.0		46.7

The above table shows the distribution of pupils studying the sciences, most of which are given in the same school year in each of the schools, botany being the only notable exception.

By a comparison with the figures last collected in 1913 it will be noted that there has been a very marked decrease in the number of pupils studying physical geography, with the reverse true concerning those studying general or introductory science in the first year.

Very few pupils study physiology as a separate study, since this science is treated in the courses in biology.

The large percentage of the eleventh grade studying physics is to be accounted for by the fact that this science is prescribed in most schools, and, with chemistry, it is the subject most frequently offered for entrance to college.

The quality of the science teaching is increasingly good, and in the great majority of schools the laboratory equipment is adequate. There is a marked tendency to make the physics teaching less mathematical and to apply the principles studied to many familiar home and industrial situations.

In chemistry a number of the larger schools offer a differentiated course for the girls, so that the chemistry will supplement and interpret the work in some of the homemaking arts.

Through the cooperation of the active Science Teachers' Association of the State it is hoped that there may soon be adequate bulletins discussing standard methods and equipment, and also giving suggestive outlines of courses in each of the sciences usually taught.

It is to be regretted that astronomy and geology, which were taught fifteen years ago, have been wholly dropped from the program of studies. Some incidental reference is made to these sciences in the general science course.

AGRICULTURE IN THE HIGH SCHOOLS

In 1913, 69 pupils were reported as studying agriculture. In my report for 1916 less than ten districts were listed as teaching the subject. In each instance, save at Freehold, where a four year course was offered, the science of agriculture, through the almost exclusive use of the textbook, received the major part of the emphasis. The art of agriculture, on such a plane as to command the respect of farmers, was given scant attention. This has been a mark of weakness in our agricultural instruction and the subject has hitherto not had the place in the New Jersey high schools which it deserves.

During the past year in connection with the Specialist in Agriculture, Mr. A. K. Getman, and my colleague, Mr. Wesley A. O'Leary, Assistant Commissioner of Education, a study of the situation has been made and definite plans adopted and urged upon boards of education in rural sections where the high schools gave promise of a successful experiment. One difficulty has been to secure sufficient time for participation in and supervision of the agricultural projects. Another has been to secure the time and emphasis upon the other subjects of a high school course which are necessary for a pupil to go on in his agricultural education at the State Agricultural College, by having had a systematic organization of his work in mathematics, science and language as a basis for college work.

Provision has been made under the vocational law in two counties, Atlantic and Cape May, and in one district, Paterson, for vocational schools of agriculture. While these schools paralleled in time the secondary or high school, the organization of the practical work and the distribution of the related academic subjects are such that a boy could not, without great difficulty and loss of time, go on to the higher plane of agricultural education given in the State University. In many instances parents have wished their sons to be high school graduates with the popular and legal advantages which graduates enjoy, and to have, at the same time, a practical knowledge of agriculture as an art, just as in other schools graduates have had carpentry, printing, sewing and cooking, together with systematic instruction in history, mathematics, science, English and foreign languages. This demand has been met in the plans now accepted by the State Board of Education and given to the districts.

Under the Smith-Hughes law federal funds are available for approved instruction in agriculture. Further, the manual training law has been interpreted to include agriculture, so that districts may vote money for manual training to be used for agricultural projects; and just as projects in other forms of practical arts may be a part of a high school curriculum, so also practical agriculture may be included. It is further provided that if a given minimum of time be devoted to agriculture to the end that a pupil may gain

skill for profitable employment, a district may receive Smith-Hughes money. A very distinct advantage of this plan is that the academic subjects of the high school are open to the agricultural pupil and thus he may make preparation for an agricultural college. This is not easily possible in the first type of school described, wherein the same minimum of practical agriculture may be taught but not the other subjects. Moreover, few, if any, districts could afford both types of schools.

High schools offering such an agricultural curriculum leading to an agricultural diploma should also, whenever possible, make provision for part-time classes for those who have left the day schools but who wish to receive specific aid in the art of farming. Such pupils could be placed in the agricultural classes for which they were qualified, if separate sections were not practicable. These special classes would probably be organized during the winter months.

The teacher of agriculture who knows his community will also provide high school extension courses in subjects relating to rural life, and thus, in all his regular and supplemental activities, unite the school with the interests of the community which supports it.

The plans briefly outlined above have been accepted at Freehold, Flemington and Middletown Township, and are under advisement at Woodstown, so that next year a very definite step should be taken toward a practical agricultural education in some of our high schools.

COMMERCIAL TRAINING

In 1916 statistics were collected showing the number of pupils taking the different commercial subjects, and somewhat extensive comments were made upon the status of these units of work in the high schools. At that time it was pointed out that the commercial curricula were of two general types, one specifically vocational, in that it aimed primarily and with short focussed effort to make the pupil competent to undertake a gainful occupation, while the other, through a longer period of training, provided a maximum of those subjects which characterize a broader curriculum, but which at the same time, in addition to a high school education, train the pupil to take a clerical position, such as stenographer or bookkeeper. It was shown that the vocational curriculum could not legally be subsidized by the special State aid for vocational education, and that in other respects the flexibility in the organization of the work was somewhat curtailed.

Since 1916, however, the federal law governing Smith-Hughes funds has been so interpreted—and the interpretation has been accepted by the State Board of Education—that part-time classes in commercial subjects, if organized under the rules of the Federal Board of Vocational Education, may be reimbursed on the same basis as part-time classes in other vocational subjects. Thus far advantage of this interpretation has not yet been taken by any district.

In the development of training for business it is probable that such part-time classes as are contemplated under the Smith-Hughes law would be organized for at least two groups of pupils.

1. Those who are over 14 years of age and who are regularly employed in

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some commercial concern and who would return to school sometime during the working day, i. e., between the hours of 8 in the morning and 5 in the afternoon. For such pupils a minimum of 144 hours of classroom instruction a year would have to be given.

2. Those who are taking a full four year commercial curriculum in the high school and who are not placed in a commercial establishment—at least until their senior year. It would seem quite feasible for some of the work of this year to be conducted on a part-time basis, with the same minimum of 144 hours of class work per year in commercial subjects. Pupils in the senior year, however, who were under part-time would have to meet in classes separate from those who were doing the regular high school work, even in the commercial subjects. The part-time pupils would need to constitute a distinct group to receive the advantage of the federal funds. The present rules governing approval of high schools do not make provision for high school credit for outside activities, such as the part-time plan contemplates, but aside from such actual work as was done in the business itself, the high school work would be prorated. A special form of diploma could be devised for those part-time pupils who satisfactorily met all conditions.

Since the statutes governing the preliminary academic qualifications for entering the examinations for the various professions require varying amounts of regular high school work—but usually four years—there is, aside from the question of educational credit to be given to participation in business for compensation, the legal question as to whether earning a livelihood can be interpreted as a part of the education given under public school direction.

It is confidently expected that further study of the possibility of extended commercial education will lead districts to take advantage of the federal subsidy, and thus prepare young people for business careers and at the same time give them the advantage of the broader civic and liberal education which the high school provides.

INTERSCHOLASTIC DEBATING

Interest and enthusiasm for debating have again helped to bring the different high schools into friendly relations with one another, and much good has come to the participants in intellectual and forensic contests. Mr. Ralph Voorhees, of Rutgers College, a member of the Advisory Committee on Debating, reports as follows:

"The war has served to increase rather than decrease the need for interscholastic debating among the secondary schools. The many questions that have been brought to the front by the world conflict have greatly stimulated the study of current history as a part of the work of the history department. The value of oral English has also become more generally recognized as one of the most important parts of the English work. These two recent developments have increased the field of debating in the schools and have led those in charge to give more and more attention to intra- and inter-school debating. This, coupled with the enthusiasm that has been aroused by the growth of Rutgers Interscholastic Debating, has developed a spirit of free public discussion in our high schools which is bound to bear its fruits in the training of our future citizens. Nothing could be more stimulating than to visit some

of these schools and see the splendid work that they are doing along this line, or to attend an interscholastic debate and see the progress that has been made in the last four years.

"Though it was necessary to postpone the first debates from March 1 to March 15 because of the fuel shortage, 44 debates were held on the latter date in various parts of New Jersey and the Hudson River Valley. With the single exception of the Asbury Park-Lakewood debate, the universal military training and service question was the subject debated at all the contests. It is interesting to note that 27 victorious teams were on the affirmative and 19 on the negative side. The visiting teams were supported in almost every case by a good sized cheering section, which added greatly to the spirit of the contests. The approximate attendance at the debates was 20,000, or an average of from 400 to 500 at each contest. That the results might be known as early as possible and the arrangements completed for the final debates, district conferences of the winning teams were held at Dover, Newark, New Brunswick, Asbury Park and Woodbury. All the conference leaders reported that the school representatives were very much pleased with the conduct of their several debates and anticipated even better final contests.

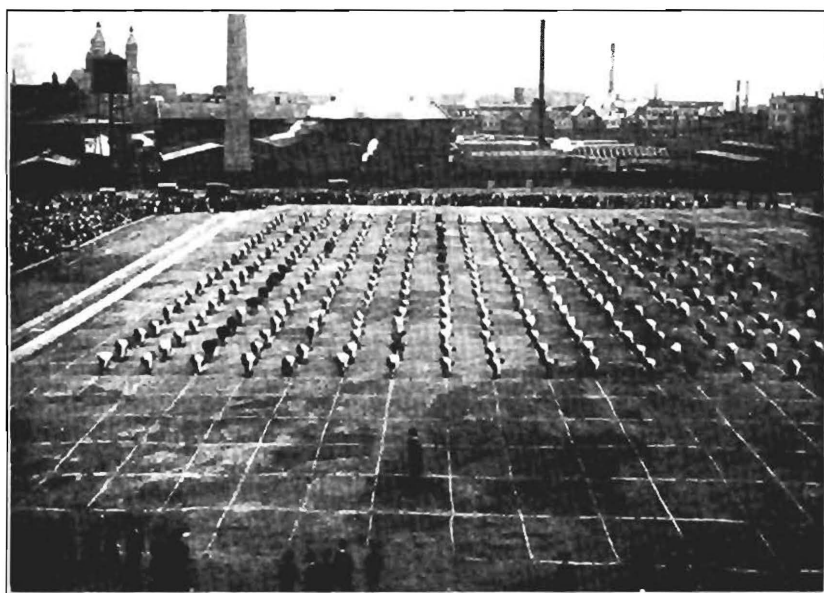
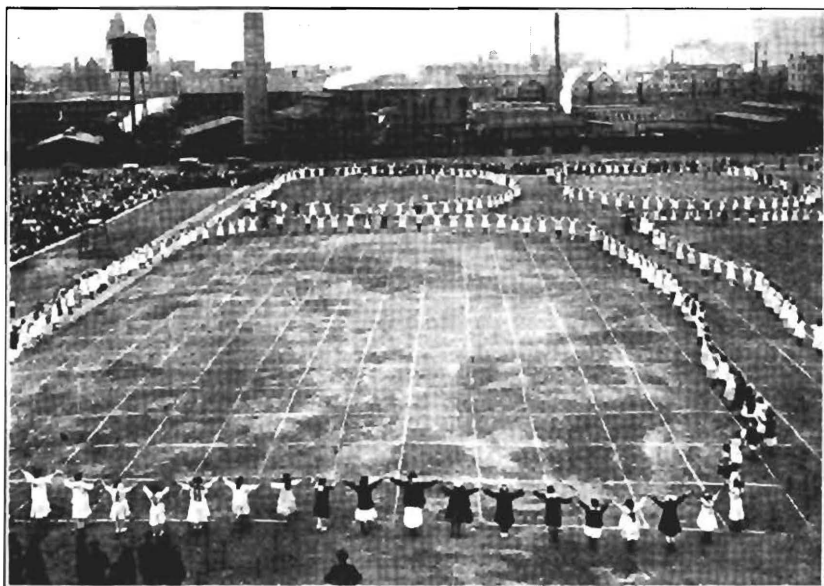
"The final debates in the interscholastic debating program, under the supervision of the Philoclean Literary Society, were held on Friday, April 12, 44 schools participating. In each case the subject was: 'Resolved, That at the close of the present war universal military training should be the fixed policy of the nation.' In twelve of the debates the decision was awarded to the affirmative, in ten to the negative. The winner of each debate was given either a silver loving cup, suitably engraved, or a large scarlet banner with appropriate wording. Following is the list of debates with results:

"Negative winners: South Amboy over Keyport; Irvington over Glen Ridge; Lambertville over Hightstown; Flemington over Bound Brook; Ocean City over Haddon Heights; Troy over Poughkeepsie; Roselle Park over Cranford; Newburgh over Ossining; Westwood over Dumont; Vineland over Glassboro.

"Affirmative winners: Barnegat over Point Pleasant; Palmyra over Haddonfield; Gloucester City over Penns Grove; Nutley over West Orange; Battin (Elizabeth) over Kearny; South Side (Newark) over Plainfield; Atlantic Highlands over Chattle (Long Branch); High Bridge over Hackettstown; Roxbury over Netcong; Hamburg over Sussex; Leonia over Hasbrouck Heights; Boonton over Dover. Asbury Park and Cliffside Park were declared winners by default."

VISITATION OF SCHOOLS AND PHYSICAL TRAINING

The visitation of high schools has been seriously interfered with during the past year because of the uncertain weather conditions and the coal shortage, whereby many schools were closed for periods of varying lengths. More than three-fifths of the time, however, was spent in classroom visitation and conferences on the ground with teachers and principals. Especial attention this year was given to making clear the provisions of the physical training law and helping school officials to give it the place in the weekly program which the different elements of the course require. The provisions of the



Pleasure, recreation and health in the shadow of great industries
MAY FESTIVAL, WORK-STUDY-PLAY SCHOOL, PASSAIC

law were discussed at each of the county institutes and later the State was covered through a series of all day conferences with supervising principals and superintendents, together with the high school principals and the teachers of physical training. In addition to the discussions, practical demonstration of the work was given.

The Manuals, giving the exercises and the content of the prescribed courses in the informational units, were in the hands of teachers early in the year. Many districts had provided special teachers of physical exercises, and in other districts the regular teachers conducted the classes, in some cases assisted by pupil leaders. On the whole, the work in physical exercise is being well done, and in many cases excellently done. Pupils and teachers alike have felt the benefits of the course, and its reaction on the other subjects of the school, through the increased vital energy of the pupils, has been marked. There is hardly a school that has not some plan in operation for the 125 minutes a week assigned to physical exercise.

Regarding the so-called informational work, which includes community civics, military and patriotic knowledge, problems of American democracy, first aid, domestic hygiene, and the elements of nursing, all of which are as definitely prescribed as the physical exercise, not so favorable a report can be made. Some districts disregarded absolutely this phase of the work, or else treated it in a most incidental way; others—the majority, I am happy to report—made serious efforts to give the topics the attention they deserve.

Part of the neglect was doubtless due to the fact that the teachers had not made preparation to teach the subjects, although in the circulars from this office plans were suggested whereby the complete course could gradually be put into full operation. Evidence is abundant that by September, 1918, the work will have its legitimate place in the weekly program of each high school pupil. The physical training throughout the State will receive a great impetus with the appointment in the fall of a State Director of Physical Training and an assistant for this work. The excellent beginning thus far made has been by untrained teachers.

No one will seriously question the statement that the primary purpose of the tax supported public school is to train the youth of the country to become physically fit and civically intelligent regarding their responsibilities as citizens. The school has a social purpose, and the informational units of the first, second and fourth years is to give definite instruction to this end. The war has re-emphasized the place of public education in the formation of national ideals, and through the administration of the complete physical training course the schools of New Jersey will do much toward meeting their obligation to make the pupils physically fit and to add to their civic intelligence.

THE WAR AND THE SCHOOLS

In common with all social institutions, the schools have been profoundly influenced by the war, and this influence will doubtless assist the schools in many ways more fully to realize their purpose in a democracy. Advantage has been taken of the situation to re-emphasize some phases of school work, notably the social studies—history, economics and civics—and also the work

in English. The following circular letter was sent to all high schools, with a view to aiding teachers in finding suitable material for classroom work.

The schools of the State constitute a powerful unit on the first line of civic defense. The teachers of the schools are loyal public servants, holding sound views regarding the war, and in many schools are teaching these beliefs courageously. To assist in carrying on the war and also to help in the work of reconstruction, both at home and abroad, teachers and pupils alike have a part to play. Their first duty is to become intelligent concerning the causes of the war and the principles underlying the conflict of nations. The creation of civic intelligence, therefore, is one of the prime functions of the tax supported schools. In the furtherance of this end the teachers of English and of the social studies have a special opportunity and responsibility.

President Wilson said, "It is not an army that we must shape and train for war; it is a nation." The nation is looking to its schools with confidence and hope. That the teachers of English may definitely assist, the following suggestions are given:

Collateral reading. As a substitute for some of the books suggested under each half year of work in Bulletin 3, "The Teaching of High School English," there should be taken from current literature and from other sources readings which deal with democratic ideals and with the development of Americanism. Selections from Lincoln, Washington, Webster, Emerson, Lowell and Woodrow Wilson will be especially helpful. Most of the reading, however, should deal with the present crisis, and for that purpose selections from the addresses and writings of the leaders among our allies should be used. Several such collections are available. The following list of material is merely suggestive of what may be used.

1. War Message (April 2, 1917)—President Woodrow Wilson.
2. The Duties of the Citizen (September 14, 1917)—Elihu Root.
3. Flag Day Address (June 14, 1917)—President Wilson.
4. Statement of War Aims of England—Lloyd George.
5. The International Mind: How to Develop It—Nicholas Murray Butler.
6. America's Future at Stake—Secretary Lansing.
7. Why We are at War—Secretary Lane.
8. America, Beacon Light of Peace—Gabriele D'Aununzio.
9. Our Heritage of Liberty—Rene Viviani.
10. War Measures and Purposes—Secretary Baker.
11. Our Responsibilities as a Nation—Theodore Roosevelt.

Teachers will be constantly on the lookout for new and vital expressions of our national aspirations. Much of the above material may be had free upon application to the Committee on Public Information, Washington, D. C.

Oral English. No better period could be had for vigorous and timely discussion of the vital issues of the war than that devoted to oral English. The motivation of the recitation becomes automatic and spontaneous. The content of the work may be taken from the readings suggested above and from current magazine and newspaper issues. Much work of real inspirational as well as technical value is being done in many schools. It should be extended to all.

Among the present day topics of importance is "Thrift," and this may be taught through composition. Definite suggestions as to how this topic may be used through English may be had by addressing this department.

In every instance the schools have responded most enthusiastically to the appeals which have been made to them for help in connection with the Liberty Loans, the sale of Thrift Stamps, Junior Red Cross work, and all other activities which related to winning the war. The schools have not been taken into the war but the war has been brought into the schools, much to their benefit.

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With the organization this fall of the Student Army Training Corps in the numerous colleges of the country there will arise new problems of articulation between the high schools and higher institutions, especially for the boys, but in the solution of this and other problems the high school administrations will cooperate as loyally and intelligently as in the past.

I am pleased to note and to commend the splendid spirit of solidarity existing among the secondary schools of the State, and their desire to make these schools more truly a means to the creation of an intelligent and co-operating democracy.

REPORT
ON
INDUSTRIAL AND AGRICULTURAL EDUCATION
By

WESLEY A. O'LEARY

*Assistant Commissioner in charge of Industrial Education including
Agriculture*

(PRINTED AS A SEPARATE DOCUMENT)

THE THIRTY-FIVE YEAR PENSION LAW DECISIONS

PREPARED BY

JOHN ENRIGHT

Assistant Commissioner in charge of Controversies and Disputes

THIRTY-FIVE YEAR PENSION LAW

The first law providing for the pensioning of school teachers in New Jersey was enacted in 1903. It provided that in case a teacher had served in one school district for a period of forty years such teacher may be retired on a yearly pension equal to one-half of the salary received at the time of retirement. This pension was paid out of the funds of the school district in which the teacher had served.

In 1907 the Legislature amended the teachers' pension law by changing the forty years of service formerly required to thirty-five years in the State, the last twenty years of which must have been in one school district, and made the pension one-half of the average salary received during the last five years of service. The district in which such teacher last taught was responsible for the payment of the pension.

The law was further amended, giving to boards of education power to retire a teacher on pension by resolution of the board.

In 1914 the pension law was again amended in very important particulars. First, it provided that the State instead of the school district shall pay all pensions hitherto paid by the districts and all pensions hereafter to be granted. It also provided that of the thirty-five years of actual service as a teacher or superintendent the last twenty-five years must be in the public schools of New Jersey. This act also amended the pension law so as to provide that any teacher who had reached the age of seventy years and whose last twenty years of service had been in this State shall be eligible to retirement under the act; further, that any teacher who had reached the age of seventy-five years and had performed thirty-two years of service in this State shall be eligible to retirement; also, further, that any teacher serving thirty-five years who has heretofore been or shall hereafter be retired or discharged from service and who had reached the age of seventy years shall be eligible to receive a pension and be retired under the act.

The number of new pensioners certified during the school year ending June 30, 1918, was 43. Of these, 8 were men and 35 were women. The aver-

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age pension of the men retired during the year was \$976.97; the average pension of the women retired was \$574.34. The total amount of pensions paid these 43 during the year was \$19,977.10. The total annual pension of these 43 amounts to \$27,917.80.

The law permits application for pension at any time, hence the total annual pension would be greater, as shown in the above, than would be the actual amount that is paid during the year to the new pensioners.

The highest number of years of service was that of a woman who served 53 years. The next highest number of years of service was that of a man who had served for a period of 51 years. The average length of service of all the teachers retired was 39 years.

Of the teachers retired 23 were between the ages of 53 and 59; 15 were between the ages of 60 and 69; five were between the ages of 70 and 94. It is needless to say that the teacher who was 94 years of age was not engaged in active teaching.

The total amount of pensions paid during the year was \$230,466.05.

There were 12 deaths during the year, which leaves the total number of pensioners at the close of the year 418. Of this number 67 are men and 351 are women.

DECISIONS

Following are some of the decisions rendered from December, 1917, to October, 1918:

RECOUNT OF BALLOTS IN SCHOOL ELECTION

PAUL HUECK	•	} DECISION OF THE COMMISSIONER OF EDUCATION
	<i>Appellant</i>	
<i>vs</i>		
THE BOARD OF EDUCATION OF THE BOR- OUGH OF HALEDON	<i>Respondent</i>	

PAUL HUECK, for himself.

WOOD MCKEE, for the Respondent.

The petitioner in this case was granted a recount of the ballots cast at the election for four members of the Board of Education in the school district of the Borough of Haledon, held on March 21, 1918.

The petition set forth:

First, that a certain form of ballot voted at the election which was attached to the petition was not counted by the tellers.

Second, that the number of these ballots is fourteen and, if counted, would affect the result of the election.

The Board of Education, represented by a Committee, called at the office

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of the Commissioner and admitted that fourteen ballots were rejected, and further admitted that if counted they would affect the result of the election, hence a recount was granted. Such recount was made at the office of the Commissioner of Education on Wednesday, April 10, at 11 o'clock, in the presence of a Committee of the Board of Education and its counsel, and the petitioner, Paul Hueck, who represented the appellants.

It was found that the question at issue was the form of a ballot cast by fourteen voters, a copy of which is herein inserted. This ballot was rejected by the tellers.

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. . . . .
:                                     :
:   For Members of the Board of   :
:           Education              :
:           _____              :
:                                     :
:   PAUL HUECK                    :
:   OTTO WEIDENMULLER             :
:   PETER ESSELMAN                :
:           _____              :
:                                     :
:           For Unexpired Term     :
:   ALBIN WUENSCH                 :
:                                     :
. . . . .

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The notices calling the election stated on the usual forms furnished by the State to school districts that there would be an election of four members of the Board of Education.

The ballot prepared by the Board of Education contained the names of three persons under the caption "For three-year term" and one name under the caption "For two-year term." All such ballots were counted. The ballots that were rejected by the tellers contained one name under the caption "For Unexpired Term" and three names not mentioned under any other heading than that on the ballot, which heading was, "For Members of the Board of Education." The contention of counsel for the Board of Education is that this ballot should not be counted at all because it did not designate the number of years for which the persons were to serve as members of the Board.

The law provides in regard to ballots that "said ballots may be printed or written, or partly printed and partly written. In case a member of a board of education is to be elected for a full term and a member is to be elected to fill an unexpired term, the ballots shall designate which of the persons voted for is to be elected for the full term and which for the unexpired term."

The law makes no mention of the fact that the number of years for which the person is to be elected shall be stated; the law simply states that there shall be designated those voted for "full term" and those voted for "unexpired term."

The rejected ballot did contain the caption "For Unexpired Term," thus giving the exact words in the law.

In former cases it has been held that when a ballot clearly expresses the intention of the voter it should be counted. The rejected ballots clearly express, in the language of the law, that Albin Wuensch was voted for "For the Unexpired Term" and, therefore, they should be counted. The three names Paul Hueck, Otto Weidenmuller and Peter Esselman were on the same ballot without designation, other than the caption on the ballot itself, which said, "For Members of the Board of Education." It follows that a person voting such a ballot clearly intended, when he designated one person for the unexpired term, that the other three persons must be for the full term, because there were only two terms that could possibly be voted for, namely, in the language of the statute, the "full term" and "the unexpired term." And, further, inasmuch as there were three persons to be elected for the full term and only one person for the unexpired term it is clear that the unexpired term being designated in a printed caption and the other three under the general caption of the ballot, namely, "For members of the Board of Education," that the ballot should be counted in its entirety, as it clearly expresses the intention of the voter. With this decision the recount resulted as follows:

For the full term

Paul Hueck	180
Otto Weidenmuller	180
Peter Esselman	179
Rudolph Hunzicker	167
Albert A. Lydecker, Jr.	168
Herbert Willis	167
Paul Heckt	1
Paul Heck	1

For the unexpired term or, as some of the ballots had it, "For two-year term"

Edgar J. Haskery	166
Albin Wuensch	179
Otto Weidenmuller	1

Paul Hueck, Otto Weidenmuller and Peter Esselman receiving a majority of the votes cast for the full term and Albin Wuensch receiving a majority of the votes cast for the unexpired term are hereby declared legally elected members of the Board of Education of the school district of the Borough of Haledon.

April 22, 1918.

Affirmed by STATE BOARD OF EDUCATION July 13, 1918.

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DISMISSAL OF TEACHER UNDER CONTRACT WITHOUT
HEARING

FLORENCE STRAUGHEN

Appellant

vs

BOARD OF EDUCATION OF THE TOWNSHIP
OF UPPER PENNS NECK

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

T. C. HILLIARD, for the Appellant.

MARSHALL H. DIVERTY, for the Respondent.

The appellant in this case, Florence Straughen, was engaged in teaching in the Township of Upper Penns Neck, in the County of Salem, under a contract dated July 24, 1917, and which covered the school year 1917-18. This contract contains the following clause: "It is hereby agreed that either of said parties to this contract may at any time terminate said contract and the employment aforesaid by giving to the other party sixty days' notice in writing of its election to so terminate the same."

Miss Straughen began teaching as principal and teacher under this contract September 10, 1917, in the DuPont School at Penns Grove. About December first the supervising principal notified the teachers in this school where Miss Straughen was acting as principal and teacher that the hours of actual school work would be lengthened fifteen minutes in the morning and fifteen minutes in the afternoon, making the school day one-half hour longer. The teachers in this school, including Miss Straughen, protested that such a day was too long for children in the primary grades. Miss Straughen had an interview with a member of the Board of Education, Edwin Leap, in which she made vigorous protest against the new rule on the ground, as stated in her testimony, that the hours were too long for small children.

Mr. Leap says in his testimony that Miss Straughen had said to him in an interview, "Mr. Leap, if the Board adopted that time I will stay there that time but I will not teach it; I can get lots of work, I will go to the Powder Plant before I will teach the extra time."

Miss Straughen and the other teachers of the DuPont School testified that the rule made by the Board of Education was literally carried out. Programs were arranged to meet the new requirements as to time, and each of them, including Miss Straughen, not only kept the school open for the period of the extended time but actually taught during this time. Parents of the children testified that they had called at the school for their children and found Miss Straughen teaching during this extended period of time. The supervising principal did not call at the school to ascertain whether the teachers were teaching during this extended period. The rule was made at a meeting of the Board on December 4, and according to the testimony the teachers, including Miss Straughen, complied with the rule of the Board thereafter.

On December 17, 1917, a special meeting of the Board of Education of the

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school district of Upper Penns Neck Township was held. The following is taken from the minutes of this meeting: "Motion made, seconded and carried that Miss Straughen be asked to resign as principal teacher at the DuPont Schoolhouse immediately." On the 18th of December, after school was dismissed in the afternoon, the district clerk served the following notice on Miss Straughen:

Upper Penns Neck Township, Dec. 17-17.

At a regular called meeting of the Board of Education held at the DuPont School House on December seventeenth it was regular moved and seconded and carried without a dissenting vote that one Florence Straughen be requested to resign the position as Principal and teacher in the DuPont School. Said resignation to take effect on presentation of notice of the same by the clerk of the Board of Education.

I, John B. Layton, Clerk of said Board of Education, do hereby present notice of same as instructed so to do.

JOHN B. LAYTON,
Clerk of Board of Education of the Township of
Upper Penns Neck.

At the hearing held in Salem the minutes of the meeting of December 17 were produced. They show that there was no record of the members of the Board who were present. The district clerk however testified that there were five members present; that the vote taken on the question of the resignation of Miss Straughen was verbal and that the resolution was declared carried by the President.

Edward Summerill, a member of the Board, testified at the hearing that he was present but he did not vote for the resolution because "I don't approve of the motion, don't approve of turning her out without hearing both sides." This motion apparently had not more than four votes to sustain it.

A request for a resignation to take effect immediately is in its essence equivalent to a dismissal of a teacher and, hence, requires a majority vote of the Board to make it legal. In such cases an entry on the records of the meeting of the names of the persons voting has been held essential. In this case there is no entry of names of the persons voting, not even an entry on the minutes of the names of the Board members present. The Board consists of nine members. The testimony shows that there was an affirmative vote on the resolution of only four. This is in conflict with the statute applying in such cases, which reads: "No principal or teacher shall be appointed, transferred or dismissed . . . except by a majority vote of the whole number of members of the Board of Education."

The request for her resignation that was served on Miss Straughen was therefore, not a legal request of the Board. However, Miss Straughen had no way of knowing this. We, therefore, must consider what she did upon receiving the request. She states in her testimony that she asked Mr. Layton if she could not remain until Friday following the Tuesday on which he served the notice on her at the school. He replied, "You see what your notice says."

Miss Straughen says in her testimony that she did not resign. The follow-

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ing morning Miss Straughen appeared at the school ready to teach. Joseph W. Wright, Supervising Principal, was also at the school and Mrs. M. McColley, the regular substitute teacher. Some conversation occurred between Mr. Wright and Miss Straughen in regard to her resignation, which resulted in Miss Straughen's leaving her room in the school and Mrs. McColley's taking her place and teaching during the day. On Thursday following Miss Straughen again appeared at the school and entered her name on the time card and found another teacher in her place. This teacher had been engaged by the Board of Education. On Friday morning following Miss Straughen again appeared and entered her name as usual on the time card and left because the school was in charge of another teacher. The following week was the Christmas vacation. Miss Straughen did not appear at the school afterwards.

The question in this case resolves itself into whether Miss Straughen did actually resign. It is admitted that there was no written resignation and there was no meeting of the Board at which her resignation was acted on. So far, therefore, as any action taken by the Board of Education at the time is concerned it does not appear that Miss Straughen resigned either by word or by act. A resignation by a teacher is not effective until accepted by the Board of Education.

I, therefore, find that Miss Straughen was dismissed from her position as teacher in the DuPont School without there having been any charges preferred against her and without giving her a hearing. The only excuse for her dismissal was the conversation that she had with Mr. Leap in which her testimony is different from that given by Mr. Leap. It appears that she did not do what Mr. Leap testifies that she said she would do, that is, leave rather than teach the extra half-hour of time that had been ordered by the Board. She actually did teach the extra half-hour and had been teaching it since the rule was adopted.

I, therefore, find that the resolution of the Board which does not give any reason in itself for requesting a resignation is without excuse to sustain it. I find also that Miss Straughen did not resign and did not leave the school of her own volition. She presented herself at the school on three successive mornings after the notice had been served upon her to resign and was ready to fulfill her contract. I find further that the Board had employed a regular teacher to take her place on the second day after she had been notified to resign and was engaged in actual teaching. Therefore, the provisions of the contract between the Board of Education of Upper Penns Neck Township and Miss Straughen to teach the DuPont School for the year 1917-18 were violated by the Board of Education. The Board is, therefore, answerable to Miss Straughen for the consequences resulting from the breaking of the contract, that is to say, it is responsible for her salary from the date of her dismissal to the end of the school year.

July 2, 1918.

POWER OF A BOARD OF EDUCATION TO COMPEL A TEACHER
UNDER CONTRACT TO TEACH ON SATURDAYS

ELSIE M. CONLEY

Appellant

vs

BOARD OF EDUCATION OF RARITAN TOWNSHIP,
MIDDLESEX COUNTY

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

FREDERIC M. P. PEARSE, for the Appellant.

EDWARD W. HICKS, for the Respondent.

The appellant in this case, Mrs. Elsie M. Conley, was employed as a teacher in the schools of Raritan Township, Middlesex County, under the usual teacher's contract, salary to be paid in equal monthly installments.

In January, 1918, because of lack of fuel, the schools of Raritan Township were closed for seventeen school days. All teachers, including Mrs. Conley, were paid the usual monthly installment for the month of January. In March following the Board of Education decided in order to make up the time lost the schools should be kept open on Saturdays and so informed all the teachers. Mrs. Conley claimed that it was not convenient for her to teach on consecutive Saturdays during the month of March but said she would be willing to teach some Saturdays and on legal holidays in order to make up the time lost. At the end of the month of March she was tendered a check with a deduction of \$8.40, the pay of a substitute for the four Saturdays when school was in session and on which Mrs. Conley did not teach. She refused to accept the check, claiming that she was entitled to the full installment for the month of March as provided in her contract. The question involved here is as to the payment of the salary of the appellant for the month of March. It must be considered by itself. What was done in January cannot have any bearing on the payment to be made in March. If anything happened during the month of March by which there should be a deduction for salary during that month it can have no relation to the things that happened in January. If the schools are closed by reason of epidemic or any other cause that may be unavoidable, such as the shortage of fuel, and teachers are present and ready to serve the school district there can be no deduction made from their salary. The furnishing of proper school facilities, such as having the rooms properly heated, is a duty of the Board and is a matter that lies entirely without the control of the teachers.

The question that arises in this case is, can a board of education compel the appellant to teach on Saturdays and thus make up the time lost in January. It is my opinion that the Board of Education cannot compel a teacher under the contract to teach on Saturdays. The statute law provides "in every such contract, unless otherwise specified, a month shall be considered and taken to be twenty school days or four weeks of five days each." The ap-

pellant thus served during the month of March four weeks of five days each and is entitled to the full monthly installment of salary therefor.

August 1, 1918.

POWER OF A BOARD OF EDUCATION TO COMPEL A TEACHER
UNDER CONTRACT TO TEACH ON SATURDAYS

JOSEPHINE E. CARMAN

Appellant

vs

BOARD OF EDUCATION OF RARITAN TOWNSHIP,
MIDDLESEX COUNTY

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

FREDERICK M. P. PEARSE, for the Appellant.

EDWARD W. HICKS, for the Respondent.

The appellant in this case, Mrs. Josephine E. Carman, was employed as a teacher in the schools of Raritan Township, Middlesex County, under the usual teacher's contract. salary to be paid in equal monthly installments.

In January, 1918, because of lack of fuel, the schools of Raritan Township were closed for seventeen school days. All teachers, including Mrs. Carman, were paid the usual monthly installment for the month of January. In March following the Board of Education decided in order to make up the time lost the schools should be kept open on Saturdays and so informed all the teachers. Mrs. Carman claimed that it was not convenient for her to teach on consecutive Saturdays during the month of March but said she would be willing to teach some Saturdays and on legal holidays in order to make up the time lost. At the end of the month of March she was tendered a check with a deduction of \$4.20, the pay of a substitute for the two Saturdays when school was in session and on which Mrs. Carman did not teach. She refused to accept the check, claiming that she was entitled to the full installment for the month of March as provided in her contract. The question involved here is as to the payment of the salary of the appellant for the month of March. It must be considered by itself. What was done in January cannot have any bearing on the payment to be made in March. If anything happened during the month of March by which there should be a deduction for salary during that month it can have no relation to the things that happened in January. If the schools are closed by reason of epidemic or any other cause that may be unavoidable, such as the shortage of fuel, and teachers are present and ready to serve the school district there can be no deduction made from their salary. The furnishing of proper school facilities, such as having the rooms properly heated, is a duty of the board and is a matter that lies entirely without the control of the teachers.

The question that arises in this case is, can a board of education compel the appellant to teach on Saturdays and thus make up the time lost in January. It is my opinion that the Board of Education cannot compel a teacher under

the contract to teach on Saturdays. The statute law provides "in every such contract, unless otherwise specified, a month shall be considered and taken to be twenty school days or four weeks of five days each." The appellant thus served during the month of March four weeks of five days each and is entitled to the full monthly installment of salary therefor.

August 1, 1918.

APPORTIONMENT OF SCHOOL MONEYS FOR TRANSPORTATION

BOARD OF EDUCATION OF THE TOWNSHIP
OF READINGTON

vs

THE COUNTY SUPERINTENDENT OF HUN-
TERDON COUNTY

DECISION OF THE
COMMISSIONER OF EDUCATION

This appeal is taken by the Board of Education of Readington Township, Hunterdon County, because of the refusal of the County Superintendent to apportion three-fourths of the cost of transportation of pupils to high schools from Readington Township. There is no dispute as to the fact that there was transportation of pupils; there is no dispute as to the fact that the Board of Education certified to the County Superintendent on or before the 15th day of March in the year 1918 on blanks furnished for the purpose by the Commissioner of Education "the number of pupils for whom transportation has been provided and the cost thereof" as required by Section 223 of the school law, edition of 1914.

The reason for the refusal of the County Superintendent to apportion money for transportation is based on rules made by the State Board of Education, which read, in part, as follows:

Rule 1. "It shall be the duty of the local board of education to report to the county superintendent on or before August 15 in each year all such high school pupils and such other pupils of elementary grades as may be entitled to transportation."

Rule 3 provides, "that contracts for transportation routes and agreements for individual transportation shall be filed with the county superintendent of schools for approval on or before September 1st in each year and shall be accompanied by a certified copy of the minutes of the board of education authorizing the same."

These rules were not observed by the Readington Board of Education for the school year 1917-18.

The law pertaining to apportioning moneys for transportation reads as follows:

"The county superintendent of schools shall on or before the first day of April in each year apportion to the several school districts of said county . . . seventy-five per centum of the cost of transportation of pupils to a public school or schools; provided, that, subject to appeal as provided in section ten of the act to which this act is an amendment the necessity for the transportation and the cost and method thereof shall have been approved by

the county superintendent of schools of the county in which the district paying the cost of such transportation is situate."

The above law was enacted in 1912. The rules of the State Board of Education pertaining to transportation were enacted in June, 1916. It is very clear that a statute law takes precedent of any rules made by the State Board of Education. It will be further noted that the rules of the State Board of Education are directory in their application while the statute law is mandatory. The statute law provides that the county superintendent of schools "shall apportion the school moneys" and also determines the time and the manner of certifying the facts to the county superintendent on which he bases his apportionment to the school district.

It is not denied by the County Superintendent that all the statutory requirements were met by the Board of Education of Readington Township. He bases his refusal to apportion money wholly on the grounds of a non-compliance of the Board with the rules of the State Board of Education. He does not aver that there is no necessity for transportation; he does not dispute the cost of transportation; he does not question the method of transportation, all of which he has a right to do under the statute law.

The contention he makes is that he had no means furnished him by the Board of Education of approving the contracts or agreements made for transportation by September 1st of the then current school year as provided by the rules of the State Board of Education. In other words, because the Board of Education did not comply with the rules, there was wanting the information from which he could at the beginning of the school year determine whether the cost was fair and just, and whether the method was a proper one, or whether there was necessity for the transportation at all.

The County Superintendent under paragraph III of section 30 of the school law has power to advise with and counsel boards of education in relation to their duties. It is his duty to instruct boards of education as to their full duties in carrying out the provisions of the school law and the rules and regulations of the State Board of Education. It is his duty to supervise all school matters in his county; it is his privilege to have full and complete knowledge of all the school affairs of his county and especially to instruct boards in their obligations in carrying out the provisions of the school law and the rules of the State Board of Education. It is also his duty to examine into methods of transportation. He cannot regulate the cost of transportation but if in his judgment he thinks the cost is excessive he may refuse to apportion three-fourths of such excessive cost.

In this case the cost of transportation was furnished him in accordance with the statute law on or before March 15 and it is at that time that he may pass upon the cost or the method or the necessity for it.

If a board of education has furnished transportation without his knowledge, or consent, and upon examination into the cost he finds that it is excessive he may refuse to apportion moneys because of the excessive cost or because of other statutory reasons, but it follows that he cannot refuse to apportion the moneys on any other grounds. He cannot refuse to apportion moneys because of a non-compliance with a rule of the State Board of Education which requires information to be given him on these points by September 1st of the school year. Very much of the cost cannot be wholly determined

at that time. Especially is this true in the case of railroad transportation, which may be begun later than September 1. This is also true in the case of transportation by trolley.

The rules of the State Board of Education in this case are directory and carry with them no penalty. They however should be observed so far as practicable and if not observed there is a penalty which is provided for in the general school laws. They surely cannot be tortured into meaning that a school district shall be penalized by withholding the whole of the lawful apportionment due the district if the district clerk neglects to comply with their requirements.

I am clearly of the opinion that it was the statutory duty of the County Superintendent to apportion to the Readington school district three-fourths of the cost of transportation as certified by the Board to the County Superintendent on or before March 1, 1918.

September 23, 1918.

(Appeal now pending before State Board of Education.)

DEMOTION AND REDUCTION OF SALARY OF TEACHER UNDER TENURE

WILLIS MEYERS

Appellant

vs

BOARD OF EDUCATION OF THE TOWNSHIP
OF READINGTON, HUNTERDON COUNTY

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

GEORGE H. LARGE, for the Appellant.

CLARENCE E. CASE, for the Respondent.

The Appellant in this case, Willis Meyers, has been in the employ of the Board of Education of the Township of Readington, Hunterdon County, the Respondent in this case, for the past six years. He, therefore, comes under what is known as the tenure of service act. He served during this time as the principal teacher in a two-room school at Whitehouse.

In 1916 the school district of the Township of Readington voted to construct a new schoolhouse at Whitehouse to accommodate the children attending the schools at Whitehouse and Whitehouse Station. The Board of Education at the annual meeting for the election of teachers held in the summer of 1917 elected the Appellant as principal teacher of the proposed new consolidated school at a salary of \$85 per month. The new school because of unavoidable delays was not completed during the school year of 1917-18.

Mr. Meyers continued as principal teacher in the Whitehouse school the same as formerly and received \$85 per month, as per agreement, as principal teacher. The Board of Education in the summer of 1918 tendered Mr. Meyers the position of principal teacher of the fifth and sixth grades of the

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consolidated school at a salary of \$70 per month. The tender of this position and salary was declined by the Appellant, who claimed that under the tenure of service act he was entitled to the position of principal teacher in the new school, a position which he had occupied for the past six years in the old school.

The two questions that present themselves in this case are, first, was there a reduction of the salary of the Appellant and, second, was the offer of principal teacher in the fifth and sixth grades a demotion.

The Appellant had served the year 1917-18 at a salary of \$85 a month. His services during that year were rendered as the principal teacher in a two-room school teaching the higher grammar school grades, which include the seventh and eighth grades. This must be considered separate and apart from any agreement which had been made for services as principal of the proposed consolidated school. In this position a salary of \$85 a month was paid. The Appellant was at the time under the operation of the teachers tenure of service act. A notice to him that his salary for the following year would be \$70 a month instead of \$85 was plainly a reduction of his salary.

Second, that he was to serve as the principal teacher of the fifth and sixth grades was a most unusual proposition. There was, therefore, not only a reduction of salary but there was also a reduction of position. In a school of eight grades there is no such thing as a principal teacher of the fifth and sixth grades. The principal teacher must be a position calling for supervision of all the grades either directly or indirectly. The principal teacher is responsible for making out the reports required by law for the whole school. The principal teacher can alone suspend pupils and exercise other authority for the whole school. I find there was, therefore, not only a reduction of the Appellant's salary contrary to law but there was also a demotion in his position by assigning him to the fifth and sixth grade work.

My conclusion is that the Appellant, Willis Meyers, being under the operation of the tenure of service act could not have his salary reduced, neither could he be demoted in grade without first giving him a hearing on charges regularly made. He should, therefore, be restored to his position as principal teacher in the new school at Whitehouse at a salary of \$85 per month, to run from the beginning of the opening of school in September, 1918.

October 19, 1918.

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SCHOOL REPORT.

CHANGING OF BEGINNING POINT OF TRANSPORTATION ROUTE

FREDERICK L. JOHNSON

Appellant

vs

BOARD OF EDUCATION OF THE TOWNSHIP
OF READINGTON, HUNTERDON COUNTY

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

GEORGE H. LARGE, for the Appellant.

CLARENCE E. CASE, for the Respondent.

The Petitioner in this case is Frederick L. Johnson, a citizen and resident of Readington Township, Hunterdon County. Appeal is taken because of the action of the Board of Education in awarding to C. J. Hauck a contract to transport school children to the Flemington High School for \$993.50, which award is claimed to be not in full accordance with an advertisement for proposals.

The advertisement reads as follows: "The Board of Education of Readington Township will receive bids for transportation of scholars to Flemington High School as follows: Starting at the Pleasant Run store, thence to Stanton store, return to macadam road, thence to Flemington High School and returning by same route at close of school."

The Appellant resides at Stanton and has children to be transported. No question is raised by him in regard to the award of the contract to the lowest bidder. The Appellant claims that instead of starting at Pleasant Run and thence proceeding to Stanton and from Stanton returning to the main road to Flemington as provided in the advertisement, the contract was let to start at Stanton and proceed to Pleasant Run, returning to the main road to Flemington. The claim made by the Appellant is that whereas there is one child near the Pleasant Run store, the advertised starting point, there are six at Stanton and vicinity. The distance from Stanton to Pleasant Run store is about three miles and the point of intersection with the main road to Flemington is about half way. Thus, there would be necessity for six children to pass over one and a half miles each way, making a ride of three miles for them, whereas if the vehicle started at Pleasant Run store as advertised there would be one child only who would have to ride a distance of three miles. In former years the route of travel started at the Pleasant Run store. This year the lowest bidder, bidding about \$200 less than any other bidder, lives in the vicinity of Stanton. The Board of Education claims because of the saving of some \$200 the route was changed only as to the point of starting.

The question therefore involved is, shall the Board of Education compel the lowest bidder to leave his home at Stanton, traverse the three miles to Pleasant Run for the one child and with it return to Stanton for the six who live in the vicinity of Stanton? This, of course, would not be acceptable to Mr. Hauck and the contract would have to be awarded to the next lowest bidder, Clarence Cole, whose proposal was \$200 more than that of Mr. Hauck.

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It does not appear that the Board was in any way prejudiced in awarding the contract to the lowest bidder and permitting him to begin his transportation at Stanton instead of at Pleasant Run. Transportation is costly at best. It seems to me therefore that the Board of Education exercised sound judgment in saving to the school district some \$200 in the matter of the transportation of seven children.

The Board of Education claims that it is not bound by the law to advertise for proposals at all; that it may reject all bids offered and award the contract without advertisement. This is quite true. All Boards of Education acting under Article VII of the school law are at liberty to advertise, or not, as they choose. Having advertised, however, a Board of Education ought to conform as nearly as possible in the award of the contract to the conditions of the advertisement. In this case the route was not changed in awarding the contract; the only change made was the point of starting the vehicle. This, in my judgment, is not a material matter. I, therefore, conclude that the business judgment of the Board of Education cannot in this case be interfered with.

The appeal is dismissed.

October 22, 1918.

PART III

SECTION A

FINANCIAL AND OTHER STATISTICS BY COUNTIES

For the year ending June 30, 1918

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TABLE I
CURRENT EXPENSE FUNDS.

RECEIPTS FROM STATE AND COUNTY FUNDS FOR CURRENT EXPENSES.

COUNTIES.	From \$250,000 State School Fund Appropriation.	From Appropriation to Reduce State School Tax.	From 90% State School Tax.	From 10% State School Tax Reserve Fund.	From Interest on Surplus Revenue.	From Reapportioned Balances.	Total Receipts During the Year from State and County Current Expense Fund.
Atlantic	\$7,185 25	\$4,468 47	\$294,176 18	\$22,686 24	\$534 18	.....	\$329,050 32
Bergen	18,735 85	5,802 50	382,000 54	42,444 51	1,795 08	.....	450,778 48
Burlington	5,484 85	1,374 63	90,497 33	32,055 27	4,363 96	\$460 00	134,236 09
Camden	12,763 02	3,967 84	261,218 14	29,024 24	1,529 71	.....	308,502 95
Cape May	1,978 98	1,409 46	92,790 18	8,310 02	750 00	.....	105,238 64
Cumberland	5,510 44	1,045 88	68,854 44	31,650 49	1,766 13	.....	108,827 38
Essex	55,148 20	24,245 74	1,596,188 52	153,354 28	.....	.....	1,828,936 74
Gloucester	3,702 83	1,088 98	72,349 67	14,038 85	1,811 50	.....	85,001 83
Hudson	49,205 11	22,295 71	1,467,810 67	138,090 07	.....	.....	1,677,401 56
Hunterdon	2,636 29	820 97	**54,207 43	18,005 27	.....	.....	75,669 96
Mercer	10,805 95	4,597 09	302,643 76	33,627 09	370 62	.....	352,044 51
Middlesex	11,066 47	3,390 14	223,185 88	24,798 43	.....	.....	262,440 92
Monmouth	4,416 02	4,252 07	279,929 50	29,103 28	2,275 50	.....	324,976 37
Morris	6,430 13	*2,113 08	139,046 13	15,449 57	3,600 00	.....	166,638 91
Ocean	1,954 18	841 65	55,408 89	6,156 54	904 10	.....	65,265 36
Passaic	21,556 64	7,358 07	484,409 27	53,823 25	1,168 38	.....	568,315 61
Salem	2,666 26	1,054 58	69,426 86	7,714 09	2,099 46	.....	82,961 25
Somerset	3,834 41	1,374 72	90,503 25	10,055 92	2,869 09	.....	108,637 39
Sussex	2,181 66	882 46	58,095 49	6,455 05	2,321 34	.....	69,936 00
Union	14,191 71	6,581 18	433,263 83	42,140 43	.....	.....	496,177 15
Warren	3,545 75	1,025 78	67,531 18	12,503 46	.....	.....	84,606 17
Total	\$250,000 00	\$100,001 00	\$6,583,537 19	\$731,486 35	\$28,159 05	\$460 00	\$7,693,643 59

*Overpaid clerk \$1.00.

**Carried over \$160.01 from last year on account difference in estimated and real expenses transportation Readington township.

COMMISSIONER OF EDUCATION.

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TABLE 1—Continued
CURRENT EXPENSE FUNDS.

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

COUNTIES.	Balance on Hand Beginning of Year in State and County Current Expense Funds.	Total Receipts During the Year and Balance on Hand Beginning of Year.	From District Taxes for Current Expense.	From Railroad Tax.	From Other Sources		For Current Expenses.		
					A—Interest on Deposits.	B—Sale of Books.	C—Defacement of Property.	D—Tuition Fees.	E—Return Premiums Fire Insurance.
Atlantic		\$329,050 32	\$238,154 95	\$133,031 88	\$3,724 95	\$52 47		\$6,382 26	\$42 33
Bergen		450,778 48	1,007,078 04	172,747 68	5,340 84	546 23	\$70 76	73,923 03	312 67
Burlington		134,236 09	233,122 98	40,924 58	833 34	85 02		33,437 61	
Camden		308,502 95	606,759 36	118,127 65	1,576 03	10 14	39 48	28,259 50	29 62
Cape May		105,238 64	56,344 79	41,961 42	1,176 88	221 68		4,773 93	
Cumberland	\$400 00	109,227 38	201,592 14	31,137 24	410 16	22 98	7 20	9,462 00	161 48
Essex		1,828,936 74	2,666,677 07	721,925 82	16,217 43	464 91	512 08	21,708 45	568 58
Gloucester		93,001 83	149,326 25	32,717 86	391 28	53 56	14 49	24,023 37	27 16
Hudson		1,677,401 56	1,684,517 70	663,771 00	6,950 90	507 19	463 83	39,969 75	430 90
Hunterdon	1,737 00	77,406 96	105,992 13	24,441 24	80 10	3 50	23 92	22,524 61	
Mercer		352,044 51	422,798 93	136,861 08	3,339 10	21 22	478 04	13,901 43	
Middlesex		262,440 92	547,400 38	100,928 77	2,128 62	22 26	10 32	28,248 78	18 82
Monmouth		324,976 37	365,625 84	126,589 27	2,836 38	21 96	2 00	42,748 33	21 97
Morris		166,638 91	318,689 61	62,879 22	3,128 03	147 99	61 91	24,051 93	38 26
Ocean		65,365 36	67,079 12	25,056 92	412 81	23 43		5,661 43	
Passaic		568,315 61	601,393 07	219,058 79	2,252 50	467 56	247 13	19,568 75	381 96
Salem		82,961 25	113,532 15	31,696 10	85 37	2 00		13,125 14	300 52
Somerset		108,637 39	177,496 96	40,927 23	1,098 43	236 46	110 19	16,775 67	
Sussex		69,936 00	103,036 70	26,271 85	314 93	6 25	28 19	13,571 35	7 50
Union		496,177 15	581,099 80	195,929 89	3,324 36	419 42	28 14	21,513 82	171 58
Warren		84,606 17	123,781 50	30,538 83	339 84	2 31	76 08	19,049 45	26 00
Total	\$2,137 00	\$7,695,780 59	\$10,481,449 47	\$2,977,524 32	\$55,972 28	\$3,338 54	\$2,181 53	\$485,580 59	\$2,529 35

TABLE I—*Continued*
CURRENT EXPENSE FUNDS.

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

COUNTIES.	From all Other Sources for Current Expense Not Covered by Columns A, B, C, D, E.	Total Receipts During the Year from District Tax, Railroad Tax and Other Sources for Current Expense.	Balance on Hand Beginning of Year in District Tax, Railroad Tax and Other Sources for Current Expense.	Total Receipts During the Year and Balance on Hand Beginning of Year; District Tax, Railroad Tax and Other Sources.	Grand Total of Receipts During the Year and Balance on Hand Beginning of Year for Current Expense.
Atlantic	\$356 05	\$381,744 89	\$35,188 84	\$416,933 73	\$745,984 05
Bergen	30,566 48	1,290,585 73	215,073 75	1,505,659 48	1,906,437 98
Burlington	1,897 93	310,309 23	21,936 82	332,246 05	466,482 14
Camden	3,621 00	758,422 78	64,817 72	823,240 50	1,131,743 45
Cape May	3,268 06	107,746 76	30,339 15	138,085 91	243,324 55
Cumberland	3,295 15	246,088 35	43,661 89	289,750 24	398,977 62
Essex	17,560 54	3,445,624 88	290,515 86	3,736,140 74	5,565,077 48
Gloucester	3,419 23	209,973 20	24,869 23	234,842 43	327,844 26
Hudson	56,265 00	2,452,876 27	141,180 60	2,594,056 87	4,271,458 43
Hunterdon	5,193 04	158,258 54	12,202 96	170,461 50	247,868 46
Mercer	12,941 13	590,340 93	25,367 69	615,708 62	967,753 13
Middlesex	3,132 89	681,890 84	54,388 73	736,279 57	998,720 49
Monmouth	1,650 47	539,496 22	76,170 88	615,667 10	940,643 47
Morris	1,472 82	410,469 77	61,868 07	472,337 84	638,976 76
Ocean	299 76	121,433 47	21,834 99	143,268 46	208,632 82
Passaic	3,748 00	937,017 76	44,942 01	981,959 77	1,550,275 88
Salem	1,744 32	160,545 60	9,762 07	170,307 67	253,268 92
Somerset	5,734 12	242,379 06	14,902 76	257,281 82	365,919 21
Sussex	472 39	143,709 16	22,217 07	165,926 23	235,862 23
Union	5,105 50	807,592 51	94,883 65	902,476 16	1,398,653 31
Warren	6,288 33	180,102 34	13,604 68	193,707 02	278,313 19
Total	\$168,032 21	\$14,176,608 29	\$1,319,829 42	\$15,496,437 71	\$23,192,218 30

COMMISSIONER OF EDUCATION.

TABLE I—Continued
CURRENT EXPENSE FUNDS.

PAYMENTS FROM CURRENT EXPENSE FUNDS.

COUNTIES.	Salaries of Superintendent, Supervising Principals, Sur- veillors, Principals, and Teachers, and Amount Paid to State Treasurer for Re- tirement Fund.	Salaries of Janitors, Engi- neers and Firemen.	Fuel.	Transportation of Pupils to Other Districts.	Transportation of Pupils Within the District.	Tuition Fees.	Expense of Superintendent, Supervising Principal, Su- pervisors, Principals and Teachers.	Salary Helping Teacher.
Atlantic	\$495,201 25	\$42,535 35	\$33,499 63	\$11,660 67	\$14,421 50	\$5,719 53	\$6,322 20	\$1,400 00
Bergen	1,149,114 68	123,906 85	79,249 20	21,749 48	7,134 10	70,938 74	7,856 00	2,800 00
Burlington	255,413 90	22,622 06	22,944 09	19,341 27	27,830 54	23,370 75	345 99	3,175 00
Camden	728,919 68	83,363 90	46,066 92	9,880 65	5,578 13	31,001 37	4,227 66	1,500 00
Cape May	129,403 07	14,580 72	11,754 53	6,937 72	9,850 73	5,253 96	1,226 89	1,400 00
Cumberland	229,966 87	17,367 84	18,868 55	6,906 58	22,103 69	7,340 50	772 63	1,300 00
Essex	3,897,791 63	321,819 50	170,991 62	3,789 51	14,194 27	6,384 43	13,352 58	1,500 00
Gloucester	180,305 00	16,372 37	15,696 66	15,370 41	3,933 91	22,867 75	3,396 31	1,300 00
Hudson	3,071,603 25	293,951 74	179,168 63	5,310 59	7,181 16	34,236 25	8,180 22	.....
Hunterdon	126,593 35	7,286 56	11,300 44	22,197 90	2,503 20	25,403 69	138 53	3,000 00
Mercer	650,778 71	59,312 00	43,457 60	6,938 75	21,712 66	14,619 00	4,023 07	.....
Middlesex	629,702 84	55,013 82	44,674 27	16,848 17	17,442 29	34,870 60	5,011 20	.....
Monmouth	554,047 50	56,184 22	43,713 99	23,724 53	20,459 61	44,405 91	2,461 41	1,500 00
Morris	360,475 77	30,755 61	27,688 74	20,540 80	23,468 02	22,909 50	1,688 25	1,508 20
Ocean	110,788 51	8,883 41	8,752 01	12,164 71	10,659 15	8,687 47	373 40	1,300 00
Passaic	1,141,355 52	101,915 75	56,124 34	5,938 45	7,315 83	20,610 09	3,120 44	.....
Salem	134,287 47	11,653 97	12,297 60	13,344 49	10,469 86	13,203 21	228 20	1,400 00
Somerset	220,118 20	17,133 49	19,085 90	14,805 27	9,105 65	22,158 84	1,031 22	1,500 00
Sussex	114,407 41	5,925 58	97,645 57	21,407 62	8,471 74	16,557 80	488 66	1,400 00
Union	921,119 80	95,672 20	65,787 31	2,616 85	2,811 07	10,344 50	7,000 79	1,300 00
Warren	155,821 13	11,102 27	13,864 00	18,350 88	7,084 86	17,831 75	316 94	3,000 00
Total	\$15,197,125 64	\$1,407,379 21	\$934,750 60	\$279,825 30	\$249,701 97	\$458,615 64	\$69,003 59	\$30,283 20

TABLE 1—*Continued*
CURRENT EXPENSE FUNDS.

PAYMENTS FROM CURRENT EXPENSE FUNDS.—*Continued.*

COUNTIES.	County Tuant Officer.	Text Books.	Supplies and Other Ex- penses of Instruction.	Apparatus Purchased with Current Expense Funds.	Janitors' Supplies.	Light, Water and Power.
Atlantic		\$15,049 83	\$21,291 28	\$3,338 62	\$5,074 35	\$5,588 21
Bergen		38,033 50	54,774 00	11,419 94	14,672 21	21,578 23
Burlington	\$500 00	10,411 27	15,359 92	1,802 97	1,845 83	2,635 41
Camden		33,792 74	52,595 13	1,796 76	6,143 75	7,116 47
Cape May		5,792 53	6,107 96	1,315 86	1,036 36	1,610 69
Cumberland		12,296 72	14,618 85	2,239 31	2,625 22	2,496 32
Essex		80,866 49	166,228 92	21,549 89	26,908 64	61,773 18
Gloucester		8,526 80	10,325 49	917 63	1,798 44	1,566 87
Hudson		69,068 19	105,367 20	7,472 82	29,475 72	38,350 39
Hunterdon		5,341 39	7,083 41	969 80	803 88	856 97
Mercer		19,654 18	22,552 79	2,897 62	3,892 73	4,767 88
Middlesex		24,061 02	26,608 67	5,518 30	7,248 32	6,144 22
Monmouth	1,550 00	17,362 83	27,103 07	2,361 09	5,927 06	9,561 04
Morris		13,116 86	20,255 05	6,025 83	2,500 77	4,698 61
Ocean		3,305 21	6,869 09	1,722 16	1,071 36	659 22
Passaic		26,432 11	36,350 44	2,966 79	9,541 41	15,825 14
Salem		8,721 49	8,027 45	860 25	1,185 58	743 30
Somerset		6,982 76	8,811 73	1,686 12	1,784 79	3,348 71
Sussex		5,475 04	5,827 98	188 37	585 80	724 85
Union		28,782 85	50,133 54	5,231 39	11,075 79	18,917 79
Warren		7,070 70	8,138 66	1,187 58	1,300 67	2,137 20
Total	\$2,050 00	\$440,144 51	\$674,430 63	\$83,269 10	\$136,498 68	\$211,100 86

COMMISSIONER OF EDUCATION

TABLE 1—*Continued*
CURRENT EXPENSE FUNDS.

PAYMENTS FROM CURRENT EXPENSE FUNDS.—*Continued.*

COUNTIES.	Medical Inspection, Salar- ies, Supplies and Other Expenses.	Compulsory Attendance, Salaries, Supplies and Other Expenses.	Salary of District Clerk or Secretary.	Salary of Custodian of School Moneys.	All Other Salaries, Supplies and Other Expenses of Board of Education and Business Offices.	County Supervisor of Child Study.
Atlantic	\$13,141 61	\$5,119 26	\$5,191 48	\$1,305 93	\$2,012 52	.....
Bergen	19,722 76	11,870 44	17,346 54	4,178 13	14,737 73	.....
Burlington	6,218 64	2,456 56	4,164 93	1,585 00	2,410 65	.....
Camden	13,428 87	6,379 20	7,263 75	1,317 87	10,755 10	.....
Cape May	3,725 97	1,840 25	2,647 66	851 99	4,783 87	.....
Cumberland	3,559 54	1,432 25	2,552 50	625 00	1,826 36	.....
Essex	72,981 54	32,348 76	18,286 14	1,487 50	112,508 54	.....
Gloucester	5,414 46	1,774 58	3,496 91	780 00	1,172 21	.....
Hudson	59,756 54	44,215 53	16,096 30	3,441 54	29,438 26	.....
Hunterdon	1,403 00	447 59	2,693 24	711 00	1,546 13	.....
Mercer	14,995 78	6,161 24	5,762 50	1,650 00	8,517 51	.....
Middlesex	8,443 63	3,446 68	6,824 17	3,041 93	3,544 98	.....
Monmouth	10,766 07	5,347 16	8,507 25	2,094 96	4,665 98	\$1,850 00
Morris	9,573 57	4,320 17	5,726 51	2,379 21	2,418 72	.....
Ocean	2,217 44	881 95	1,734 70	697 50	779 91	.....
Passaic	8,963 05	10,182 12	6,969 17	2,048 30	12,799 87	.....
Salem	2,361 27	825 00	2,013 56	565 00	1,165 33	.....
Somerset	4,057 09	2,336 12	3,005 84	1,114 83	2,161 10	.....
Sussex	2,953 49	960 81	2,369 93	690 00	1,152 20	.....
Union	17,465 49	8,670 50	11,271 25	1,263 50	12,987 63	.....
Warren	3,563 75	1,077 86	3,149 75	748 79	1,171 19	.....
Total	\$284,703 56	\$152,093 03	\$137,074 08	\$32,577 98	\$232,555 89	\$1,850 00

TABLE I—*Continued*
CURRENT EXPENSE FUNDS

PAYMENTS FROM CURRENT EXPENSE FUNDS.—*Continued.*

COUNTIES.	Insurance Premiums.	Wages of Other Employees.	Lectures and Recreation.	For Evening Schools, Sec. 174, 1914 Edition.	
				Salaries Supervisors, Principals and Teachers.	All Other Salaries, Supplies and Expenses.
Atlantic	\$5,127 72	\$10,346 38	\$1,099 56		
Bergen	16,961 36	3,499 75	3,163 43	\$3,191 55	\$113 36
Burlington	2,762 77	1,401 93	25 00	80 00	
Camden	11,176 58	907 84	284 90	3,680 50	333 46
Cape May	2,872 93	586 56	212 57	240 00	
Cumberland	2,005 25	1,141 32		760 00	
Essex	13,045 51	12,379 17	31,758 60	83,912 75	17,914 29
Gloucester	1,607 38	1,212 55	95 51		
Hudson	28,098 02	32,482 22	20,498 77	27,756 00	3,949 66
Hunterdon	1,011 74	879 32			
Mercer	5,956 00	4,968 41	135 35	10,312 50	3,107 95
Middlesex	5,204 30	1,366 69	2,003 66	2,897 66	565 90
Monmouth	7,171 87	2,650 23	2,747 81	876 00	310 22
Morris	5,304 95	2,632 35	1,295 95	2,043 00	237 48
Ocean	729 81	730 05	200 23		
Passaic	10,179 72	4,890 35	392 85	10,898 24	2,210 71
Salem	1,222 46	684 63	31 65		
Somerset	930 57	1,049 81	455 00		
Sussex	648 56	1,915 63	180 00		
Union	8,306 14	1,746 45	1,533 96	9,428 50	1,778 40
Warren	1,296 87	1,846 67	13 60		
Total	\$131,620 51	\$89,318 31	\$66,128 40	\$156,076 70	\$30,521 43

TABLE 1—*Continued*
CURRENT EXPENSE FUNDS.

PAYMENTS FROM CURRENT EXPENSE FUNDS.—*Continued.*

COUNTIES.	Special Summer Schools.		Interest on Temporary Loans.	Telephone Service.	Incidental Expenses.	Total of Current Expense Expenditures During the Year.	Total Balance in Current Expense Account at Close of Year.	Grand Total of Current Expense Expenditures During the Year, and Balance on Hand at Close of Year.
	Salaries Supervisors, Principals and Teachers.	All Other Salaries, Supplies and Expenses.						
Atlantic			\$1,306 81	\$310 85	\$2,730 51	\$708,795 05	\$37,189 00	\$745,984 05
Bergen	\$4,320 00	\$5 40	4,529 14	4,812 48	4,502 77	1,716,181 77	240,256 19	1,856,437 96
Burlington			1,673 56	678 27	873 40	431,929 71	34,552 43	466,482 14
Camden			8,901 69	1,411 92	2,877 44	1,080,702 28	51,041 17	1,131,743 45
Cape May			153 20	60 00	1,794 45	215,040 47	27,284 08	243,324 55
Cumberland	456 00		1,751 92	499 25	320 03	355,852 50	43,125 12	399,977 62
Essex	64,350 09	10,384 01	2,797 60	6,856 47	9,389 04	5,217,361 77	347,715 71	5,565,077 48
Gloucester			674 32	423 24	2,838 25	298,677 05	29,167 21	327,844 26
Hudson	32,325 67	13,305 18	9,907 83	4,271 79	34,982 49	4,206,491 96	64,966 47	4,271,458 43
Hunterdon			849 51	179 07	6,371 89	229,571 61	18,296 85	247,868 46
Mercer	7,087 26	638 50	950 66	2,115 96	2,715 11	929,681 72	38,071 41	967,753 13
Middlesex	1,410 50	161 40	2,574 34	1,281 19	2,157 63	928,067 38	70,653 11	998,720 49
Monmouth	87 50		1,218 60	1,318 26	2,841 56	862,815 73	77,827 74	940,643 47
Morris			1,368 13	1,525 21	1,578 50	576,035 76	62,940 99	638,976 75
Ocean			503 00	190 33	113 36	184,013 98	24,619 84	208,633 82
Passaic	2,586 20	97 10	3,618 81	1,348 59	2,121 40	1,506,802 79	43,472 59	1,550,275 38
Salem			696 47	174 65	468 42	226,431 31	26,837 61	253,268 92
Somerset			563 25	825 27	62 63	344,114 19	21,805 02	365,919 21
Sussex			277 77	107 55	576 74	203,058 10	32,804 13	235,862 23
Union	720 00		2,482 23	3,802 09	2,353 43	1,304,593 61	94,059 70	1,398,653 31
Warren			630 37	200 60	703 89	261,609 98	16,703 21	278,313 19
Total	\$113,343 22	\$24,591 59	\$47,429 21	\$32,393 04	\$82,372 94	\$21,788,828 72	\$1,403,389 58	\$23,192,218 30

TABLE 2
MANUAL AND INDUSTRIAL TRAINING FUNDS.
RECEIPTS.

COUNTIES.	From State Appropriation.	From District Tax for Manual Training.	From Subscriptions Entertainments, etc.	From Sale of Manual Training Materials.	Total Receipts During the Year for Manual Training.	Balance on Hand Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic	\$9,687 38	\$20,800 00		\$155 91	\$30,643 29	\$2,147 62	\$32,790 91
Bergen	35,690 48	43,955 19	\$153 20	2,865 86	82,694 73	16,721 75	99,416 48
Burlington	2,840 71	5,919 79		333 03	9,093 53	2,490 92	11,584 45
Camden	8,693 23	11,550 00		80 03	20,323 31	2,286 93	22,610 24
Cape May	3,597 00	4,400 00	159 85	25 00	8,181 85	1,691 23	9,873 08
Cumberland	7,459 69	8,465 10		271 09	16,195 88	744 11	16,939 99
Essex	36,307 22	125,210 69	581 50	1,492 40	163,591 81	11,051 06	174,642 87
Gloucester	5,815 02	1,919 66		64 40	7,799 08	2,318 49	10,117 57
Hudson	25,669 50	85,363 24		212 35	111,245 09	12,146 99	123,392 08
Hunterdon			100 00		100 00		100 00
Mercer	9,769 14	23,359 77	1,085 13	283 44	34,497 48	1,623 54	36,121 02
Middlesex	16,063 89	19,791 52		516 52	36,371 93	7,910 53	44,282 46
Monmouth	16,008 04	20,618 24	1,000 00	920 80	38,547 08	10,015 63	48,562 71
Morris	10,146 82	12,678 81	132 64	7 94	22,966 21	11,598 77	34,564 98
Ocean	1,798 50	2,099 71	49 17		3,947 38	1,312 50	5,259 88
Passaic	13,376 35	34,207 24	553 44	1,554 43	49,691 46	1,554 29	51,245 75
Salem	4,618 16	5,037 50		20 52	9,676 18	455 06	10,131 24
Somerset	4,137 91	4,637 50	848 13	12 35	9,635 92	3,374 17	13,010 09
Sussex	3,740 06	4,575 00	354 03	60 80	8,729 89	1,718 12	10,448 01
Union	32,287 50	27,054 95	634 10	576 28	60,552 83	6,111 01	66,663 84
Warren	4,412 75	5,209 85		95 72	9,718 32	2,200 57	11,918 89
Total	\$252,119 35	\$466,883 76	\$5,651 19	\$9,548 95	\$734,203 25	\$99,473 29	\$833,676 54

TABLE 2—Continued
MANUAL AND INDUSTRIAL TRAINING FUNDS.

PAYMENTS.

COUNTIES.	DAY SCHOOLS.					
	Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	Manual and Industrial Training Material and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense Incident to Manual and Industrial Training.	Total Manual and Industrial Training Expenditures, Day Schools.
Atlantic	\$17,562 05	\$6,048 43	\$1,777 43	\$2,570 37	\$18 66	\$27,976 94
Bergen	53,152 51	18,611 47	1,137 55	5,746 01	2,192 08	80,839 62
Burlington	4,612 52	1,990 49	137 96	1,680 69	790 79	9,212 45
Camden	11,937 01	8,292 23	443 58	23 90	527 62	21,224 24
Cape May	6,100 44	2,272 49	8 95	516 74	.....	8,898 62
Cumberland	9,556 31	4,220 68	384 40	1,566 14	.....	15,727 51
Essex	108,897 32	41,111 15	1,083 25	16,046 55	942 45	167,997 72
Gloucester	5,582 75	1,897 04	525 44	1,091 83	32 43	9,129 49
Hudson	94,806 51	17,292 47	1,177 18	2,811 56	250 21	116,337 93
Hunterdon .....	.....	.....	.....	.....	.....	.....
Mercer	22,151 40	9,951 92	462 78	1,133 91	977 59	34,677 60
Middlesex	24,437 73	8,814 05	476 13	2,961 14	1,378 91	38,067 96
Monmouth	30,754 35	6,670 14	733 03	2,708 55	946 57	41,812 64
Morris	14,449 97	4,780 19	466 51	4,414 86	328 99	24,440 52
Ocean	2,250 83	813 03	12 23	28 90	53 40	3,158 39
Passaic	34,961 42	11,279 70	489 33	1,471 85	276 67	48,478 97
Salem	4,918 75	2,076 21	.....	1,347 66	.....	8,342 62
Somerset	6,607 45	2,266 30	243 92	318 66	838 84	10,275 17
Sussex	4,251 65	946 26	22 55	.....	899 44	6,119 90
Union	36,853 00	15,117 37	1,581 60	4,245 32	737 23	58,534 53
Warren	5,078 00	1,364 05	.....	1,625 43	47 63	8,115 11
Total	\$498,831 97	\$165,815 65	\$11,163 82	\$52,310 08	\$11,246 41	\$739,367 93

TABLE 2—Continued
MANUAL AND INDUSTRIAL TRAINING FUNDS.

PAYMENTS.

COUNTIES.	EVENING SCHOOLS.						Total Manual and Industrial Training Expenditures, Day and Evening Schools.	Balance in Manual and Industrial Training Account Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand Close of Year.
	Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	Manual and Industrial Training, Material and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense Incident to Manual and Industrial Training.	Total Manual and Industrial Training Expenditures, Evening Schools.			
Atlantic							\$27,976 94	\$4,813 97	\$32,790 91
Bergen							80,839 62	18,576 86	99,416 48
Burlington							9,212 45	2,372 00	11,584 45
Camden							21,224 24	1,386 00	22,610 24
Cape May							8,898 62	974 46	9,873 08
Cumberland							15,727 51	1,212 48	16,939 99
Essex		\$1,454 68				\$1,454 68	169,452 40	5,190 47	174,642 87
Gloucester							9,129 49	988 08	10,117 57
Hudson	\$192 00	3 75				195 75	6,853 40	123,392 08	
Hunterdon								100 00	100 00
Mercer							34,677 60	1,443 42	36,121 02
Middlesex							38,067 96	6,214 50	44,282 46
Monmouth							41,812 64	6,750 07	48,562 71
Morris	122 00	6 28				128 28	24,568 80	9,996 18	34,564 98
Ocean							3,153 39	2,101 49	5,259 88
Passaic							48,478 97	2,766 78	51,245 75
Salem							8,342 62	1,788 62	10,131 24
Somerset							10,275 17	2,734 92	13,010 09
Sussex							6,119 90	4,328 11	10,448 01
Union							58,534 53	8,129 31	66,663 84
Warren							8,115 11	3,803 78	11,918 89
Total	\$314 00	\$1,464 71				\$1,778 71	\$741,146 64	\$92,529 90	\$833,676 54

TABLE 3
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS FUNDS.

RECEIPTS.

COUNTIES.	From State Appropriation, Sec. 176.	From District Tax for Evening School for Foreign-Born Residents, Sec. 176.	From All Other Sources for Evening School for Foreign-Born Residents, Sec. 176.	Total Receipts During the Year for Evening School for Foreign-Born Residents.	Balance on Hand Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic	\$400 00	\$400 00		\$800 00	\$647 96	\$1,447 96
Bergen						
Burlington						
Camden						
Cape May						
Cumberland						
Delaware						
Essex						
Gloucester	1,717 66	1,717 67		3,435 33		3,435 33
Hudson						
Hunterdon						
Mercer						
Middlesex		300 00		300 00		300 00
Monmouth		250 00		250 00		250 00
Morris						
Ocean	1,649 53	1,341 45		2,990 98	149 63	3,140 61
Passaic						
Salem	280 83			280 83		280 83
Somerset						
Sussex	534 96	250 00		784 96		784 96
Union						
Warren						
Total	\$4,582 98	\$4,259 12		\$8,842 10	\$797 49	\$9,639 59

TABLE 3—*Continued*
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS FUNDS.

PAYMENTS.

COUNTIES.	Salaries, Principals and Teachers.	Text Books and Supplies.	Janitors' Salaries.	Other Expenditures.	Total Expenditures During the Year.	Balance in Evening School for Foreign-Born Residents' Account at Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand at Close of Year.
Atlantic							
Bergen	\$595 00		\$46 54	\$13 75	\$655 29	\$792 67	\$1,447 96
Burlington							
Camden							
Cape May							
Cumberland							
Essex							
Gloucester							
Hudson	2,454 00	182 33	449 00	350 00	3,435 33		3,435 33
Hunterdon							
Mercer							
Middlesex							
Monmouth	165 00		15 00		180 00	120 00	300 00
Morris						250 00	250 00
Ocean							
Passaic	1,586 09	93 23	489 99	259 37	2,428 73	711 78	3,140 51
Salem							
Somerset	214 00	20 95	29 95		264 90	15 93	280 83
Sussex							
Union	424 50		181 50	9 94	615 94	169 02	784 96
Warren							
Total	\$5,438 59	\$296 56	\$1,211 98	\$633 06	\$7,580 19	\$2,059 40	\$9,639 59

TABLE 4
VOCATIONAL SCHOOL FUNDS.

RECEIPTS.

COUNTIES.	From State Appropriation.	From District Tax for Vocational Schools.	From All Other Sources for Vocational Schools.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balances on Hand Beginning of Year.
Atlantic	\$11,697 66	\$16,800 00		\$28,497 66	\$511 92	\$29,009 58
Bergen	248 88	250 00		498 88		498 88
Burlington						
Camden						
Cape May						
Cumberland						
Essex	36,967 76	61,507 21	753 95	99,228 92	471 14	102,476 87
Gloucester					3,246 95	
Hudson	20,467 55	42,080 40	37,178 54	99,726 49	22,755 44	122,481 93
Hunterdon						
Mercer						
Middlesex	497 78	500 00		997 78	558 60	1,556 38
Monmouth						
Morris	74 67	75 00		149 67	29 34	179 01
Ocean						
Passaic	2,257 21	18,745 32	157 64	21,160 17	3,334 48	24,494 65
Salem						
Somerset						
Sussex	2,837 30	2,850 00	2,196 91	7,884 21	2,165 52	10,049 73
Union						
Warren						
Total	\$75,048 81	\$142,807 93	\$40,287 04	\$258,143 78	\$33,073 39	\$291,217 17

TABLE 4—Continued
VOCATIONAL SCHOOL FUNDS.

PAYMENTS.

COUNTIES.	DAY SCHOOLS.					
	Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	Material and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense Incident to Vocational Schools.	Total Expenditures During the Year for Vocational Day Schools.
Atlantic	\$21,209 55	\$4,083 14		\$513 60	\$1,923 24	\$27,729 53
Bergen						
Burlington						
Camden						
Cape May						
Cumberland	400 00					400 00
Essex	43,930 38	6,771 49	1,422 06	4,707 35	4,808 92	61,640 20
Gloucester						
Hudson	50,110 47	5,562 42	1,522 81	23,742 96	19,714 30	100,652 96
Hunterdon						
Mercer						
Middlesex	255 50	43 84		105 80	352 50	757 64
Monmouth						
Morris						
Ocean						
Passaic	12,942 51	1,688 49	71 74	2,759 54	270 88	17,733 16
Salem						
Somerset						
Sussex	5,360 98	2,534 31	4 68		207 21	8,107 18
Union						
Warren						
Total	\$134,209 39	\$20,683 69	\$3,021 29	\$31,829 25	\$27,277 05	\$217,020 67

TABLE 4—*Continued*
VOCATIONAL SCHOOL FUNDS.

PAYMENTS.

COUNTIES.	EVENING SCHOOLS.						Total Expenditures Day and Evening Vocational Schools.	Balance in Vocational School Account at Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand Close of Year.
	Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	Material and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense Incident to Vocational Schools.	Total Expenditures During the Year for Vocational Evening Schools.			
Atlantic	\$243 00	\$8 32	.....	.....	\$44 25	\$295 57	\$27,729 52	\$1,230 05	\$29,009 55
Burlington .....	.....	.....	.....	.....	.....	.....	256 57	203 31	459 88
Camden .....	.....	.....	.....	.....	.....	.....	.....	71 14	471 14
Cape May	29,727 75	8,386 74	855 86	122 14	5,983 81	39,626 30	101,266 50	1,209 37	102,475 87
Cumberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gloucester	10,448 25	366 19	126 00	.....	1,398 25	12,338 69	112,991 65	9,490 28	122,481 93
Hudson .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex .....	.....	.....	.....	.....	.....	.....	757 64	798 84	1,556 38
Monmouth	50 00	5 87	.....	.....	33 06	89 53	89 53	89 48	179 01
Morris .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	5,413 55	862 55	207 00	6 79	.....	6,489 59	24,222 05	271 60	24,494 65
Pearl River .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	315 00	50 36	.....	.....	.....	365 36	8,472 54	1,577 19	10,049 73
Union .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	\$46,197 55	\$4,660 93	\$638 86	\$198 93	\$7,459 97	\$69,205 34	\$275,226 01	\$14,991 16	\$291,217 17

TABLE 5
SCHOOL LIBRARIES AND APPARATUS FUNDS.
RECEIPTS.

COUNTIES.	From State Appropriation.	From District Taxes.	From All Other Sources for Library Purposes.	Total Receipts During the Year for Library Purposes.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Close of Year.
Atlantic	\$260 00	\$433 61	\$165 13	\$858 74	\$509 24	\$1,367 98
Bergen	410 00	1,556 56	232 10	2,248 66	1,750 93	3,999 59
Burlington	320 00	332 75	106 40	759 15	368 81	1,127 96
Camden	400 00	700 00	380 66	1,480 66	930 72	2,411 38
Cape May	160 00	200 00	106 52	466 52	217 11	683 63
Cumberland	450 00	395 00	167 74	1,012 74	458 62	1,471 36
Essex	440 00	10,339 17	296 99	11,076 16	808 13	11,884 29
Gloucester	290 00	120 00	235 75	645 75	231 64	877 39
Hudson	1,060 00	1,030 00	80 91	2,170 91	309 76	2,480 67
Hunterdon	210 00	42 70	165 34	418 04	76 18	494 22
Mercer	210 00	610 00	461 22	1,281 22	498 47	1,629 69
Middlesex	320 00	307 73	168 69	796 42	360 04	1,156 46
Monmouth	670 00	1,095 00	720 00	2,485 00	262 76	2,747 76
Morris	290 00	80 00	201 40	571 40	453 95	1,025 35
Ocean	340 00	90 00	195 72	625 72	200 90	826 62
Passaic	80 00	50 00	155 83	285 83	531 60	817 43
Salem	120 00	30 00	165 25	315 25	75 25	390 50
Somerset	130 00	47 53	242 20	419 73	137 58	557 31
Sussex	90 00	70 00	60 00	220 00	122 74	342 74
Union	160 00	190 00	166 10	516 10	410 53	926 63
Warren	280 00	50 00	390 06	720 06	477 40	1,197 46
Total	\$6,690 00	\$17,770 05	\$4,854 01	\$29,314 06	\$9,102 36	\$38,416 42

TABLE 5—Continued
SCHOOL LIBRARIES AND APPARATUS FUNDS.

PAYMENTS.

COUNTIES.	Salary of Librarian.	Library Books.	Apparatus.	Educational Works of Art.	Total Expenditures for Library Purposes.	Balance on Hand Close of Year.	Grand Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic		\$446 82	\$238 30	\$184 25	\$869 37	\$498 61	\$1,367 98
Bergen	\$615 00	1,497 86	242 88	.....	2,355 74	1,643 85	3,999 59
Burlington	140 00	472 73	131 05	49 25	795 03	332 93	1,127 96
Camden	540 00	196 34	410 06	107 15	1,053 55	1,157 83	2,411 38
Cape May	30 00	.....	186 52	.....	216 52	467 11	683 63
Cumberland	22 40	720 88	502 56	.....	1,245 84	225 52	1,471 36
Essex	5,329 27	5,583 47	130 30	133 20	11,176 24	708 05	11,884 29
Gloucester .....	.....	141 22	412 34	115 25	668 81	208 58	877 39
Hudson	900 00	1,132 85	149 70	36 76	2,219 31	261 36	2,480 67
Hunterdon .....	.....	386 63	.....	.....	386 63	107 59	494 22
Mercer	556 00	275 02	396 36	31 95	1,259 33	370 36	1,629 69
Middlesex .....	.....	460 51	539 53	24 00	1,024 04	132 42	1,156 46
Monmouth	150 00	1,031 20	908 80	73 00	2,163 00	584 76	2,747 76
Morris .....	.....	219 64	421 74	10 00	651 38	373 97	1,025 35
Ocean .....	.....	348 61	144 80	131 60	625 01	201 61	826 62
Passaic .....	.....	208 25	34 70	110 00	402 95	414 48	817 43
Salem .....	.....	220 00	43 00	30 25	293 25	37 25	330 50
Somerset .....	.....	302 41	125 25	.....	427 66	129 65	557 31
Sussex .....	.....	167 38	85 00	10 00	262 38	80 36	342 74
Union .....	.....	585 48	10 00	23 50	618 98	307 65	926 63
Warren .....	.....	171 99	198 57	286 96	657 52	539 94	1,197 46
Total	\$8,282 67	\$14,569 29	\$5,363 46	\$1,357 12	\$29,572 54	\$8,843 88	\$38,416 42

TABLE 6
REDEMPTION OF AND INTEREST ON BONDS FUND.

RECEIPTS.

COUNTIES.	From District Taxes for Redemption of Bonds.	From District Taxes for Interest on Bonds.	From District Taxes for Sinking Fund.	From Accrued Interest on Bond Issues.	Total Receipts During the Year for the Redemption of and Interest on Bonds.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Close of Year.
Atlantic	\$24,700 00	\$83,159 71	\$28,638 55	\$54 98	\$136,553 24	\$5,678 14	\$142,231 38
Bergen	99,800 00	239,657 71	16,910 48	.....	356,368 19	27,076 73	383,444 92
Burlington	22,346 25	27,187 73	516 10	2,476 00	52,526 08	4,634 68	57,160 76
Camden	21,700 00	95,136 27	3,125 00	.....	119,961 27	4,312 88	124,274 15
Cape May	16,300 00	20,523 50	5,325 35	6 09	42,154 94	1,527 07	43,682 01
Cumberland	13,600 00	17,798 00	6,049 00	391 11	37,838 11	9,990 37	47,828 48
Essex	60,752 24	673,035 93	203,764 56	.....	937,552 73	2,780 43	941,333 16
Gloucester	20,203 85	13,762 50	580 00	31 08	34,577 43	6,730 16	41,307 59
Hudson	60,500 00	362,547 31	95,239 52	76,781 00	595,067 83	9,528 21	604,596 04
Hunterdon	8,300 00	9,751 25	.....	.....	18,051 25	89 17	18,140 42
Mercer	25,880 00	92,147 13	41,407 47	.....	159,434 60	9,723 47	169,158 07
Middlesex	36,197 50	86,959 57	.....	1,575 00	124,732 07	5,275 88	130,007 89
Monmouth	35,058 14	62,815 51	10,549 11	4,797 31	113,220 07	8,727 82	121,947 89
Morris	41,500 00	43,155 12	.....	207 02	84,862 14	15,311 63	100,173 77
Ocean	13,200 00	7,285 33	.....	.....	20,485 33	3,810 37	24,295 70
Passaic	57,580 50	172,688 93	83,691 85	.....	313,961 28	4,229 97	318,191 25
Salem	21,090 00	13,337 60	.....	584 50	35,012 10	6,208 09	41,220 19
Somerset	20,400 00	17,328 50	.....	4 38	38,230 88	7,238 81	45,539 69
Sussex	11,000 00	10,508 50	.....	.....	22,008 50	180 00	22,188 50
Union	28,500 00	157,327 67	46,855 73	2,209 64	234,893 04	34,127 35	269,020 39
Warren	9,770 00	7,434 94	.....	2 24	17,207 18	1,477 43	18,684 61
Total	\$648,378 48	\$2,214,046 71	\$543,152 72	\$89,120 35	\$3,494,698 26	\$169,708 66	\$3,664,406 92

TABLE 6—Continued
REDEMPTION OF AND INTEREST ON BONDS FUND.
PAYMENTS.

COUNTIES.	Redemption of Bonds by District Taxes.	Payments to Sinking Fund.	Interest on Bonds.	Total Expenditures During the Year.	Balance on Hand at Close of Year.	Grand Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic	\$23,700 00	\$28,013 55	\$83,369 69	\$135,083 24	\$7,148 14	\$142,231 38
Bergen	99,350 00	16,810 48	242,561 14	358,721 62	24,723 30	383,444 92
Burlington	22,500 00	500 00	27,799 32	50,799 32	6,361 44	57,160 76
Camden	21,700 00	2,650 00	95,033 12	119,383 12	4,891 03	124,274 15
Cape May	16,600 00	5,325 35	20,547 87	42,473 22	1,208 79	43,682 01
Cumberland	14,600 00	6,049 00	16,670 75	37,319 75	10,508 73	47,828 48
Essex	60,975 00	203,764 56	673,337 29	938,076 85	3,266 31	941,333 16
Gloucester	17,706 66	580 00	19,462 00	37,738 66	3,568 93	41,307 59
Hudson	59,434 05	95,239 52	438,447 47	593,121 04	11,475 00	604,596 04
Hunterdon	8,300 00	.....	9,751 25	18,051 25	89 17	18,140 42
Mercer	27,630 00	41,407 47	90,031 96	159,069 43	10,088 64	169,158 07
Middlesex	29,550 00	.....	94,455 55	124,005 55	6,002 40	130,007 95
Monmouth	34,100 00	9,834 11	60,945 99	104,880 10	17,067 79	121,947 89
Morris	40,500 00	.....	42,426 87	82,926 87	17,246 90	100,173 77
Ocean	13,300 00	.....	7,322 00	20,622 00	3,673 70	24,295 70
Passaic	55,925 00	83,396 85	174,002 34	313,324 19	4,867 06	318,191 25
Salem	21,090 00	.....	13,325 10	34,415 10	6,805 09	41,220 19
Somerset	20,400 00	.....	17,946 50	38,346 50	7,173 19	45,519 69
Sussex	8,000 00	3,500 00	10,518 00	22,018 00	170 50	22,188 50
Union	28,500 00	70,092 62	162,303 64	260,896 26	8,124 13	269,020 39
Warren	7,925 00	.....	9,845 91	17,770 91	913 70	18,684 61
Total	\$631,785 71	\$567,163 51	\$2,310,093 76	\$3,509,042 98	\$155,363 94	\$3,664,406 92

TABLE 7

RECEIPTS FOR PAYMENTS OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE OF THE DISTRICT, OR OTHER EVIDENCES OF INDEBTEDNESS (EXCLUSIVE OF BONDS).

COUNTIES.	From District Taxes for Notes Authorized by a Vote of the District or Other Evidences of Indebtedness.	From District Taxes for Interest on Notes Authorized by a Vote of the District or Other Evidences of Indebtedness.	Total Receipts for the Payment of and Interest on Notes Authorized by a Vote of the District or Other Evidences of Indebtedness.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Close of Year.
Atlantic	\$2,412 50	\$561 00	\$2,973 50	\$3 61	\$2,977 11
Bergen	18,100 00	789 10	18,889 10	976 75	19,865 85
Burlington	1,806 00	468 83	2,274 83		2,274 83
Camden	3,000 00	94 00	3,094 00	71 72	3,165 72
Cape May	993 66		993 66		993 66
Cumberland					
Essex					
Gloucester	6,050 00	105 64	6,155 64		6,155 64
Hudson					
Hunterdon					
Mercer					
Middlesex	2,000 00	55 27	2,055 27		2,055 27
Monmouth	1,900 00	180 00	2,080 00		2,080 00
Morris	8,800 00	500 00	9,300 00		9,300 00
Ocean					
Passaic		4,500 00	4,500 00		4,500 00
Salem	2,700 00	59 19	2,759 19		2,759 19
Somerset	10,700 00	1,745 53	12,445 53		12,445 53
Sussex	3,760 06		3,760 06		3,760 06
Union	7,000 00	3,062 50	10,062 50	461 95	10,524 45
Warren	4,819 00	250 00	5,069 00		5,069 00
Total	\$74,041 22	\$12,371 06	\$86,412 28	\$1,514 03	\$87,926 31

TABLE 7—*Continued*

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

COUNTIES.	Payment of Notes, 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	\$2,075 00	\$896 75	\$2,971 75	\$5 36	\$2,977 11
Bergen	17,206 75	905 75	18,112 50	1,753 35	19,865 85
Burlington	1,500 00	774 83	2,274 83		2,274 83
Camden	3,000 00	165 72	3,165 72		3,165 72
Cape May		593 66	593 66	400 00	993 66
Cumberland					
Essex	5,350 00	105 64	5,455 64	700 00	6,155 64
Gloucester					
Hudson					
Hunterdon					
Mercer					
Middlesex	2,000 00	55 27	2,055 27		2,055 27
Monmouth	1,900 00	135 00	2,035 00	45 00	2,080 00
Morris	8,800 00	396 53	9,196 53	103 47	9,300 00
Ocean					
Passaic		3,307 90	3,307 90	1,192 10	4,500 00
Salem	2,700 00	59 19	2,759 19		2,759 19
Somerset	10,700 00	1,745 53	12,445 53		12,445 53
Sussex	3,760 06		3,760 06		3,760 06
Union	7,000 00	2,938 31	9,938 31	586 14	10,524 45
Warren	4,727 95	341 05	5,069 00		5,069 00
Total	\$70,719 76	\$12,421 13	\$83,140 89	\$4,785 42	\$87,926 31

TABLE 8
PURCHASE OF LAND.

COUNTIES.	RECEIPTS.					PAYMENTS.		
	From District Tax for Purchase of Land.	From Sale of Bonds, for Purchase of Land.	Total Receipts Dur- ing the Year.	Balance on Hand Beginning of Year.	Total Receipts Dur- ing the Year and Balance on Hand Beginning of Year.	Purchase of Land.	Balance on Hand at Close of Year.	Total Expenditure During the Year and Balance on Hand at Close of Year.
Atlantic				\$963 25	\$963 25		\$963 25	\$963 25
Bergen	\$1,830 00		\$1,830 00	118 31	1,948 31	\$1,894 53	53 78	1,948 31
Burlington		\$1,500 00	1,500 00		1,500 00	1,500 00		1,500 00
Camden		8,388 74	8,388 74	2,350 13	10,738 87	8,388 74	2,350 13	10,738 87
Cape May	200 00		200 00		200 00	200 00		200 00
Cumberland	5,657 00		5,657 00	46 09	5,703 09	5,657 00	46 09	5,703 09
Essex	1,700 00	40,212 00	41,912 00	79,115 09	121,027 09	54,602 00	66,425 09	121,027 09
Gloucester	817 33		817 33		817 33	817 33		817 33
Hudson	5,827 01	209,870 00	215,697 01	340,015 86	555,712 87	302,502 84	253,210 03	555,712 87
Hunterdon	500 00		500 00		500 00	500 00		500 00
Mercer		6,000 00	6,000 00	2,916 82	8,916 82	4,879 05	4,037 77	8,916 82
Middlesex	13,792 00	3,500 00	17,292 00		17,292 00	17,292 00		17,292 00
Monmouth	6,500 00	6,900 00	13,400 00		13,400 00	13,400 00		13,400 00
Morris		12,000 00	12,000 00		12,000 00	12,000 00		12,000 00
Ocean	175 00	3,850 00	4,025 00		4,025 00	4,025 00		4,025 00
Passaic				2,891 32	2,891 32		2,891 32	2,891 32
Salem	600 00		600 00		600 00	600 00		600 00
Somerset		4,500 00	4,500 00	80	4,500 80	4,500 00	80	4,500 80
Sussex	700 00		700 00	14 76	714 76	700 00	14 76	714 76
Union	2,752 00	19,250 00	22,002 00	11,291 41	33,293 41	22,010 84	11,282 57	33,293 41
Warren	7,500 00	1,000 00	8,500 00		8,501 00	8,344 29	156 71	8,501 00
Total	\$48,550 34	\$316,970 74	\$365,521 08	\$439,724 84	\$805,245 92	\$463,813 62	\$341,432 30	\$805,245 92

COMMISSIONER OF EDUCATION.

TABLE 9
BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING
AND EQUIPPING SCHOOL BUILDINGS.

COUNTIES.	RECEIPTS.					
	From District Taxes.	From Sale of Bonds.	From Sale of Buildings.	From Sale of Furniture and Equipmen.	From Sale of Land.	From Fire Insurance.
Atlantic	\$48,279 82	\$8,000 00	.....	\$211 86	.....	.....
Bergen	105,517 20	262,275 69	.....	278 63	.....	\$537 49
Burlington	23,080 75	64,750 00	\$1,906 68	.....	.....	.....
Camden	53,128 57	217,983 33	111 50	6 00	.....	744 00
Cape May	9,481 75	26,347 51	.....	37 53	.....	.....
Cumberland	28,710 06	49,546 88	582 79	.....	.....	.....
Essex	353,278 34	40,000 00	.....	896 23	.....	743 09
Gloucester	23,165 46	1,750 00	696 88	82 10	1,100 00	1,250 00
Hudson	167,462 65	1,028,176 61	335 00	63 75	.....	160 00
Hunterdon	6,037 61	28,500 00	.....	.....	.....	.....
Mercer	52,959 62	126,111 56	3,950 00	40 25	.....	245 36
Middlesex	45,805 76	263,522 69	175 00	55 84	.....	105 71
Monmouth	41,460 62	241,816 27	.....	13 25	.....	175 00
Morris	52,198 80	18,750 00	3,000 00	.....	.....	65 00
Ocean	8,507 01	.....	.....	39 67	.....	500 00
Passaic	46,954 46	67,975 31	225 00	.....	.....	1,000 00
Salem	16,331 33	.....	54 00	.....	60 00	.....
Somerset	17,196 00	6,000 00	75	8 00	950 00	2,600 00
Sussex	11,359 45	.....	.....	3 00	.....	600 00
Union	73,613 79	146,000 00	.....	.....	.....	25 00
Warren	8,932 11	17,603 67	.....	12 00	.....	.....
Total	\$1,198,461 16	\$2,615,109 52	\$11,037 60	\$1,748 11	\$2,110 00	\$8,750 65

TABLE 9—*Continued*BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING
AND EQUIPPING SCHOOL BUILDINGS.

COUNTIES.	RECEIPTS.				
	From Interest on Deposits.	From All Other Sources for Above Purposes.	Total Receipts Dur- ing the Year for Above Purposes.	Balance on Hand Beginning of Year for Building, Leas- ing, etc.	Total Receipts Dur- ing the Year and Balance on Hand Beginning of Year for Building, Leas- ing, etc.
Atlantic	\$345 47	\$160 83	\$56,997 98	\$28,523 32	\$85,521 30
Bergen	16,479 33	6,457 50	391,545 84	953,988 76	1,345,534 60
Burlington	1,315 51	830 00	91,882 94	49,162 11	141,045 05
Camden	625 77	452 59	273,051 76	60,753 69	333,805 45
Cape May	829 93	2,990 52	39,687 24	127,765 50	167,452 74
Cumberland .....	.....	51 45	78,891 13	12,869 87	91,760 85
Essex	18,965 34	24,447 27	438,332 27	1,276,643 68	1,714,973 95
Gloucester	241 66	5,443 54	35,729 64	30,549 36	64,279 00
Hudson	3,794 36	5,174 80	1,205,167 17	1,195,171 57	2,400,338 74
Hunterdon	9 60	224 81	34,772 02	1,642 79	36,414 81
Mercer	51 81	10,757 86	194,116 46	34,698 03	228,814 49
Middlesex	541 57	20,376 91	330,583 48	37,493 74	368,077 22
Monmouth	37 77	1,473 37	284,976 28	13,891 85	298,868 13
Morris	4,400 96	1,702 03	80,116 79	253,449 01	333,565 80
Ocean	39 50	54 66	9,140 84	10,303 65	19,444 49
Passaic	346 77	477 10	116,978 64	112,971 94	229,950 58
Salem .....	.....	.....	16,445 33	11,571 01	28,016 34
Somerset .....	.....	756 36	27,511 11	1,248 56	28,759 67
Sussex	916 02	2,114 74	14,993 21	56,447 73	71,440 94
Union	4,179 07	2,404 89	226,222 75	178,589 54	404,812 29
Warren	485 60	907 31	27,940 69	79,250 86	107,191 55
Total	\$53,606 04	\$87,258 54	\$3,973,081 62	\$4,526,986 37	\$8,500,067 99

TABLE 9—Continued

BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING
AND EQUIPPING SCHOOL BUILDINGS.

COUNTIES.	PAYMENTS.								
	Building and En- larging School Buildings.	Extraordinary Re- pairs Improving School Buildings.	Ordinary Repairs (Current Upkeep).	New Furniture and Equipment.	Repairs and Re- placement of Fur- niture and Equip- ment.	Leasing School Buildings.	Total Expenditures During the Year.	Balance on Hand Close of Year.	Total Expense Dur- ing the Year and Balance on Hand at Close of Year.
Atlantic	\$11,676 35	\$8,795 12	\$19,417 05	\$10,816 74	\$26,531 09	\$192 50	\$77,428 85	\$8,092 45	\$85,521 30
Bergen	894,230 00	75,208 25	48,467 36	33,916 66	7,885 59	1,069 50	1,060,777 36	284,757 24	1,345,534 60
Burlington	80,162 99	3,280 46	8,474 41	3,772 03	3,954 55	348 00	99,992 44	41,052 61	141,045 05
Camden	237,730 83	11,699 34	26,954 28	12,469 03	9,718 45	2,014 00	300,585 93	33,219 52	333,805 45
Cape May	142,220 79	1,222 16	6,040 15	9,865 23	1,328 12	383 00	161,059 45	6,393 29	167,452 74
Cumberland	54,377 82	9,949 37	14,355 44	6,118 87	880 26	372 75	86,054 51	5,706 34	91,760 85
Essex	682,369 27	84,497 90	165,431 99	61,383 46	25,823 06	550 00	1,020,055 68	694,918 27	1,714,973 95
Gloucester	18,761 89	7,344 21	6,179 94	3,952 58	3,107 41	1,779 43	41,125 46	23,153 54	64,279 00
Hudson	1,376,611 60	6,070 68	154,899 44	35,334 48	16,621 31	1,115 00	1,590,652 51	809,686 23	2,400,338 74
Hunterdon	18,698 46	2,210 50	2,221 30	556 63	818 64	.....	24,505 53	11,909 28	36,414 81
Mercer	69,803 21	5,278 71	44,415 62	8,194 44	5,023 55	3,791 68	136,507 21	92,307 28	228,814 49
Middlesex	99,420 43	13,951 76	34,499 65	7,252 82	7,735 56	390 00	163,250 22	204,827 00	368,077 22
Monmouth	147,692 72	8,441 22	22,065 62	4,060 84	6,383 83	1,424 45	190,068 68	108,799 45	298,868 13
Morris	200,994 81	25,166 62	15,619 41	11,370 35	4,434 45	655 90	258,441 54	75,124 26	333,565 80
Ocean	5,518 21	409 26	3,694 90	1,808 68	802 58	550 00	12,783 63	6,660 86	19,444 49
Passaic	114,745 08	14,632 61	23,818 58	40,402 78	8,350 09	2,134 00	203,983 14	25,967 44	229,950 58
Salem	6,532 14	2,595 76	6,354 11	4,223 76	1,340 60	720 00	21,768 37	6,249 97	28,016 34
Somerset	6,099 03	1,019 89	11,727 72	4,279 23	784 05	.....	23,909 92	4,849 75	28,759 67
Sussex	37,346 21	222 42	6,545 07	2,104 09	672 70	1,017 50	47,907 99	23,532 95	71,440 94
Union	149,117 34	5,499 93	30,181 32	11,376 25	31,713 87	2,600 60	230,489 31	174,322 98	404,812 29
Warren	54,680 98	1,139 14	4,715 75	5,450 35	652 59	416 21	67,055 02	40,136 53	107,191 55
Total	\$4,408,790 16	\$288,535 31	\$656,079 11	\$278,909 30	\$164,562 35	\$21,524 52	\$5,818,400 75	\$2,681,667 24	\$8,500,067 99

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TABLE 10
 OUTHOUSES AND WATER CLOSETS.

COUNTIES.	Receipts.	Payments.		
	From District Tax and Other Sources for Outhouses and Water Closets, Including Balance from Beginning of Year.	Outhouses and Water Closets.	Balance on Hand at Close of Year.	Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic	\$317 58	\$300 00	\$17 58	\$317 58
Bergen	1,050 00	637 25	412 75	1,050 00
Burlington	65 00	65 00		65 00
Camden				
Cape May	620 64	609 57	11 07	620 64
Cumberland	4 50		4 50	4 50
Essex	30 00	30 00		30 00
Gloucester	20 00	20 00		20 00
Hudson	250 00	4 95	245 05	250 00
Hunterdon				
Mercer	1,645 34	1,516 00	129 34	1,645 34
Middlesex	500 00	500 00		500 00
Monmouth	680 00	680 00		680 00
Morris	298 50	298 50		298 50
Ocean	307 51	33 75	273 76	307 51
Passaic				
Salem	393 16	393 16		393 16
Somerset	540 50	173 91	366 59	540 50
Sussex	44 71	44 71		44 71
Union	56 25	56 25		56 25
Warren	97 40		97 40	97 40
Total	\$6,921 09	\$5,363 05	\$1,558 04	\$6,921 09

SCHOOL REPORT.

TABLE II

SUMMARY OF RECEIPTS AND EXPENDITURES.

COUNTIES.	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	\$1,041,163 14	\$981,154 73	\$60,008 41	\$1,041,163 14
Bergen	3,813,644 55	3,240,471 25	573,173 30	3,813,644 55
Burlington	681,240 19	596,568 78	84,671 41	681,240 19
Camden	1,628,749 26	1,534,703 59	94,045 68	1,628,749 26
Cape May	466,830 31	430,091 51	36,738 80	466,830 31
Cumberland	563,157 03	502,257 11	60,899 92	563,157 03
Essex	8,631,444 71	7,512,021 44	1,119,423 27	8,631,444 71
Gloucester	451,418 78	393,632 44	57,786 34	451,418 78
Hudson	8,083,896 09	6,927,948 32	1,155,947 77	8,083,896 09
Hunterdon	303,767 91	273,019 97	30,747 94	303,767 91
Mercer	1,414,038 56	1,267,590 34	146,448 22	1,414,038 56
Middlesex	1,563,648 23	1,275,020 06	288,628 17	1,563,648 23
Monmouth	1,429,229 96	1,218,035 15	211,194 81	1,429,229 96
Morris	1,130,334 16	964,208 91	166,125 25	1,130,334 16
Ocean	262,793 02	225,261 76	37,531 26	262,793 02
Passaic	2,185,506 87	2,102,951 72	82,555 15	2,185,506 87
Salem	336,779 54	295,001 00	41,778 54	336,779 54
Somerset	471,533 63	434,457 78	37,075 85	471,533 63
Sussex	354,851 68	292,343 68	62,508 00	354,851 68
Union	2,184,735 53	1,887,754 03	296,981 50	2,184,735 53
Warren	430,973 10	368,621 83	62,351 27	430,973 10
Total	\$37,429,736 25	\$32,723,115 39	\$4,706,620 86	\$37,429,736 25

TABLE 13
STATEMENT OF BONDED DEBT.

COUNTIES.	Amount of Interest Paid. (Must equal amount re- ported in financial state- ment on pages 25 and 27).	AMOUNT OF INDEBTEDNESS.				
		Outstanding July 1, 1917.	Issued During Year.	Total.	Redeemed During Year.	Outstanding at the Close of School Year.
Atlantic	\$84,266 44	\$1,894,425 00	\$13,000 00	\$1,907,425 00	\$32,775 00	\$1,874,650 00
Bergen	243,466 89	5,027,096 13	266,000 00	5,293,096 13	103,084 78	5,190,011 35
Burlington	28,574 15	651,050 00	43,950 00	695,000 00	22,900 00	672,100 00
Camden	95,198 84	2,203,545 00	224,467 14	2,428,012 14	119,950 00	2,308,062 14
Cape May	21,141 53	504,500 00	39,000 00	543,500 00	16,100 00	527,400 00
Cumberland	16,370 75	366,753 12	53,546 88	420,300 00	14,900 00	405,700 00
Essex	673,337 29	16,305,594 93	72,000 00	16,377,594 93	61,975 00	16,315,619 93
Gloucester	19,557 64	393,943 24	15,000 00	408,943 24	16,706 66	392,236 58
Hudson	438,447 47	10,001,319 00	912,676 61	10,913,995 61	173,500 00	10,740,495 61
Hunterdon	9,751 25	220,800 00	29,000 00	249,800 00	53,050 00	243,000 00
Mercer	90,031 96	2,140,100 00	128,000 00	2,268,100 00	57,130 00	2,210,970 00
Middlesex	94,510 82	2,020,255 50	250,500 00	2,270,755 50	53,050 00	2,217,705 50
Monmouth	61,080 99	1,312,100 00	246,200 00	1,558,300 00	35,100 00	1,523,200 00
Morris	42,823 40	956,601 00	41,750 00	998,351 00	49,300 00	949,051 00
Ocean	7,322 00	153,900 00	.....	153,900 00	13,300 00	140,600 00
Passaic	177,210 24	4,536,650 00	.....	4,536,650 00	79,900 00	4,456,750 00
Salem	13,384 39	291,190 00	.....	291,190 00	23,790 00	267,400 00
Somerset	19,692 03	431,800 00	11,000 00	442,800 00	30,400 00	412,400 00
Sussex	10,518 00	189,000 00	.....	189,000 00	8,000 00	181,000 00
Union	165,241 95	3,669,794 42	165,250 00	3,835,044 42	86,323 84	3,748,720 58
Warren	10,186 96	341,600 00	.....	341,600 00	10,825 00	330,775 00
Total	\$2,322,514 89	\$53,612,017 34	\$2,511,340 63	\$56,123,357 97	\$1,015,510 28	\$55,107,847 69

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TABLE 14
SCHOOL BUILDINGS OWNED AND RENTED.

COUNTIES	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.	Total Number of Pupils' Seats. (Double desk count two).	Is Flag Displayed Daily?	
Atlantic	\$593,125 00	\$1,956,768 75	\$197,218 34	\$2,747,112 09	12	4	36	14	5	6	28	87	2	497	18,842	Yes	
Bergen	796,435 00	5,477,260 00	411,581 00	6,685,276 00	5	2	26	13	3	23	101	162	4	1,277	45,527	Yes	
Burlington	106,260 00	1,188,720 00	152,720 00	1,447,700 00	4	2	33	19	12	27	97	397	1	397	15,308	Yes	
Camden	416,500 00	2,780,932 00	227,226 08	3,424,658 08	4	2	37	26	5	52	155	143	1	861	32,024	Yes	
Cape May	90,600 00	609,275 00	67,864 00	767,739 00	2	2	14	18	12	5	13	51	1	205	6,596	Yes	
Cumberland	95,300 00	781,450 00	86,700 00	963,450 00	2	2	29	16	5	9	23	82	1	330	14,825	Yes	
Essex	2,950,030 06	16,285,452 64	1,214,758 39	20,450,241 09	1	9	9	9	6	9	144	176	1	3,026	112,502	Yes	
Gloucester	86,364 25	613,452 60	56,323 84	756,140 69	2	2	36	27	3	14	11	80	1	276	10,389	Yes	
Hudson	2,511,268 91	13,225,532 00	1,416,165 22	17,152,966 13	2	2	2	1	1	3	107	110	3	2,248	99,324	Yes	
Hunterdon	24,700 00	440,400 00	41,825 00	506,925 00	2	2	74	8	2	5	8	97	3	200	7,117	Yes	
Mercer	312,835 00	2,246,828 00	276,471 00	2,836,134 00	2	1	18	6	1	18	43	83	3	611	21,746	Yes	
Middlesex	418,157 00	2,396,208 00	328,801 00	3,143,166 00	1	1	29	10	22	12	53	103	3	680	26,471	Yes	
Monmouth	292,025 00	2,405,740 80	193,908 20	2,891,674 00	4	4	56	27	3	16	41	142	1	648	24,891	Yes	
Morris	195,873 00	1,303,322 73	110,232 32	1,609,428 05	3	3	47	26	3	20	23	117	2	405	15,095	Yes	
Ocean	63,617 00	335,275 00	42,100 00	440,992 00	1	1	41	15	2	2	10	69	1	178	5,878	Yes	
Passaic	957,781 55	4,780,042 91	448,142 98	6,185,967 44	1	1	17	7	3	3	61	90	1	1,072	43,334	Yes	
Salem	74,650 00	418,550 00	47,653 00	540,853 00	1	1	51	7	4	5	13	71	9	214	7,898	Yes	
Somerset	122,035 00	906,000 00	106,936 00	1,134,971 00	1	1	46	9	3	5	15	77	1	262	9,752	Yes	
Sussex	29,800 00	344,225 00	45,025 00	419,050 00	1	1	75	5	2	2	10	92	2	181	6,646	Yes	
Union	558,925 00	4,156,917 39	458,256 97	5,174,098 36	4	2	17	4	1	5	69	95	3	838	30,590	Yes	
Warren	53,910 00	588,100 00	79,414 00	721,424 00	1	62	14	3	2	13	91	3	260	9,238	Yes		
Total	\$10,750,191 77	\$63,240,452 82	\$6,009,321 34	\$79,999,965 93	42	37	760	281	64	208	868	2115	66	14,666	564,043	Yes	

TABLE 15
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SUPERINTENDENTS.			ASSISTANT SUPERINTENDENTS. (An Assistant Superintendent is one who stands in very intimate relation to the Superintendent, and whose duties are mainly connected with supervision of instruction and with general oversight of a system under the direction of the Superintendent).										
	Annual Salary.	Men.	Women.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	\$6,750 00	2												
Bergen	4,000 00	1												
Burlington	1,600 00	1												
Camden	6,200 00	2												
Cape May	4,200 00	3												
Cumberland	4,600 00	2												
Essex	28,250 00	6		4		4	\$15,800 00		\$2,300 00		\$4,500 00		\$3,950 00	
Gloucester														
Hudson	29,250 00	7		1		1	4,500 00		4,500 00		4,500 00		4,500 00	
Hunterdon														
Mercer	4,000 00	1												
Middlesex	9,450 00	3												
Monmouth	7,100 00	2												
Morris														
Ocean														
Passaic	11,750 00	3												
Salem	2,200 00	1												
Somerset														
Sussex														
Union	16,050 00	4												
Warren	2,500 00	1												
Total	\$137,900 00	38		5		5	\$20,300 00		\$2,300 00		\$4,500 00		\$4,060 00	

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			APPROVED SUPERVISING PRINCIPALS.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
				Consider only those for whom an apportionment of \$600.00 is made. Where a Supervising Principal is employed by two school districts enter as one-half in each district. If employed by three districts enter as one-third in each district.							
Atlantic	2		2	\$5,350 00		\$1,400 00		\$2,300 00		\$1,783 33	
Bergen	2		2	23,650 00		1,350 00		3,750 00		2,627 77	
Burlington	2	1	3	6,800 00	\$1,700 00	1,800 00	\$1,700 00	2,700 00	\$1,700 00	2,266 87	\$1,700 00
Camden	2		2	3,955 00		1,200 00		1,500 00		1,488 75	
Cape May	2		2	3,600 00		1,600 00		2,000 00		1,800 00	
Cumberland	2		2	3,400 00		1,400 00		2,000 00		1,700 00	
Essex	6		6	20,600 00		2,500 00		4,000 00		3,433 33	
Gloucester	3	1	4	5,100 00	1,290 00	1,100 00	1,290 00	2,500 00	1,290 00	1,700 00	1,290 00
Hudson											
Hunterdon	1		1	1,600 00		1,600 00		1,600 00		1,600 00	
Mercer	4		4	6,876 00		1,450 00		2,000 00		1,719 00	
Middlesex	8	1	9	14,730 00	2,835 00	605 00	2,835 00	3,000 00	2,835 00	1,473 00	2,835 00
Monmouth	6		6	9,150 00		1,100 00		2,100 00		1,525 00	
Morris	11		11	16,465 00		1,000 00		2,600 00		1,495 91	
Ocean	4		4	5,875 00		1,000 00		2,600 00		1,463 75	
Passaic	6		6	8,500 00		1,000 00		1,800 00		1,416 66	
Salem	1		1	1,800 00		1,800 00		1,800 00		1,800 00	
Somerset	3		3	6,100 00		1,000 00		3,600 00		2,033 33	
Sussex	1		1	1,500 00		1,500 00		1,500 00		1,500 00	
Union											
Warren	2		2	3,700 00		1,600 00		2,100 00		1,850 00	
Total	79	3	82	\$150,741 00	\$5,825 00	\$605 00	\$1,290 00	\$4,000 00	\$2,835 00	\$1,908 11	\$1,941 66

TABLE 15—*Continued*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			UNAPPROVED SUPERVISING PRINCIPALS. (Those who devote their time to administration and supervision of instruction of a group of schools).							
	Men.	Women.	Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	1		1	\$1,650 00		\$1,650 00		\$1,650 00		\$1,650 00	
Bergen	14		14	27,200 00		1,500 00		3,500 00		1,942 85	
Burlington	5	1	6	7,532 50	\$1,000 00	1,200 00	\$1,000 00	1,800 00	\$1,000 00	1,506 50	\$1,000 00
Camden	4		4	7,900 00		1,700 00		2,200 00		1,975 00	
Cape May											
Cumberland											
Essex	2		2	5,600 00		2,400 00		3,200 00		2,800 00	
Gloucester	3		3	5,284 72		1,550 00		2,000 00		1,761 57	
Hudson	6		6	14,200 00		1,700 00		3,000 00		2,366 67	
Hunterdon											
Mercer		2	2		3,700 00		1,400 00		2,300 00		1,850 00
Middlesex	3		3	5,700 00		1,600 00		2,100 00		1,900 00	
Monmouth	5		5	10,575 00		1,625 00		3,000 00		2,115 00	
Morris	6		6	15,000 00		1,700 00		3,750 00		2,500 00	
Ocean	3		3	3,336 00		636 00		1,500 00		1,112 00	
Passaic											
Salem	2		2	3,000 00		1,500 00		1,500 00		1,500 00	
Somerset	3		3	7,250 00		1,800 00		2,750 00		2,416 66	
Sussex											
Union	17	13	30	36,950 00	19,400 00	1,600 00	1,200 00	3,500 00	2,400 00	2,173 52	1,492 30
Warren	2		2	2,600 00		1,100 00		1,500 00		1,300 00	
Total	76	16	92	\$153,778 22	\$24,100 00	\$636 00	\$1,000 00	\$3,750 00	\$2,400 00	\$2,023 40	\$1,506 25

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			NON-TEACHING PRINCIPALS. (Those who devote their time to administration and supervision of instruction of a school).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	3	9	12	\$7,750 00	\$12,800 00	\$1,900 00	\$1,400 00	\$3,200 00	\$1,600 00	\$2,583 33	\$1,422 22
Bergen	24	12	36	45,370 00	15,335 00	1,000 00	875 00	2,900 00	2,300 00	1,890 42	1,277 92
Burlington	9	17	26	15,400 00	24,400 00	1,500 00	1,200 00	1,900 00	2,200 00	1,711 11	1,435 29
Camden	1	2	3	1,800 00	2,500 00	1,800 00	1,200 00	1,800 00	1,300 00	1,800 00	1,250 00
Cape May	80	25	105	223,945 00	36,425 00	1,350 00	1,025 00	4,000 00	2,200 00	2,799 31	1,457 00
Cumberland	66	32	98	181,275 00	66,550 00	1,540 00	1,200 00	5,500 00	2,800 00	2,746 59	2,079 68
Essex	2	2	4	4,410 00	2,100 00	2,100 00	2,100 00	2,310 00	2,205 00	2,205 00	2,205 00
Gloucester	4	22	26	10,200 00	32,755 00	1,600 00	1,200 00	3,700 00	1,900 00	2,550 00	1,488 86
Hudson	11	7	18	19,900 00	9,585 00	1,400 00	1,150 00	2,800 00	2,235 00	1,809 09	1,369 28
Hunterdon	8	3	11	14,650 00	4,450 00	1,350 00	1,250 00	2,300 00	1,600 00	1,831 25	1,483 33
Mercer	2	2	4	3,400 00	3,400 00	1,300 00	1,300 00	2,100 00	2,100 00	2,100 00	1,700 00
Middlesex	35	16	51	77,800 00	23,950 00	1,400 00	1,100 00	3,500 00	1,850 00	2,222 85	1,496 87
Monmouth	2	2	4	4,250 00	2,050 00	2,050 00	2,050 00	2,200 00	2,125 00	2,125 00	2,125 00
Morris	10	4	14	17,800 00	5,750 00	1,000 00	1,250 00	3,200 00	1,650 00	1,780 00	1,437 00
Ocean	2	2	4	4,250 00	2,050 00	2,050 00	2,050 00	2,200 00	2,125 00	2,125 00	2,125 00
Passaic	2	2	4	4,250 00	2,050 00	2,050 00	2,050 00	2,200 00	2,125 00	2,125 00	2,125 00
Salem	2	2	4	4,250 00	2,050 00	2,050 00	2,050 00	2,200 00	2,125 00	2,125 00	2,125 00
Somerset	2	2	4	4,250 00	2,050 00	2,050 00	2,050 00	2,200 00	2,125 00	2,125 00	2,125 00
Sussex	10	4	14	17,800 00	5,750 00	1,000 00	1,250 00	3,200 00	1,650 00	1,780 00	1,437 00
Union	2	2	4	4,250 00	2,050 00	2,050 00	2,050 00	2,200 00	2,125 00	2,125 00	2,125 00
Warren	2	2	4	4,250 00	2,050 00	2,050 00	2,050 00	2,200 00	2,125 00	2,125 00	2,125 00
Total	255	151	406	\$624,550 00	\$237,900 00	\$1,000 00	\$1,400 00	\$5,500 00	\$2,800 00	\$2,449 21	\$1,575 50

TABLE 15—*Continued*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			SUPERVISORS.							
	Men.	Women.	Total.	(Those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals. A supervisor of primary work. A supervisor of grammar grades, etc. Do not include those engaged in manual training, vocational evening school or foreign-born evening school work).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	3	10	13	\$6,450 00	\$11,650 00	\$1,600 00	\$800 00	\$2,700 00	\$1,600 00	\$2,150 00	\$1,165 00
Bergen											
Burlington		1	1		250 00		250 00		250 00		250 00
Camden		1	1		2,100 00		2,100 00		2,100 00		2,100 00
Cape May											
Cumberland		3	3		2,550 00		750 00		1,000 00		850 00
Essex		2	2		3,675 00		1,375 00		2,300 00		1,837 50
Gloucester											
Hudson		15	15		27,950 00		1,600 00		3,000 00		1,863 33
Hunterdon											
Mercer		3	3		4,550 00		1,250 00		1,700 00		1,516 67
Middlesex		1	1		1,300 00		1,300 00		1,300 00		1,300 00
Monmouth											
Morris											
Ocean											
Passaic	2	5	7	3,100 00	6,675 00	1,300 00	950 00	1,800 00	1,850 00	1,550 00	1,335 00
Salem											
Somerset											
Sussex											
Union											
Warren											
Total	5	41	46	\$9,550 00	\$60,700 00	\$1,300 00	\$250 00	\$2,700 00	\$3,000 00	\$1,910 00	\$1,480 48

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			SPECIAL SUPERVISORS.							
	Men.	Women.	Total.	(Those who assist teachers in matters pertaining to instruction in special subjects, Drawing, penmanship, etc. Do not include those engaged in manual training, vocational, evening school or foreign-born evening school work).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	1	8	9	\$1,000 00	\$7,530 00	\$1,000 00	\$400 00	\$1,000 00	\$1,450 00	\$1,000 00	\$941 25
Bergen	1	15	16	1,650 00	16,170 00	1,650 00	700 00	1,650 00	1,600 00	1,650 00	1,078 00
Burlington	2	5	7	1,700 00	3,314 00	600 00	414 00	1,100 00	850 00	850 00	662 80
Camden	2	6	8	3,700 00	7,300 00	1,800 00	1,100 00	1,900 00	1,700 00	1,850 00	1,216 66
Cape May											
Cumberland		5	5		4,500 00		750 00		1,000 00		900 00
Essex	15	47	65	35,050 00	58,850 00	950 00	200 00	3,100 00	2,100 00	1,947 22	1,252 12
Gloucester	1	6	7	900 00	3,718 13	300 00	357 20	600 00	825 00	450 00	619 68
Hudson	12	22	34	22,750 00	27,005 00	800 00	600 00	3,400 00	2,300 00	1,895 83	1,227 55
Hunterdon	1	3	4	200 00	900 00	200 00	150 00	500 00	200 00	200 00	300 00
Mercer	1	5	6	2,000 00	6,800 00	2,000 00	1,100 00	2,000 00	1,700 00	2,000 00	1,360 00
Middlesex	4	7	11	4,550 00	6,455 00	350 00	750 00	1,600 00	1,100 00	1,137 50	922 14
Monmouth		11	11		2,750 00		750 00		1,500 00		1,159 09
Morris	1	2	3	1,000 00	2,600 00	1,000 00	1,000 00	1,000 00	1,600 00	1,000 00	1,300 00
Ocean		1	1		800 00		800 00		800 00		800 00
Passaic	2	5	7	3,600 00	5,660 00	1,800 00	800 00	1,800 00	1,310 00	1,800 00	1,132 00
Salem											
Somerset	1		1	1,700 00		1,700 00		1,700 00		1,700 00	
Sussex		4	4		3,300 00		700 00		925 00		825 00
Union	10	23	33	14,150 00	27,327 00	700 00		1,800 00	1,500 00	1,415 00	975 96
Warren		4	4		3,350 00		700 00		900 00		837 60
Total	53	124	242	\$93,950 00	\$198,330 13	\$200 00	\$1,100 00	\$3,400 00	\$2,300 00	\$1,619 82	\$1,077 88

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			TEACHERS, RURAL SCHOOLS—ONE ROOM. (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.	Average—Women.
Atlantic	3	24	27	\$2,025 00	\$14,299 00	\$675 00	\$450 00	\$675 00	\$729 00	\$675 00	\$595 79
Bergen	15	17	32	1,650 00	10,150 00	750 00	500 00	900 00	825 00	825 00	676 66
Burlington	30	32	62	1,100 00	14,872 25	550 00	405 00	550 00	650 00	550 00	495 74
Camden	21	21	42	.....	10,990 50	.....	450 00	.....	600 00	.....	523 35
Cape May	9	11	20	1,260 00	5,175 00	585 00	495 00	675 00	630 00	630 00	575 00
Cumberland	1	27	28	540 00	13,167 50	540 00	405 00	540 00	650 00	540 00	487 68
Essex	4	4	8	.....	2,425 00	.....	550 00	.....	675 00	.....	606 25
Gloucester	2	26	28	1,235 00	13,408 00	585 00	430 00	650 00	665 00	617 50	515 69
Hudson .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hunterdon	7	64	71	3,850 00	33,686 00	450 00	437 00	750 00	700 00	550 00	526 34
Mercer	2	13	15	1,289 00	7,735 00	600 00	550 00	689 00	650 00	644 50	595 00
Middlesex	27	27	54	.....	16,320 00	.....	495 00	.....	725 00	.....	604 44
Monmouth	5	43	48	3,712 50	24,916 75	550 00	495 00	1,000 00	900 00	742 50	579 45
Morris	5	39	44	3,175 00	22,276 00	500 00	450 00	775 00	850 00	635 00	571 13
Ocean	5	29	34	3,230 00	13,790 00	405 00	378 00	850 00	650 00	646 00	472 76
Passaic	2	11	13	1,150 00	7,520 00	500 00	600 00	650 00	925 00	575 00	683 63
Salem	4	35	39	2,115 00	17,280 00	495 00	337 50	540 00	630 00	528 75	493 71
Somerset	2	43	45	1,125 00	24,925 00	550 00	500 00	575 00	650 00	562 50	579 65
Sussex	2	58	60	1,120 00	30,430 00	450 00	450 00	670 00	600 00	560 00	524 65
Union	2	2	4	.....	1,500 00	.....	700 00	.....	800 00	.....	750 00
Warren	3	45	48	1,510 00	22,620 00	360 00	360 00	650 00	700 00	503 33	502 66
Total	49	565	614	\$30,086 50	\$307,486 00	\$360 00	\$337 50	\$1,000 00	\$925 00	\$614 01	\$544 22

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			TEACHERS, RURAL SCHOOLS—TWO ROOMS. (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	2	24	26	\$1,539 00	\$15,438 00	\$720 00	\$495 00	\$819 00	\$819 00	\$769 50	\$643 25
Bergen	1	19	20	850 00	12,275 00	850 00	450 00	850 00	1,050 00	850 00	846 05
Burlington		30	30		17,250 00		450 00		750 00		575 00
Camden		18	18		10,014 50		475 00		700 00		556 36
Cape May	6	26	32	3,960 00	14,400 00	585 00	495 00	675 00	675 00	660 00	553 84
Cumberland	2	24	26	1,215 00	12,014 50	585 00	405 00	630 00	625 00	607 50	500 60
Essex		4	4		3,175 00		725 00		875 00		793 75
Gloucester	3	35	38	1,697 50	19,697 50	517 50	425 00	630 00	750 00	565 83	562 78
Hudson											
Hunterdon	4	14	18	3,150 00	8,265 00	750 00	475 00	850 00	750 00	787 50	590 35
Mercer		8	8		5,111 00		550 00		725 00		638 87
Middlesex		14	14		8,750 00		550 00		700 00		625 00
Monmouth	7	29	36	5,200 00	18,295 00	650 00	450 00	900 00	950 00	742 85	630 87
Morris	6	44	50	4,775 00	28,120 00	725 00	475 00	900 00	900 00	795 83	639 09
Ocean	4	18	22	2,475 00	8,775 00	495 00	360 00	720 00	675 00	618 75	487 50
Passaic		8	8	825 00	4,825 00		825 00		825 00		846 43
Salem	1	7	8	495 00	3,825 00	495 00	450 00	495 00	630 00	495 00	546 43
Somerset	2	16	18	1,500 00	9,470 00	750 00	540 00	750 00	650 00	750 00	591 87
Sussex	2	10	12	1,275 00	5,425 00	625 00	450 00	650 00	600 00	637 50	542 50
Union	2	3	5	2,280 00	1,848 00	1,080 00	500 00	1,200 00	700 00	1,140 00	616 00
Warren	5	21	26	3,300 00	10,315 00	550 00	360 00	750 00	650 00	660 00	491 19
Total	48	371	419	\$34,536 50	\$216,988 50	\$495 00	\$360 00	\$1,200 00	\$1,050 00	\$719 51	\$584 87

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			TEACHERS, KINDERGARTEN—DAY SCHOOLS.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic		29	29		\$23,547 00		\$630 00		\$1,400 00		\$811 62
Bergen		66	66		48,520 00		535 00		1,200 00		735 15
Burlington		5	5		3,077 50		551 25		750 00		615 50
Camden		16	16		11,250 00		600 00		800 00		703 12
Cape May		3	3		1,850 00		475 00		700 00		616 66
Cumberland											
Essex		242	242		217,815 00		450 00		1,150 00		900 06
Gloucester		2	2		1,100 00		550 00		550 00		550 00
Hudson		71	71		69,655 00		600 00		1,320 00		981 06
Hunterdon		1	1		687 50		687 50		687 50		687 50
Mercer		66	66		47,000 00		500 00		1,000 00		712 12
Middlesex		29	29		20,300 00		525 00		960 00		700 00
Monmouth		17	17		12,595 00		550 00		900 00		740 88
Morris		7	7		4,975 00		600 00		825 00		710 71
Ocean		5	5		3,250 00		575 00		700 00		650 00
Passaic		66	66		49,600 00		575 00		1,150 00		751 51
Salem		2	2		1,975 00		600 00		700 00		653 33
Somerset		14	14		9,325 00		450 00		800 00		666 07
Sussex		6	6		3,900 00		500 00		800 00		650 00
Union		45	45		33,330 00		400 00		1,150 00		740 66
Warren											
Total		693	693		\$563,752 00		\$400 00		\$1,400 00		\$813 49

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TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			TEACHERS, GRADES 1 TO 4, INCLUSIVE—DAY SCHOOLS.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic		178	178		\$143,929 95		\$450 00		\$1,400 00		\$808 59
Bergen		547	547		387,410 00		485 00		1,100 00		708 24
Burlington		157	157		86,492 50		420 00		750 00		550 91
Camden		406	406		281,745 00		427 50		1,200 00		683 95
Cape May	1	52	53	\$495 00	31,716 25	\$495 00	475 00	\$495 00	800 00	\$495 00	608 92
Cumberland	1	122	123	423 00	85,638 50	423 00	405 00	423 00	725 00	423 00	538 00
Essex		1,137	1,137		1,131,187 00		550 00		1,400 00		944 99
Gloucester		97	97		54,832 56		450 00		765 00		565 28
Hudson		1,095	1,095		1,051,012 20		500 00		1,660 00		959 82
Hunterdon		38	38		22,647 50		450 00		800 00		595 98
Mercer		283	283		203,975 00		500 00		1,100 00		720 76
Middlesex		336	336		240,712 00		525 00		1,100 00		716 40
Monmouth	1	232	233	1,050 00	162,772 50	1,050 00	450 00	1,050 00	902 50	1,050 00	701 60
Morris		133	133		92,953 00		500 00		1,150 00		698 89
Ocean		40	40		22,393 00		423 00		800 00		559 82
Passaic		519	519		377,230 00		550 00		1,150 00		726 84
Salem		74	74		41,321 25		450 00		750 00		558 39
Somerset		82	82		55,285 00		500 00		900 00		673 96
Sussex		35	35		22,722 00		500 00		850 00		649 20
Union	3	372	375	3,250 00	282,636 65	1,000 00	450 00	1,250 00	1,100 00	1,083 33	759 77
Warren		78	78		45,785 00		400 00		780 00		586 99
Total	6	6,073	6,079	\$5,218 00	\$4,804,344 87	\$423 00	\$400 00	\$1,250 00	\$1,660 00	\$869 66	\$791 09

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			TEACHERS, GRADES 5 TO 8, INCLUSIVE—DAY SCHOOLS.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	9	135	134	\$8,024 00	\$109,017 00	\$675 00	\$495 00	\$1,158 00	\$1,400 00	\$891 53	\$872 13
Bergen	31	384	415	36,775 00	304,290 00	800 00	450 00	2,000 00	1,350 00	1,186 29	792 24
Burlington	4	94	98	3,190 00	61,043 75	700 00	450 00	900 00	1,050 00	797 50	649 40
Camden	8	264	272	7,500 00	204,611 50	650 00	450 00	1,400 00	1,150 00	937 50	775 04
Cape May	5	34	39	4,187 50	23,495 00	630 00	522 50	1,000 00	900 00	837 50	691 03
Cumberland	11	88	99	8,105 00	53,002 00	450 00	414 00	950 00	900 00	736 82	602 29
Essex	40	889	929	43,620 00	918,327 50	700 00	550 00	1,700 00	1,700 00	1,090 50	1,032 98
Gloucester	2	66	68	1,830 00	42,734 05	630 00	472 50	1,200 00	850 00	915 00	647 48
Hudson	7	850	857	7,895 00	905,583 41	800 00	550 00	1,500 00	1,956 00	1,127 86	1,065 39
Hunterdon	4	26	30	3,380 00	16,944 00	630 00	800 00	1,000 00	800 00	845 00	651 69
Mercer	4	163	167	3,701 00	126,845 00	800 00	500 00	1,200 00	1,100 00	925 25	778 19
Middlesex	13	194	207	14,700 00	153,923 00	800 00	525 00	1,400 00	1,100 00	1,130 76	793 41
Monmouth	22	155	177	25,790 00	119,920 00	700 00	525 00	1,700 00	1,150 00	1,172 27	773 67
Morris	13	95	108	13,935 00	73,327 00	800 00	500 00	1,350 00	1,200 00	1,071 92	771 86
Ocean	4	29	33	4,320 00	18,470 00	810 00	495 00	1,600 00	900 00	1,080 00	636 90
Passaic	12	395	407	12,975 00	337,520 00	775 00	550 00	1,400 00	1,200 00	1,081 25	854 48
Salem	2	54	56	1,450 00	33,032 50	700 00	450 00	750 00	860 00	725 00	611 71
Somerset	6	52	58	6,425 00	39,650 00	675 00	500 00	1,400 00	1,100 00	1,070 83	762 50
Sussex	4	24	28	3,725 00	16,825 00	625 00	500 00	1,250 00	875 00	931 25	701 04
Union	9	257	266	9,650 00	217,847 16	850 00	550 00	1,400 00	1,300 00	1,072 66	847 65
Warren	7	40	47	5,900 00	24,680 00	650 00	400 00	950 00	1,000 00	842 85	617 00
Total	217	4,278	4,495	\$227,077 50	\$3,801,087 87	\$450 00	\$400 00	\$2,000 00	\$1,956 00	\$1,046 44	\$888 52

TABLE 15—*Continued*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			TEACHERS, GRADES 9 TO 12, INCLUSIVE—DAY SCHOOLS.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	32	43	75	\$53,750 00	\$49,986 88	\$850 00	\$800 00	\$2,500 00	\$1,400 00	\$1,679 68	\$1,162 48
Bergen	46	110	156	59,475 00	114,900 00	800 00	700 00	1,975 00	1,500 00	1,292 93	1,044 54
Burlington	5	37	42	5,550 00	30,758 75	850 00	700 00	1,400 00	1,200 00	1,110 00	831 32
Camden	16	68	84	22,070 00	66,125 00	320 00	625 00	1,800 00	1,800 00	1,379 37	972 42
Cape May	16	14	30	18,417 50	11,177 50	665 00	600 00	1,850 00	1,000 00	1,151 17	798 39
Cumberland	13	48	61	14,472 50	37,045 00	800 00	600 00	1,500 00	1,300 00	1,113 26	771 77
Essex	207	259	466	432,485 00	343,089 00	1,000 00	500 00	3,400 00	2,200 00	2,089 29	1,324 66
Gloucester	4	28	32	4,300 00	21,390 00	800 00	650 00	1,300 00	900 00	1,075 00	763 93
Hudson	137	177	314	275,356 00	261,692 93	760 00	775 00	4,200 00	2,400 00	2,009 90	1,478 49
Hunterdon	4	26	30	5,125 00	21,035 00	900 00	600 00	1,750 00	1,050 00	1,281 25	809 03
Mercer	35	85	120	51,878 00	87,456 00	900 00	550 00	2,350 00	1,500 00	1,482 23	1,028 89
Middlesex	18	49	67	28,750 00	50,690 00	950 00	700 00	2,600 00	1,300 00	1,597 23	1,034 48
Monmouth	23	85	108	30,475 00	82,482 50	850 00	650 00	2,400 00	1,500 00	1,325 00	970 38
Morris	19	48	67	23,625 00	42,580 00	700 00	650 00	1,700 00	1,200 00	1,243 42	887 08
Ocean	6	20	26	7,500 00	15,550 00	850 00	600 00	1,500 00	1,050 00	1,250 00	777 50
Passaic	52	71	123	82,376 00	82,340 00	1,000 00	850 00	2,310 00	1,500 00	1,584 15	1,159 71
Salem	8	19	27	8,060 00	14,152 50	750 00	570 00	1,500 00	1,000 00	1,007 50	744 87
Somerset	9	30	39	13,450 00	25,625 00	1,000 00	550 00	1,800 00	1,200 00	1,494 44	887 50
Sussex	8	13	21	8,475 00	10,325 00	800 00	650 00	1,400 00	975 00	1,059 37	794 23
Union	46	102	148	74,150 00	114,350 00	1,000 00	700 00	2,100 00	1,475 00	1,611 95	1,121 07
Warren	11	22	33	12,970 00	17,835 00	900 00	600 00	1,400 00	1,000 00	1,179 09	810 68
Total	715	1,354	2,069	\$1,232,710 00	\$1,501,586 06	\$320 00	\$500 00	\$4,200 00	\$2,400 00	\$1,724 07	\$1,109 00

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			SHORT TERM TEACHERS—DAY SCHOOLS.							
	Men.	Women.	Total.	(A teacher teaching not less than four months but not for the full term. A teacher teaching less than four months will be classed as a 'substitute teacher').							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	1	2	3	\$570 00	\$675 00	\$570 00	\$250 00	\$570 00	\$425 00	\$570 00	\$337 50
Bergen	1	7	8	.....	3,857 50	.....	387 50	.....	900 00	.....	522 50
Burlington	1	7	8	920 00	1,545 00	240 00	200 00	680 00	300 00	460 00	220 71
Camden .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	1	8	9	1,300 00	3,918 00	1,300 00	400 00	1,300 00	837 00	1,300 00	489 75
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	1	5	6	537 00	4,544 00	537 00	560 00	537 00	1,320 00	537 00	908 80
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex .....	.....	1	1	.....	165 00	.....	165 00	.....	165 00	.....	165 00
Monmouth .....	.....	2	2	.....	1,150 00	.....	400 00	.....	750 00	.....	575 00
Morris	2	2	4	1,430 00	900 00	280 00	300 00	1,150 00	600 00	715 00	450 00
Ocean .....	.....	1	1	.....	600 00	.....	600 00	.....	600 00	.....	600 00
Passaic .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	1	1	.....	392 00	.....	392 00	.....	392 00	.....	392 00
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	2	1	3	1,960 00	250 00	360 00	250 00	1,600 00	250 00	980 00	250 00
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	9	37	46	\$6,717 00	\$17,796 50	\$240 00	\$165 00	\$1,600 00	\$1,320 00	\$746 33	\$480 98

TABLE 15—*Continued*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			SUBSTITUTE TEACHERS—DAY SCHOOLS. (One not assigned to a regular class or one teaching a class for less than four months).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	2	2	4	\$1,800 00	\$937 50	\$700 00	\$87 50	\$1,100 00	\$850 00	\$900 00	\$468 75
Bergen		2	2		5,416 00		186 00		1,200 00		677 00
Burlington		2	2		870 00		195 00		675 00		435 00
Camden		16	16		8,950 00		550 00		700 00		559 37
Cape May											
Cumberland		3	3		1,725 00		525 00		650 00		575 00
Essex	1	2	3	800 00	1,650 00	800 00	750 00	800 00	900 00	800 00	825 00
Gloucester											
Hudson		4	4		890 20		106 00		396 70		143 28
Hunterdon											
Mercer		10	10		4,000 00		400 00		400 00		400 00
Middlesex		7	7		2,982 50		67 50		550 00		426 07
Monmouth		3	3		1,950 00		600 00		750 00		650 00
Morris											
Ocean											
Passaic											
Salem											
Somerset											
Sussex											
Union		2	2		1,350 00		550 00		800 00		975 00
Warren	1	1	2	1,500 00	500 00	1,500 00	500 00	1,500 00	500 00	1,500 00	500 00
Total	4	60	64	\$4,100 00	\$31,221 20	\$700 00	\$67 50	\$1,500 00	\$1,200 00	\$1,025 00	\$520 35

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			SPECIAL TEACHERS—UNGRADED, BACKWARD AND INCORRIGIBLE CLASSES—DAY SCHOOLS.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic		9	9		\$6,350 00		\$600 00		\$1,000 00		\$705 55
Bergen		7	7		4,625 00		535 00		800 00		680 71
Burlington											
Camden	2	3	5	\$2,100 00	2,400 00	\$1,000 00	600 00	\$1,100 00	900 00	\$1,050 00	800 00
Cape May											
Cumberland											
Essex	4	5	9	5,100 00	7,900 00	800 00	1,300 00	1,500 00	1,800 00	1,275 00	1,580 00
Gloucester											
Hudson	1	11	12	1,000 00	12,790 00	1,000 00	775 00	1,000 00	1,700 00	1,000 00	1,162 72
Hunterdon											
Mercer		3	3		2,500 00		650 00		950 00		833 33
Middlesex											
Monmouth											
Morris		3	3		2,425 00		775 00		850 00		808 33
Ocean											
Passaic											
Salem											
Somerset											
Sussex											
Union	1	2	3	1,300 00	1,520 00	1,300 00	570 00	1,300 00	950 00	1,300 00	760 00
Warren											
Total	8	43	51	\$9,500 00	\$40,510 00	\$800 00	\$535 00	\$1,500 00	\$1,800 00	\$1,187 50	\$942 09

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			SPECIAL TEACHERS—TEACHER CLERKS—DAY SCHOOLS. (Regularly certificated teacher used as temporary substitute and general assistant to the principal).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic		1	1		\$840 00		\$840 00		\$840 00		\$840 00
Bergen		10	10		7,800 00		600 00		1,000 00		780 00
Burlington		4	4		2,390 00		440 00		700 00		597 50
Camden		3	3		1,775 00		550 00		625 00		591 67
Cape May		1	1		500 00		500 00		500 00		500 00
Cumberland		2	2		1,155 00		550 00		605 00		577 50
Essex		81	81		70,430 00		600 00		1,400 00		869 50
Gloucester											
Hudson		38	38		39,347 50		500 00		1,800 00		1,035 46
Hunterdon											
Mercer		3	3		1,450 00		400 00		600 00		483 33
Middlesex		2	2		1,550 00		640 00		910 00		775 00
Monmouth		4	4		2,632 50		200 00		907 50		658 12
Morris		2	2		1,275 00		425 00		850 00		637 50
Ocean		1	1		575 00		575 00		575 00		575 00
Passaic		9	9		5,700 00		600 00		800 00		633 33
Salem		1	1		525 00		525 00		525 00		525 00
Somerset		3	3		2,600 00		750 00		950 00		866 66
Sussex											
Union		27	27		17,125 00		520 00		800 00		634 25
Warren											
Total		192	192		\$157,670 00		\$200 00		\$1,800 00		\$821 20

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			MANUAL TRAINING TEACHERS—EVENING SCHOOLS. (Include supervisors and teachers devoting full time to the work. Those not devoting full time should be classed as regular day school teachers and not M. T. teachers).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Average—Women.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average Men.
Atlantic											
Bergen											
Burlington											
Camden	2		2	\$348 00		\$2 00		\$2 20		\$2 09	
Cape May											
Cumberland											
Essex											
Gloucester											
Hudson	3	2	5	544 00	\$320 00	2 50	\$2 50	3 00	\$2 50	2 59	\$2 29
Hunterdon											
Mercer	8	6	14	1,256 64	3,197 70	2 00	2 50	2 50	2 50	2 38	2 50
Middlesex											
Monmouth											
Morris		1	1		122 00		2 00		2 00		2 00
Ocean											
Passaic	8		8	1,280 00		2 50		2 50		2 50	
Salem											
Somerset											
Sussex											
Union	1	1	2	192 00	192 00	3 00	3 00	3 00	3 00	3 00	3 00
Warren											
Total	22	10	32	\$3,620 64	\$3,831 70	\$2 00	\$2 00	\$3 00	\$3 00	\$3 42	\$5 63

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			MANUAL TRAINING TEACHERS—DAY SCHOOLS. (Include supervisors and teachers devoting full time to the work. Those not devoting full time should be classed as regular day school teachers and not M. T. teachers).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	7	9	16	\$7,510 00	\$8,192 00	\$260 00	\$750 00	\$1,500 00	\$1,300 00	\$1,072 85	\$910 22
Bergen	22	27	49	26,650 00	24,775 00	500 00	600 00	1,850 00	1,250 00	1,211 38	917 59
Burlington	2	5	7	1,650 00	2,350 00	650 00	200 00	1,000 00	950 00	825 00	590 00
Camden	4	8	12	4,550 00	7,350 00	800 00	750 00	1,900 00	1,100 00	1,137 50	918 75
Cape May	3	3	6	3,650 00	2,186 25	1,150 00	600 00	1,300 00	850 00	1,216 66	728 75
Cumberland	4	7	11	4,250 00	5,650 00	750 00	600 00	1,400 00	900 00	1,062 50	807 14
Essex	43	46	89	56,075 00	51,390 00	450 00	700 00	2,000 00	1,700 00	1,304 06	1,117 17
Gloucester	2	5	7	1,300 00	3,751 88	350 00	561 00	950 00	850 00	650 00	760 37
Hudson	29	44	73	40,668 92	50,899 52	1,000 00	650 00	2,300 00	1,800 00	1,402 37	1,166 81
Hunterdon											
Mercer	8	11	19	9,545 00	10,680 00	795 00	550 00	2,200 00	1,550 00	1,193 12	970 91
Middlesex	8	19	27	9,950 00	15,460 00	750 00	260 00	1,900 00	1,050 00	1,243 75	813 68
Monmouth	8	18	26	11,300 00	17,508 30	950 00	700 00	2,000 00	1,300 00	1,412 50	972 68
Morris	4	10	14	4,800 00	9,850 60	1,000 00	725 00	1,600 00	1,275 00	1,200 00	985 00
Ocean	1	2	3	1,100 00	1,800 00	1,100 00	900 00	1,100 00	900 00	1,100 00	900 00
Passaic	19	18	37	20,900 00	15,155 00	240 00	200 00	2,500 00	1,500 00	1,100 00	841 94
Salem	3	4	7	2,190 00	2,775 00	90 00	575 00	1,100 00	800 00	730 00	693 75
Somerset	3	3	6	3,600 00	2,625 00	900 00	725 00	1,350 00	1,100 00	1,200 00	875 00
Sussex	2	3	5	2,100 00	2,400 00	900 00	650 00	1,200 00	950 00	1,050 00	800 00
Union	20	20	40	22,830 00	15,536 00	400 00	171 00	2,000 00	1,500 00	1,141 50	776 80
Warren	2	4	6	2,600 00	3,050 00	1,200 00	600 00	1,400 00	1,000 00	1,300 00	762 50
Total	194	266	460	\$237,218 92	\$253,983 95	\$90 00	\$171 00	\$2,500 00	\$1,800 00	\$1,222 78	\$954 82

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			VOCATIONAL TEACHERS—EVENING SCHOOLS. (Teachers employed both day and evening are classed as holding two teaching positions).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	1	2	3	\$81 00	\$162 00	\$3 00	\$3 00	\$3 00	\$3 00	\$3 00	\$3 00
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex	60	37	97	20,229 75	9,410 00	4 00	3 00	4 00	4 00	4 00	3 93
Gloucester											
Hudson	35	10	45	8,088 00	2,383 00	2 50	2 50	5 00	3 00	3 30	3 40
Hunterdon											
Mercer											
Middlesex		2	2		140 00		3 50		3 50		3 50
Monmouth											
Morris	1		1	50 00		10 00		10 00		10 00	
Ocean											
Passaic	10	27	37	1,507 85	4,317 60	2 50	2 50	2 50	2 50	2 50	2 50
Salem											
Somerset											
Sussex											
Union											
Warren											
Total	107	78	185	\$29,956 60	\$16,412 60	\$2 50	\$2 50	\$10 00	\$4 00	\$4 11	\$3 09

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			VOCATIONAL TEACHERS—DAY SCHOOLS. (Teachers employed both day and evening are classed as holding two teaching positions).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	7	11	18	\$9,700 00	\$10,300 00	\$800 00	\$800 00	\$1,700 00	\$1,550 00	\$1,385 71	\$935 45
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex	17	18	35	23,082 00	19,900 00	775 00	775 00	2,700 00	2,200 00	1,357 76	1,105 55
Gloucester											
Hudson	14	21	35	23,050 00	27,772 00	1,200 00	600 00	2,900 00	1,776 00	1,646 42	1,322 48
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic	9	2	11	12,150 00	2,150 00	1,000 00	1,000 00	1,900 00	1,150 00	1,350 00	1,075 00
Salem											
Somerset											
Sussex	3	2	5	3,400 00	2,000 00	1,000 00	900 00	1,200 00	1,100 00	1,133 33	1,000 00
Union											
Warren											
Total	50	54	104	\$71,382 00	\$62,122 00	\$775 00	\$600 00	\$2,900 00	\$2,200 00	\$1,427 64	\$1,150 41

TABLE 15—*Continued*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			EVENING SCHOOL TEACHERS.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men. (Per Night).	Minimum—Women. (Per Night).	Maximum—Men. (Per Night).	Maximum—Women. (Per Night).	Average—Men. (Per Night).	Average—Women. (Per Night).
Atlantic	7	15	22	\$1,201 50	\$2,018 00	\$2 00	\$2 00	\$4 00	\$3 00	\$2 81	\$2 20
Bergen	1	1	2	80 00	80 00	1 25	1 25	1 25	1 25	1 25	1 25
Burlington	14	3	17	2,391 00	516 50	1 62	1 79	2 82	3 13	2 37	2 39
Camden	2	1	3	160 00	80 00	1 25	1 25	1 25	1 25	1 25	1 25
Cape May	1	4	5	200 00	660 00	2 50	2 50	5 00	4 00	3 73	2 26
Cumberland	192	181	373	47,923 75	35,969 75	2 25	2 50	5 50	4 00	2 29	2 54
Essex	60	94	154	11,478 50	12,478 00	2 00	1 90	7 50	4 50	2 73	1 89
Gloucester	17	33	50	3,197 70	5,009 40	2 00	2 00	3 50	3 00	2 85	2 30
Hudson	4	14	18	870 00	1,984 00	2 50	1 50	4 47	3 00	3 29	2 14
Hunterdon	3	4	7	416 00	512 00	2 00	2 00	2 50	2 00	2 00	1 85
Mercer	6	7	13	944 00	1,118 00	2 00	2 00	3 00	3 00	2 45	2 50
Middlesex	36	34	70	6,166 61	5,035 13	1 84	2 00	2 81	2 56	2 59	2 24
Monmouth	30	21	51	5,387 00	3,089 00	2 50	2 50	5 00	3 00	2 50	2 05
Morris	3	4	7	416 00	512 00	2 00	2 00	2 50	2 00	2 00	1 85
Ocean	36	34	70	6,166 61	5,035 13	1 84	2 00	2 81	2 56	2 59	2 24
Passaic	30	21	51	5,387 00	3,089 00	2 50	2 50	5 00	3 00	2 50	2 05
Salem	30	21	51	5,387 00	3,089 00	2 50	2 50	5 00	3 00	2 50	2 05
Somerset	30	21	51	5,387 00	3,089 00	2 50	2 50	5 00	3 00	2 50	2 05
Sussex	30	21	51	5,387 00	3,089 00	2 50	2 50	5 00	3 00	2 50	2 05
Union	30	21	51	5,387 00	3,089 00	2 50	2 50	5 00	3 00	2 50	2 05
Warren	30	21	51	5,387 00	3,089 00	2 50	2 50	5 00	3 00	2 50	2 05
Total	373	412	785	\$80,416 06	\$68,549 78	\$1 25	\$1 25	\$7 50	\$4 50	\$3 17	\$2 45

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			TEACHERS IN EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS. (Receiving State Aid).							
	Men.	Women.	Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum—Men. (Per Night).	Minimum—Women. (Per Night).	Maximum—Men. (Per Night).	Maximum—Women. (Per Night).	Average—Men. (Per Night).	Average—Women. (Per Night).
Atlantic	2	1	3	416 50	\$178 50	\$3 50	\$3 00	\$3 50	\$3 00	\$3 41	\$2 92
Bergen	1	1	2	190 00	187 50	2 50	2 50	2 50	2 50	2 50	2 50
Burlington											
Camden											
Cape May											
Cumberland											
Essex											
Gloucester	9	19	28	1,746 00	3,166 00	2 00	2 00	4 00	3 50	2 77	2 38
Hudson											
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean	2	10	12	403 80	1,182 29	3 00	3 00	4 00	4 00	3 18	2 41
Passaic											
Salem	1	1	2	128 00	128 00	2 00	2 00	2 00	2 00	1 94	1 94
Somerset											
Sussex	2	3	5	226 50	189 00	3 00	3 00	3 00	3 00	3 00	3 00
Union											
Warren											
Total	17	35	52	\$3,110 80	\$5,031 29	\$2 00	\$2 00	\$4 00	\$4 00	\$2 69	\$2 11

TABLE 15—*Continued*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			SPECIAL TEACHERS, SUB-NORMAL CLASSES—DAY SCHOOLS. (Include only those for which an apportionment of \$500 will be made).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	1	5	6	\$850 00	\$4,700 00	\$850 00	\$750 00	\$850 00	\$1,150 00	\$850 00	\$940 00
Bergen		7	7		7,250 00		950 00		1,350 00		1,035 71
Burlington	1	1	2		750 00		750 00		750 00		750 00
Camden		11	11		8,750 00		650 00		900 00		795 45
Cape May	1	1	2		760 00		760 00		760 00		760 00
Cumberland		4	4		2,950 00		625 00		825 00		737 50
Essex	1	52	53	1,000 00	59,825 00	1,000 00	800 00	1,000 00	1,400 00	1,000 00	1,150 48
Gloucester											
Hudson		22	22		30,467 00		900 00		1,520 00		1,384 86
Hunterdon											
Mercer		18	18		18,500 00		900 00		1,100 00		1,027 78
Middlesex		6	6		5,540 00		840 00		1,000 00		923 32
Monmouth		3	3		2,770 00		700 00		1,045 00		923 32
Morris	1	1	2		1,000 00		1,000 00		1,000 00		1,000 00
Ocean											
Passaic		15	15		13,550 00		600 00		1,200 00		903 33
Salem											
Somerset		3	3		2,525 00		750 00		900 00		841 66
Sussex		2	2		1,850 00		900 00		950 00		925 00
Union	2	9	11	2,100 00	8,450 00	900 00	700 00	1,200 00	1,200 00	1,050 00	938 88
Warren											
Total	4	160	164	\$3,950 00	\$169,637 00	\$850 00	\$600 00	\$1,200 00	\$1,520 00	\$987 50	\$1,060 23

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TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			SPECIAL TEACHERS, DEAF CLASSES—DAY SCHOOLS. (Include only those for which an apportionment of \$500 will be made).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic											
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex		11	11		\$16,500 00		\$1,100 00		\$2,100 00		\$1,500 00
Gloucester											
Hudson		1	1		1,100 00		1,100 00		1,100 00		1,100 00
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic											
Salem											
Somerset											
Sussex											
Union											
Warren											
Total		12	12		\$17,600 00		\$1,100 00		\$2,100 00		\$1,466 66

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			SPECIAL TEACHERS, BLIND CLASSES—DAY SCHOOLS. (Include only those for which an apportionment of \$500 will be made).							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic											
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex		2	2	.....	\$3,300 00	.....	\$1,600 00	.....	\$1,700 00	.....	\$1,650 00
Gloucester											
Hudson		1	1	.....	1,200 00	.....	1,200 00	.....	1,200 00	.....	1,200 00
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic											
Salem											
Somerset											
Sussex											
Union											
Warren											
Total		3	3	.....	\$4,500 00	.....	\$1,200 00	.....	\$1,700 00	.....	\$1,500 00

TABLE 15—Continued
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED			SPECIAL TEACHERS—UNCLASSIFIED—DAY SCHOOL.							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	1	9	10	\$200 00	\$7,685 00	\$200 00	\$600 00	\$200 00	\$1,200 00	\$200 00	\$853 88
Bergen	1	19	22	3,950 00	16,325 00	1,100 00	250 00	1,600 00	1,200 00	1,316 00	879 21
Burlington	1	1	2	.....	250 00	.....	250 00	.....	250 00	.....	250 00
Camden	1	17	17	.....	14,800 00	.....	525 00	.....	1,500 00	.....	870 59
Cape May	7	7	14	.....	5,511 25	.....	600 00	.....	907 50	.....	787 32
Cumberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	48	66	114	65,160 00	66,895 00	750 00	650 00	1,890 00	1,365 00	1,357 50	1,013 56
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	7	37	44	7,195 00	35,197 80	150 00	650 00	1,600 00	1,800 00	1,027 86	951 29
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	2	13	15	2,275 00	10,925 00	875 00	500 00	1,400 00	1,300 00	1,137 50	840 38
Middlesex .....	.....	11	11	.....	8,375 00	.....	480 00	.....	1,000 00	.....	761 36
Monmouth	1	5	6	1,100 00	4,015 00	1,100 00	640 00	1,100 00	925 00	1,100 00	803 00
Morris .....	.....	7	7	.....	5,650 00	.....	500 00	.....	1,050 00	.....	807 14
Ocean	1	1	2	1,000 00	875 00	1,000 00	875 00	1,000 00	875 00	1,000 00	875 00
Passaic	2	21	23	8,600 00	19,150 00	1,100 00	700 00	1,700 00	1,100 00	1,433 33	911 90
Salem	3	3	6	1,375 00	2,207 50	650 00	650 00	725 00	807 50	887 50	735 83
Somerset	2	11	13	1,650 00	9,100 00	750 00	700 00	900 00	1,100 00	825 00	827 27
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	2	10	12	1,500 00	6,816 00	600 00	156 00	900 00	900 00	750 00	681 60
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	75	238	313	\$94,005 00	\$213,777 55	\$200 00	\$156 00	\$1,890 00	\$1,800 00	\$1,253 40	\$898 22

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TABLE 16

SUMMARY OF TEACHERS EMPLOYED.

COUNTIES.	Number of Teachers Employed Excluding Superintendents, Assistant Superintendents, Supervisors (Approved and Unapproved), Non-Teaching Principals, Special Supervisors, Manual Training, Vocational and Evening School Teachers.			Grand Total of All Teachers Employed, Day and Evening.		
	Men.	Women.	Total.	Men.	Women.	Total.
.....	51	451	502	78	498	576
.....	83	1,199	1,282	164	1,271	1,435
.....	13	368	381	27	382	409
.....	26	843	869	68	879	947
.....	30	147	177	39	151	190
.....	28	318	346	38	339	377
.....	302	2,822	3,124	739	3,178	3,908
.....	11	254	265	21	266	287
.....	153	2,312	2,465	395	2,571	2,966
.....	19	169	188	23	172	195
.....	43	665	708	86	747	833
.....	31	676	707	72	727	799
.....	59	578	637	91	614	705
.....	45	381	426	74	403	477
.....	20	144	164	28	147	175
.....	73	1,114	1,187	205	1,231	1,436
.....	17	196	213	24	200	224
.....	21	255	276	32	259	291
.....	16	140	164	24	157	181
.....	67	832	899	161	922	1,083
.....	27	207	234	34	215	249
.....	1,135	14,079	15,214	2,414	15,329	17,743

SCHOOL REPORT:

SCHOOL REPORT:

TABLE 17—Continued
TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL SALARIES.

COUNTIES.	AMOUNT OF SALARY PAID.																	
	\$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.	
Atlantic	2	10	2	16	2	24	1	1	5	2	4	.....	1	.....	2	.....	12	542
Bergen	18	26	10	14	9	6	6	2	11	1	3	.....	2	.....	5	.....	14	1,358
Burlington	1	1	2	.....	1	.....	1	.....	1	.....	1	.....	2	.....	.....	.....	1	400
Camden	2	3	.....	7	1	5	3	.....	9	3	5	1	4	3	4	.....	2	914
Cape May	3	.....	2	.....	1	.....	.....	.....	3	.....	1	.....	.....	.....	.....	.....	2	181
Cumberland	2	1	1	2	.....	.....	2	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	361
Essex	17	192	20	183	30	47	35	29	21	36	15	9	22	27	4	3	91	3,314
Gloucester	2	1	1	.....	.....	.....	2	.....	8	38	1	19	12	29	8	11	1	280
Hudson	9	328	7	323	8	33	4	.....	7	48	20	1	12	29	8	11	72	2,626
Hunterdon	3	20	7	3	5	8	4	9	5	4	3	5	2	1	.....	1	2	195
Mercer	6	9	1	10	7	.....	7	.....	4	.....	1	.....	2	.....	10	1	5	750
Middlesex	11	13	5	4	5	.....	5	2	4	2	1	.....	5	.....	1	.....	2	752
Monmouth	5	4	2	1	4	.....	4	.....	1	1	2	1	.....	.....	.....	.....	1	672
Morris	5	.....	.....	.....	.....	.....	3	.....	1	.....	.....	.....	.....	.....	.....	.....	2	448
Ocean	5	1	.....	.....	.....	.....	3	.....	1	.....	.....	.....	.....	.....	.....	.....	1	172
Passaic	6	24	9	9	12	20	8	2	7	.....	5	.....	18	2	8	.....	20	1,261
Salem	1	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	1	.....	.....	.....	1	217
Somerset	1	2	1	.....	1	.....	3	.....	3	.....	2	.....	1	.....	.....	.....	2	283
Sussex	1	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	171
Union	6	28	10	23	16	8	8	3	8	2	4	4	12	1	2	8	8	985
Warren	3	.....	2	.....	1	.....	2	.....	1	.....	.....	.....	.....	.....	.....	.....	1	243
Total	104	662	82	595	104	151	107	93	91	99	69	40	90	63	43	23	256	16,125

TABLE 18
PROFESSIONAL TRAINING OF TEACHERS.

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SCHOOL REPORT.

COUNTIES.	NORMAL GRADUATES.					Number of College Graduates.	Not Graduates of Higher Institutions.	Graduates of Other Institutions Beyond High School.	Total.
	Trenton Normal School.	Montclair Normal School.	Newark Normal School.	City Training Schools.	Other Normal Schools.				
Atlantic	104	15	1	8	221	118	109	.....	576
Bergen	273	187	104	36	446	240	121	.....	1,407
Burlington	128	2	2	10	42	42	181	.....	407
Camden	185	2	1	183	150	103	302	.....	926
Cape May	36	.....	.....	.....	29	39	73	.....	187
Cumberland	97	3	3	.....	44	62	163	.....	372
Essex	263	252	391	805	916	542	182	87	3,438
Gloucester	48	.....	1	.....	62	38	138	.....	287
Hudson	241	231	120	1,094	363	378	307	.....	2,734
Hunterdon	51	3	3	.....	10	32	96	.....	195
Mercer	282	2	2	218	51	110	104	.....	769
Middlesex	285	33	82	5	127	89	157	.....	779
Monmouth	206	19	20	4	149	124	176	.....	698
Morris	97	52	19	16	66	79	133	.....	462
Ocean	37	5	3	.....	38	27	65	.....	175
Passaic	95	107	65	554	214	172	102	.....	1,309
Salem	44	.....	2	.....	33	34	111	.....	224
Somerset	79	10	10	15	78	45	52	.....	289
Sussex	37	6	7	8	29	22	72	.....	181
Union	111	36	52	233	295	209	89	.....	1,025
Warren	38	7	6	.....	18	32	148	.....	249
Total	2,737	972	896	3,198	3,381	2,537	2,881	87	16,669

TABLE 19
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Number of Pupils Enrolled in One-Room Rural Schools.			Number of Pupils Enrolled in Two-Room Rural Schools.			Number of Pupils Enrolled in Kindergarten.		
	Boys.	Girls.	Total. ✓	Boys.	Girls.	Total. ✓	Boys.	Girls.	Total. ✓
Atlantic	347	355	702	424	373	797	590	592	1,182
Bergen	314	288	602	403	347	750	1,543	1,604	3,147
Burlington	680	664	1,344	607	522	1,129	156	145	301
Camden	437	415	852	335	343	678	752	743	1,495
Cape May	131	169	300	396	376	772	63	70	133
Cumberland	504	414	918	420	377	797	160	7,761	7,463
Essex	69	66	135	78	82	160	47	61	108
Gloucester	457	431	888	687	627	1,314	2,428	2,255	4,683
Hudson	1,225	1,199	2,424	309	329	638	57	53	110
Hunterdon	280	247	527	147	128	275	1,334	1,421	2,755
Mercer	475	474	949	286	276	562	815	797	1,612
Middlesex	952	835	1,787	738	645	1,383	439	447	886
Monmouth	684	633	1,317	843	833	1,676	185	182	367
Morris	436	389	825	329	303	632	59	69	128
Ocean	245	220	465	154	128	282	2,539	2,309	4,848
Passaic	753	650	1,403	136	112	248	58	63	121
Salem	775	679	1,454	296	238	534	271	286	557
Somerset	852	792	1,644	182	163	345	193	195	388
Sussex	35	30	65	97	84	181	927	881	1,808
Union	736	678	1,414	427	382	809	.....	.....	.....
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	10,387	9,628	20,015	7,294	6,668	13,962	20,217	19,641	39,858

COMMISSIONER OF EDUCATION.

TABLE 19—Continued
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Number of Pupils Enrolled in Grades I to IV, Inclusive.			Number of Pupils Enrolled in Grades V to VIII, Inclusive.			Number of Pupils Enrolled in Grades IX to XII, Inclusive.			Number of Pupils Enrolled in Sub- Normal Classes.		
	Boys.	Girls.	Total. ✓	Boys.	Girls.	Total. ✓	Boys.	Girls.	Total.	Boys.	Girls.	Total. ✓
Atlantic	3,690	3,490	7,180	2,216	2,305	4,521	770	891	1,661	60	17	77
Bergen	11,367	10,696	22,063	7,049	7,143	14,192	1,621	1,919	3,540	64	36	100
Burlington	3,529	3,194	6,723	1,719	1,930	3,649	412	641	1,053	13	2	15
Camden	8,993	8,653	17,646	4,385	4,606	8,991	900	1,104	2,004	197	81	278
Cape May	927	898	1,825	600	642	1,242	257	331	588	10	4	14
Cumberland	2,851	2,711	5,562	1,803	1,968	3,771	588	796	1,384	54	12	66
Essex	27,721	26,230	53,951	18,097	19,596	36,693	5,023	5,491	10,514	423	245	668
Gloucester	2,284	2,063	4,347	1,195	1,207	2,402	340	496	836	.....	.....	.....
Hudson	26,652	25,225	51,877	16,956	17,024	33,980	3,662	4,084	7,746	277	113	390
Hunterdon	757	771	1,528	489	535	1,024	257	416	673	.....	.....	.....
Mercer	6,308	6,031	12,339	2,836	2,915	5,751	1,356	1,725	3,081	201	108	309
Middlesex	8,046	7,469	15,505	3,771	3,842	7,613	777	967	1,744	46	40	86
Monmouth	4,835	4,549	9,384	3,110	3,269	6,379	1,176	1,520	2,696	27	15	42
Morris	3,081	2,912	5,993	2,003	1,993	3,996	761	1,030	1,791	10	10	20
Ocean	782	697	1,480	542	661	1,203	291	345	636	.....	.....	.....
Passaic	11,468	10,913	22,381	7,291	7,433	14,724	1,697	1,546	3,243	115	79	194
Salem	1,793	1,649	3,442	1,053	1,058	2,111	263	367	630	.....	.....	.....
Somerset	1,864	1,819	3,683	1,063	1,087	2,150	401	502	903	34	10	44
Sussex	766	721	1,487	476	528	1,004	186	326	512	24	6	30
Union	8,296	7,854	16,150	5,171	5,088	10,259	1,645	1,984	3,629	113	55	168
Warren	1,617	1,593	3,210	884	990	1,874	390	552	942	.....	.....	.....
Total	137,618	130,128	267,746	82,709	84,820	167,529	22,773	27,033	49,806	1,663	833	2,501

TABLE 19—*Continued*
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Number of Pupils Enrolled in Blind Classes.			Number of Pupils Enrolled in Deaf Classes.			Over Age.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic									
Bergen									
Burlington									
Camden									
Cape May				2		2			
Cumberland									
Essex	11	8	19	4	42	84			
Gloucester									
Hudson	8	1	9	13	8	21	20	17	37
Hunterdon									
Mercer									
Middlesex									
Monmouth									
Morris									
Ocean									
Passaic									
Salem									
Somerset									
Sussex									
Union									
Warren									
Total	19	9	28	57	50	107	20	17	37

TABLE 19—*Continued*
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Anaemic.			Training School for Teachers.			Open Air Classes.			Number of Pupils Enrolled During Year.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic										8,097	8,023	16,120
Bergen										22,361	22,033	44,394
Burlington										7,116	7,098	14,214
Camden										16,001	15,945	31,946
Cape May										2,384	2,490	4,874
Cumberland										6,220	6,278	12,498
Essex										59,225	58,223	117,448
Gloucester										5,010	4,885	9,895
Hudson	16	21	37		104	104				50,032	48,852	98,884
Hunterdon										3,094	3,308	6,402
Mercer										12,462	12,575	25,037
Middlesex										14,216	13,855	28,071
Monmouth										11,277	11,280	22,557
Morris										7,567	7,593	15,160
Ocean										2,440	2,464	4,904
Passaic					73	73				23,509	22,701	46,210
Salem										4,056	3,899	7,955
Somerset										4,694	4,621	9,315
Sussex										2,679	2,731	5,410
Union							11	11	22	16,295	15,987	32,282
Warren										4,054	4,195	8,249
Total	16	21	37		177	177	11	11	22	282,789	279,036	561,825

TABLE 20
AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN							
	Four and Five Years of Age—Boys.	Four and Five Years of Age—Girls.	Five and Six Years of Age—Boys.	Five and Six Years of Age—Girls.	Six and Seven Years of Age—Boys.	Six and Seven Years of Age—Girls.	Seven and Eight Years of Age—Boys.	Seven and Eight Years of Age—Girls.
Atlantic	145	163	653	628	761	779	761	722
Bergen	577	629	2,013	1,911	2,241	2,126	2,288	2,227
Burlington	30	40	463	482	650	617	728	683
Camden	173	167	796	843	1,571	1,540	1,663	1,749
Cape May	36	37	220	255	218	221	213	224
Cumberland			443	443	582	573	656	667
Essex	3,073	2,974	5,171	5,019	5,736	5,676	5,891	5,513
Gloucester	15	22	412	439	502	480	502	454
Hudson	744	666	3,853	3,769	5,149	4,894	5,134	5,023
Hunterdon	35	27	215	264	308	318	290	288
Mercer	582	642	1,167	1,245	1,231	1,213	1,285	1,242
Middlesex	281	302	1,346	1,275	1,601	1,582	1,589	1,554
Monmouth	158	201	851	870	1,009	957	1,056	993
Morris	45	43	646	628	702	710	736	768
Ocean	47	50	167	164	202	186	222	208
Passaic	607	591	2,408	2,264	2,278	2,244	2,269	2,265
Salem	26	28	272	283	415	404	415	354
Somerset	112	129	355	361	453	453	450	433
Sussex	72	55	210	222	253	218	263	265
Union	350	341	1,158	1,157	1,647	1,505	1,644	1,642
Warren	9	9	233	261	407	373	426	429
Total	7,117	7,116	23,052	22,793	27,916	27,069	28,481	27,693

TABLE 20—*Continued*
AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN									
	Eight and Nine Years of Age—Boys.	Eight and Nine Years of Age—Girls.	Nine and Ten Years of Age—Boys.	Nine and Ten Years of Age—Girls.	Ten and Eleven Years of Age—Boys.	Ten and Eleven Years of Age—Girls.	Eleven and Twelve Years of Age—Boys.	Eleven and Twelve Years of Age—Girls.	Twelve and Thirteen Years of Age—Boys.	Twelve and Thirteen Years of Age—Girls.
Atlantic	779	783	843	801	835	748	694	673	679	714
Bergen	2,265	2,274	2,243	2,175	2,170	2,133	1,973	1,989	1,900	1,900
Burlington	735	746	736	760	732	686	696	678	688	678
Camden	1,715	1,738	1,822	1,878	1,626	1,668	1,568	1,540	1,609	1,426
Cape May	220	210	211	235	218	216	198	217	241	221
Cumberland	593	568	616	661	631	611	612	560	578	599
Essex	5,560	5,564	5,603	5,553	5,321	5,341	5,034	5,100	5,088	4,839
Gloucester	506	416	519	528	483	495	472	430	456	420
Hudson	4,970	5,012	5,107	5,046	4,933	4,833	4,698	4,632	4,661	4,616
Hunterdon	285	317	311	308	302	304	311	304	279	301
Mercer	1,196	1,179	1,206	1,147	1,196	1,117	1,118	1,082	1,061	1,126
Middlesex	1,455	1,488	1,487	1,413	1,380	1,347	1,255	1,269	1,226	1,193
Monmouth	1,075	1,085	1,081	1,057	1,016	1,010	1,014	967	1,002	965
Morris	718	684	728	718	697	684	727	664	646	631
Ocean	294	281	281	245	240	213	197	213	222	238
Passaic	2,289	2,277	2,354	2,292	2,234	2,234	2,077	2,101	2,295	2,102
Salem	433	403	390	402	371	416	388	336	360	323
Somerset	497	447	463	467	417	497	406	396	403	391
Sussex	259	252	268	251	268	279	242	242	236	236
Union	1,547	1,535	1,648	1,632	1,611	1,440	1,439	1,409	1,456	1,370
Warren	426	458	443	440	373	443	375	380	364	371
Total	27,807	27,667	28,310	28,009	27,054	26,720	25,494	25,212	25,450	24,660

TABLE 20—*Continued*
 AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN							
	Thirteen and Fourteen Years of Age—Boys.	Thirteen and Fourteen Years of Age—Girls.	Fourteen and Fifteen Years of Age—Boys.	Fourteen and Fifteen Years Years of Age—Girls.	Fifteen and Sixteen Years of Age—Boys.	Fifteen and Sixteen Years of Age—Girls.	Sixteen and Seventeen Years of Age—Boys.	Sixteen and Seventeen Years of Age—Girls.
Atlantic	666	692	542	509	294	357	203	236
Bergen	1,910	1,769	1,343	1,294	756	796	343	441
Burlington	618	615	502	449	279	314	118	179
Camden	1,449	1,303	1,014	939	581	577	227	275
Cape May	187	191	166	173	128	134	61	77
Cumberland	532	500	422	425	263	302	147	181
Essex	4,684	4,492	3,603	3,497	2,113	2,231	1,193	1,188
Gloucester	425	389	355	327	193	228	96	140
Hudson	4,522	4,329	3,223	2,940	1,703	1,625	733	819
Hunterdon	282	302	238	226	142	144	51	113
Mercer	1,087	967	668	730	365	458	184	246
Middlesex	1,999	1,014	778	698	407	351	174	200
Monmouth	955	897	836	867	590	570	311	400
Morris	661	623	524	583	373	374	209	256
Ocean	217	219	178	189	129	131	75	90
Passaic	2,037	1,999	1,409	1,172	652	568	317	281
Salem	365	325	273	267	185	169	79	100
Somerset	411	356	330	279	201	189	111	117
Sussex	224	215	168	194	107	116	56	90
Union	1,369	1,310	1,103	1,098	641	643	377	469
Warren	398	337	280	272	146	175	84	124
Total	24,098	22,835	17,954	17,128	10,252	10,452	5,149	6,022

TABLE 20—*Continued*
 AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

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SCHOOL REPORT.

COUNTIES.	NUMBER OF PUPILS BETWEEN								TOTAL.		GRAND TOTAL.
	Seventeen and Eighteen Years of Age—Boys.	Seventeen and Eighteen Years of Age—Girls.	Eighteen and Nineteen Years of Age—Boys.	Eighteen and Nineteen Years of Age—Girls.	Nineteen and Twenty Years of Age—Boys.	Nineteen and Twenty Years of Age—Girls.	Twenty Years of Age (and over)—Boys.	Twenty Years of Age (and over)—Girls.	Four to Twenty Years (and over)—Boys.	Four to Twenty Years (and over)—Girls.	
Atlantic	141	122	57	66	42	29	2	1	8,097	8,023	16,120
Bergen	229	254	87	78	21	26	2	4	22,361	22,033	44,394
Burlington	46	115	26	41	15	11	4	4	7,116	7,098	14,214
Camden	112	178	49	74	19	37	7	13	16,001	15,945	31,946
Cape May	52	48	9	24	4	6	2	1	2,384	2,490	4,874
Cumberland	89	142	40	39	10	13	6	4	6,220	6,278	12,498
Essex	661	755	311	317	122	85	61	79	58,225	58,223	117,448
Gloucester	42	75	24	31	8	11	.....	.....	5,010	4,885	9,895
Hudson	388	401	157	170	46	64	11	22	50,032	48,852	98,884
Hunterdon	31	63	12	27	1	2	1	.....	3,094	3,308	6,402
Mercer	76	129	23	36	11	16	2	.....	12,462	12,575	25,037
Middlesex	86	117	38	40	10	11	4	1	14,216	13,855	28,071
Monmouth	208	232	74	125	35	40	6	14	11,277	11,280	22,557
Morris	104	161	39	53	8	11	4	2	7,507	7,593	15,100
Ocean	46	67	24	17	3	3	1	.....	2,440	2,464	4,904
Passaic	176	177	72	70	27	34	3	30	25,509	22,701	48,210
Salem	50	59	28	22	2	7	4	.....	4,056	3,899	7,955
Somerset	44	63	27	35	12	.....	2	1	4,694	4,621	9,315
Sussex	37	55	13	19	3	11	.....	1	2,679	2,731	5,410
Union	214	264	68	107	21	53	2	12	16,295	15,987	32,282
Warren	52	80	24	30	10	13	4	.....	4,054	4,195	8,249
Total	2,884	3,557	1,202	1,421	435	490	133	192	282,789	279,036	561,825

TABLE 21
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	Actual Number of Days the Schools Were Kept Open. Number of Legal Holidays Schools Were Not in Session. Number of Days Closed on Account of Institute.			POSSIBLE NUMBER OF DAYS ATTENDANCE.			DAYS PRESENT.			DAYS ABSENT.		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic	170	8	1	1,139,586½	1,143,782½	2,283,369	981,903½	986,551	1,968,454½	157,683	157,231½	314,914½
Bergen	181	8	1	3,518,256	3,493,317½	7,011,573½	3,170,491½	3,125,216	6,295,707½	347,764½	368,101½	715,866
Burlington	172	9	4	994,046	1,029,243½	2,023,289½	809,724	842,697½	1,652,421½	184,322	186,546	370,868
Camden	173	8	1	2,369,217	2,390,550½	4,759,767½	1,920,888	1,941,685½	3,862,573½	448,329	448,865	897,194
Cape May	168	8	4	318,071	330,097½	648,168½	275,098½	283,460½	558,559	42,972½	46,637	89,609½
Cumberland	172	6	3	952,521½	962,928	1,915,449½	828,476	861,796	1,690,272	124,045½	121,132	245,177½
Essex	185	8	1	9,733,356	9,632,903½	19,366,259½	8,728,025	8,592,232	17,318,257	1,007,331	1,040,671½	2,048,002½
Gloucester	171	7	3	679,618	682,765	1,362,383	562,054½	570,069½	1,132,124	117,563½	112,695½	230,259
Hudson	191	9	2	8,376,505½	8,229,162	16,605,667½	7,603,010½	7,430,029½	15,033,040	773,495	799,132½	1,572,627½
Hunterdon	182	9	3	443,725	511,150½	954,875½	362,873	420,583½	783,456½	80,852	90,567	171,419
Mercer	188	7	1	2,027,546½	2,052,624	4,080,170½	1,722,191	1,715,367½	3,437,558½	305,355½	337,256½	642,612
Middlesex	178	7	1	2,178,506½	2,158,016½	4,336,523	1,920,402	1,892,709½	3,813,111½	258,104½	265,307	523,411½
Monmouth	178	9	3	1,631,232	1,668,374	3,299,606	1,402,669½	1,433,602	2,836,271½	228,562½	234,772	463,334½
Morris	185	8	1	1,177,093	1,195,250½	2,372,343½	1,041,318	1,053,611½	2,094,929½	135,775	141,639	277,414
Ocean	164	7	3	334,459	345,605	680,064	282,051	295,129½	577,180½	52,408	50,475½	102,883½
Passaic	180	9	1	3,630,929	3,516,894½	7,147,823½	3,361,996½	3,236,539	6,598,535½	268,932½	280,355½	549,288
Salem	171	8	3	558,092½	562,623½	1,120,626	469,862½	477,487½	947,350	88,140	85,136	173,276
Somerset	184	7	1	721,798	719,757½	1,441,555½	613,229	613,952	1,227,181	103,569	105,805½	209,374½
Sussex	183	9	4	393,318½	410,946½	804,265	331,418	348,316½	679,734½	61,900½	62,630	124,530½
Union	187	9	1	2,705,156	2,646,295½	5,351,451½	2,433,806½	2,361,016	4,794,822½	271,849½	285,279½	557,129
Warren	180	9	4	620,767	658,327½	1,279,094½	547,613½	580,547½	1,128,161	73,153½	77,780	150,933½
Total	178	8	1	24,450,710½	24,360,615½	48,811,326	19,371,602	19,062,599½	38,434,201½	5,132,108½	5,298,016	10,430,124½

TABLE 21—Continued
REGULAR DAY SCHOOL ATTENDANCE.

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SCHOOL REPORT.

COUNTIES.	Times Tardy.	The Sum of Number of Teaching Sessions as Reported in All Registers.	Average Number of Cases of Tardiness Per Session.	Per Cent. of Attendance.	Average Daily Attendance.	Number of Pupils Not Absent or Tardy During Year.
Atlantic	48,883	149,054	.32795	.86208	11,403	239
Bergen	70,084	414,188	.16921	.89790	34,301	1,519
Burlington	29,508	119,485	.24696	.81670	9,396	138
Camden	40,669	261,594	.15546	.81150	21,835	396
Cape May	10,373	47,868	.21670	.86174	3,342	69
Cumberland	16,951	112,084	.15123	.87332	9,473	408
Essex	136,944	1,006,226	.13609	.89424	90,639	4,092
Gloucester	19,451	87,216	.22302	.83099	6,513	185
Hudson	96,005	862,903	.11126	.90530	78,097	2,936
Hunterdon	12,785	65,262	.19590	.82048	4,251	143
Mercer	36,363	205,538	.17692	.84250	18,152	390
Middlesex	36,812	227,332	.16193	.87930	21,526	692
Monmouth	34,693	213,698	.16234	.85958	15,754	457
Morris	13,558	141,516	.09580	.88306	11,324	519
Ocean	9,960	49,921	.19951	.84871	3,415	80
Passaic	45,434	297,335	.15280	.92315	37,061	2,099
Salem	15,923	67,521	.23582	.84538	5,387	162
Somerset	25,549	84,876	.30101	.85475	6,693	119
Sussex	8,383	61,946	.13532	.84516	3,688	160
Union	46,337	275,654	.16809	.89589	25,218	1,196
Warren	9,211	81,304	.11329	.88199	6,282	291
Total	763,876	4,832,531	.15806	.88263	423,750	16,290

TABLE 21—*Continued*
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	Number of Sessions Truant.	Total Number of Days Transported.	Number of Pupils Trans- ported Within the Dis- trict for Whom the Cost of Transportation is Paid.	Number of Pupils Trans- ported from Without the District for Whom the Cost of Transportation is Paid.	Total Number Transported.	Pupils Enrolled Who Have Attended Public Schools in Other Districts in the State During the Present School Year.	Number of Cases of Suspen- sion or Expulsion During the School Year.
Atlantic	632	75,362½	470	327	797	375	59
Bergen	1,467	214,795	545	1,156	1,701	1,717	165
Burlington	1,526	207,201½	1,919	633	2,552	1,772	67
Camden	5,066	70,573½	374	405	779	1,147	177
Cape May	135	47,767	220	198	418	162	27
Cumberland	550½	129,589	745	204	949	474	109
Essex	21,065½	99,158	734	100	834	2,705	261
Gloucester	68	52,514½	152	232	384	595	82
Hudson	12,950	31,726	257	122	379	2,290	41
Hunterdon	58	58,699½	45	381	426	590	31
Mercer	2,626	162,036½	907	353	1,260	724	71
Middlesex	4,328	135,145	799	164	963	928	144
Monmouth	636½	199,460	930	848	1,778	1,423	77
Morris	603	146,471	675	435	1,110	1,097	78
Ocean	96	80,020	395	247	642	266	32
Passaic	2,620	35,436½	292	369	661	1,526	46
Salem	812	93,485	321	430	751	415	27
Somerset	97	64,450½	274	75	349	345	26
Sussex	65	75,639	192	365	557	512	23
Union	1,992½	56,954	192	236	428	1,073	78
Warren	783½	79,615½	189	392	581	438	68
Total	58,177½	2,116,089½	10,677	7,672	18,349	19,574	1,689

COMMISSIONER OF EDUCATION.

TABLE 22
PUPILS FOR WHOM TUITION IS PAID AND RECEIVED.

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SCHOOL REPORT.

COUNTIES.	Number of Pupils Attending Approved High Schools in Other Districts for Whom Tuition is Paid by Your District.	Number of Pupils Attending Schools in Other Districts Below High School Grade for Whom the Tuition is Paid by Your District.	Total Amount Paid for Tuition.	Number of Pupils Attending Approved or Registered High Schools in Your Districts for Whom the Tuition is Paid by Other Districts.	Number of Pupils Attending Schools in Your District Below High School Grade for Whom the Tuition is Paid by Other Districts.	Total Amount Received for Tuition.
Atlantic	246	87	\$5,719 53	245	216	\$6,147 26
Bergen	1,345	173	70,938 74	1,267	135	72,983 63
Burlington	538	319	23,370 75	538	369	23,437 61
Camden	525	371	31,001 37	479	332	28,250 50
Cape May	157	22	5,253 96	164	44	5,653 93
Cumberland	159	125	7,340 50	217	100	9,462 00
Essex	60	16	6,284 43	105	32	9,130 29
Gloucester	457	352	22,867 75	513	404	24,023 37
Hudson	831	.....	34,236 25	383	26	39,823 75
Hunterdon	467	583	25,403 69	393	556	22,450 99
Mercer	270	153	14,619 00	309	227	21,154 42
Middlesex	568	561	34,870 60	331	618	28,248 78
Monmouth	941	647	44,406 91	934	675	45,509 00
Morris	464	403	22,909 50	544	391	25,516 23
Ocean	227	121	8,687 47	238	150	9,565 76
Passaic	373	22	20,610 09	.....	19,568 75	.....
Salem	317	278	13,203 21	242	287	13,125 14
Somerset	368	422	22,158 84	271	378	17,678 30
Sussex	305	255	16,557 80	268	311	13,571 35
Union	200	94	10,344 50	450	129	23,052 20
Warren	305	374	17,831 75	351	327	19,667 00
Total	9,123	5,378	\$458,615 64	8,242	5,707	\$488,029 96

TABLE 23
EVENING SCHOOLS.

REGULAR EVENING SCHOOLS—NOT INCLUDING FOREIGN-BORN, MANUAL TRAINING OR VOCATIONAL.

COUNTIES.	Number of Evenings the Schools were Maintained, Including Legal Holidays and Institute Days.	Between 12-14 Years.	Number of Male Pupils Between 14 and 20 Years of Age.	Number of Male Pupils Over 20 Years of Age.	Total Number of Male Pupils.	Between 12-14 Years.	Number of Female Pupils Between 14 and 20 Years of Age.	Number of Female Pupils Over 20 Years of Age.	Total Number of Female Pupils.	Between 12-14 Years.	Total Number of Pupils Between 14 and 20 Years of Age.	Total Number of Pupils Over 20 Years of Age.
Atlantic	61		201	113	314		132	197	329		333	310
Bergen	66		13	5	18		7		7		20	5
Burlington	72		312	104	416		104	65	169		416	169
Camden	64		15	68	83		2	1	3		17	69
Cape May	73		63	28	91		24	10	34		87	38
Cumberland	73	742	5,486	2,580	8,066	492	3,901	2,472	6,365	1,234	9,387	5,052
Essex												
Gloucester	70		2,451	2,441	4,892		1,940	1,081	3,021		4,391	3,522
Hudson												
Hunterdon	66		929	340	1,269		495	294	789		1,424	634
Mercer	66		145	244	389		85	88	173		230	332
Middlesex	69		80	164	244		86	54	140		166	218
Monmouth	64		106	101	207		75	123	198		181	224
Morris												
Ocean	66		1,147	984	2,131		821	879	1,700		1,968	1,863
Passaic												
Salem	66		1	21	22						1	21
Somerset	72		546	246	791		354	131	485		900	376
Sussex												
Union												
Warren												
Total	68	742	11,495	7,438	19,675	492	8,026	5,395	13,913	1,234	19,521	12,833

COMMISSIONER OF EDUCATION.

TABLE 23—*Continued*
EVENING SCHOOLS.

COUNTIES.	Total Number of Pupils Enrolled in Evening Schools.	Number of Men Teachers in Evening Schools.	Number of Women Teachers in Evening Schools.	Total Number of Teachers Employed in Evening Schools.	Total Amount Expended for Men Teachers in Evening Schools.	Total Amount Expended for Women Teachers in Evening Schools.	Total Amount Paid Teachers in Evening Schools.	Average Salary Per Night Paid to Men Teachers.	Average Salary Per Night Paid to Women Teachers.	Amount Expended for Salaries of Janitors.
Atlantic										
Bergen	643	7	15	22	\$1,137 50	\$2,081 00	\$3,218 50	\$2 66	\$2 27	
Burlington	25	1	1	2	80 00	80 00	160 00	1 25	1 25	
Camden	586	17	4	21	2,976 50	704 00	3,680 50	2 43	2 44	
Cape May	36	2	1	3	160 00	80 00	240 00	1 25	1 25	
Cumberland	125	1	4	5	200 00	560 00	760 00	2 73	1 92	
Essex	15,673	192	181	373	47,923 75	35,989 00	83,912 75	3 20	2 54	\$3,551 00
Gloucester										
Hudson	7,913	106	123	229	22,154 50	17,744 00	39,898 50	2 98	2 06	\$3,097 50
Hunterdon										
Mercer	2,058	25	39	64	4,323 00	5,989 50	10,312 50	2 62	2 33	868 25
Middlesex	562	4	14	18	967 50	1,930 16	2,897 66	3 66	2 09	
Monmouth	384	3	4	7	416 00	512 00	928 00	2 00	1 85	
Morris	406	6	7	13	944 00	1,099 00	2,043 00	2 45	2 45	43 75
Ocean										
Passaic	3,831	36	34	70	6,166 61	5,035 13	11,201 74	2 59	2 24	
Salem										
Somerset	22	1	1	2	128 00	138 00	256 00	1 94	1 94	
Sussex										
Union	1,276	30	21	51	5,679 00	3,281 00	8,960 00	2 63	2 20	1,373 95
Warren										
Total	33,588	431	449	880	\$93,256 36	\$75,212 79	\$168,469 15	\$3 18	\$2 46	\$8,934 45

TABLE 24
 APPORTIONMENT OF RESERVE FUND FOR YEAR BEGINNING JULY 1, 1917.

COUNTIES.	Number of Teachers.	Total Days' Attendance.	Amount Apportioned from \$250,000.00 State School Fund Appropriation.	Amount from \$100,000.00 State School Fund Appropriation.	Amount Allotted from Railroad Tax.
Atlantic	565	2,359,602	\$7,185 25	\$4,468 47	\$133,670 78
Bergen	1,243	6,152,762	18,735 85	5,802 50	173,577 32
Burlington	402	1,801,198	5,484 85	1,374 63	41,121 13
Camden	881	4,191,315	12,763 02	3,967 84	118,694 97
Cape May	179	649,886	1,978 98	1,409 46	42,162 95
Cumberland	341	1,809,600	5,510 44	1,045 88	31,286 78
Essex	3,497	18,110,404	55,148 20	24,245 74	725,292 47
Gloucester	265	1,215,992	3,702 83	1,098 98	35,874 99
Hudson	2,661	16,158,720	49,205 11	22,295 71	666,958 83
Hunterdon	203	865,745	2,636 29	820 97	24,558 62
Mercer	754	3,548,622	10,805 95	4,597 09	137,518 37
Middlesex	669	3,634,174	11,066 47	3,390 14	101,413 49
Monmouth	644	3,092,176	9,416 02	4,252 07	127,197 23
Morris	450	2,111,623	6,430 13	2,112 08	63,181 20
Ocean	171	641,743	1,954 18	841 65	25,177 26
Passaic	1,219	7,079,098	21,556 64	7,358 07	220,110 84
Salem	193	875,588	2,666 26	1,054 58	31,546 88
Somerset	278	1,259,203	3,334 41	1,374 72	41,123 79
Sussex	171	716,446	2,181 66	882 46	26,398 02
Union	968	4,660,490	14,191 71	6,581 18	196,870 86
Warren	235	1,164,406	3,545 75	1,025 78	30,685 50
Total	15,989	82,098,793	\$250,000 00	\$100,000 00	\$2,991,422 28

*Subject, prior to distribution, to any further deductions required.

COMMISSIONER OF EDUCATION.

TABLE 24—Continued
 APPORTIONMENT FOR RESERVE FUND FOR YEAR BEGINNING JULY 1, 1917.

COUNTIES.	Amount Apportioned State School Tax.	Amount Apportioned Out of 10% Reserve Fund by State Board of Education.	Total Amount Apportioned by State.	Amount Out.	Amount In.	Amount Per Teacher.
Atlantic	\$294,176 18	\$22,686 24	\$462,186 92	\$10,000 00	.....	\$818 02
Bergen	382,000 54	42,444 51	622,560 72	.....	.....	500 85
Burlington	90,497 38	32,055 27	170,533 26	.....	\$22,000 00	424 21
Camden	261,218 14	29,024 24	425,668 21	.....	.....	483 16
Cape May	92,790 18	8,310 02	146,651 59	2,000 00	.....	819 28
Cumberland	68,854 44	31,650 49	138,348 03	.....	24,000 00	405 71
Essex	1,596,188 52	153,354 28	2,554,229 21	24,000 00	.....	730 41
Gloucester	72,349 67	14,038 85	124,065 32	.....	6,000 00	468 17
Hudson	1,467,810 67	138,090 07	2,344,360 39	25,000 00	.....	881 00
Hunterdon	54,047 42	18,005 27	100,068 57	.....	12,000 00	492 94
Mercer	302,643 76	33,627 09	489,192 26	.....	.....	648 79
Middlesex	228,185 88	24,798 43	363,854 41	.....	.....	543 87
Monmouth	279,929 50	29,103 28	449,898 10	2,000 00	.....	698 58
Morris	139,046 13	15,449 57	226,219 11	.....	.....	502 71
Ocean	55,408 89	6,156 54	89,538 52	.....	.....	523 62
Passaic	484,409 27	53,823 25	787,258 07	.....	.....	645 82
Salem	69,426 86	7,714 09	112,408 67	.....	.....	582 42
Somerset	90,503 25	10,055 92	146,892 09	.....	.....	528 38
Sussex	58,035 49	6,455 05	94,012 68	.....	.....	549 78
Union	433,263 83	42,140 43	693,048 01	6,000 00	.....	715 95
Warren	67,531 18	12,503 46	115,291 67	.....	5,000 00	490 60
Total	\$6,583,377 18	\$731,486 35	\$10,656,285 81	\$69,000 00	\$69,000 00	.....

TABLE 25

APPORTIONMENT OF SCHOOL MONEYS FOR YEAR BEGINNING JULY 1, 1917.

Amount of State School Tax.....	\$7,314,863 53
Amount of State Appropriation.....	100,000 00
Amount of State School Fund Appropriation.....	250,000 00
Amount of Railroad Tax.....	2,991,422 28

COUNTIES.	No. of Teachers.	Total Days' Attendance.	Amount Apportioned from \$250,000.00 State Fund Appropriation.	Amount Apportioned from \$100,000.00 State Fund Appropriation.	*Amount Allotted from Railroad Tax.	Amount Apportioned 90% State School Tax.	Amount Apportioned Out of 10% Reserve Fund by the State Board of Education.	Total Amount Apportioned by State.
Atlantic	565	2,359,602	\$7,185 25	\$4,468 47	\$133,670 78	\$294,176 18	\$22,686 24	\$462,186 92
Bergen	1,234	6,152,762	18,735 85	5,802 50	173,577 32	382,000 54	42,444 51	622,560 72
Burlington	402	1,801,198	5,484 85	1,374 63	41,121 13	90,497 38	32,055 27	170,533 26
Camden	881	4,191,315	12,763 02	3,967 84	118,694 97	261,218 14	29,024 24	425,668 21
Cape May	179	649,886	1,978 98	1,409 46	42,162 95	92,790 18	8,310 02	146,651 59
Cumberland	341	1,809,600	5,510 44	1,045 88	31,286 78	68,854 44	31,650 49	138,348 03
Essex	3,497	18,110,404	55,148 20	24,245 74	725,292 47	1,596,188 52	153,354 28	2,554,222 21
Gloucester	265	1,215,992	3,702 83	1,098 98	32,874 99	72,349 67	14,038 85	124,065 32
Hudson	2,661	16,158,720	49,205 11	22,295 71	666,958 83	1,467,810 67	138,090 07	2,344,360 39
Hunterdon	203	865,745	2,636 29	820 97	24,558 62	54,047 42	18,005 27	100,068 57
Mercer	754	3,548,622	10,805 95	4,597 09	137,518 37	302,643 76	33,627 09	489,192 26
Middlesex	669	3,634,174	11,066 47	3,390 14	101,413 49	223,185 88	24,798 43	363,854 41
Monmouth	644	3,092,176	9,416 02	4,252 07	127,197 23	279,929 50	29,103 28	449,898 10
Morris	450	2,111,623	6,430 13	2,112 08	63,181 20	139,046 13	15,449 57	226,219 11
Ocean	171	641,743	1,954 18	841 65	25,177 26	55,408 89	6,156 54	89,538 52
Passaic	1,219	7,079,098	21,556 64	7,358 07	220,110 84	484,409 27	53,823 25	787,258 07
Salem	193	875,588	2,666 26	1,054 58	31,546 88	69,426 86	7,714 09	112,408 67
Somerset	278	1,259,203	3,834 41	1,374 72	41,123 79	90,503 25	10,055 92	146,892 09
Sussex	171	716,446	2,181 66	832 46	26,308 02	58,095 49	6,455 05	94,012 68
Union	968	4,660,490	14,191 71	6,581 18	196,870 86	433,263 83	42,140 43	693,048 01
Warren	235	1,164,406	3,545 75	1,025 78	30,685 50	67,531 18	12,503 46	115,291 67
Total	15,989	82,098,793	\$250,000 00	\$100,000 00	\$2,991,422 28	\$6,583,377 18	\$731,486 35	\$10,656,285 81

*Subject, prior to distribution, to any further deductions required.

SECTION B

ATTENDANCE BY COUNTIES AND DISTRICTS

FOR YEAR ENDING JUNE 30, 1918

TOTAL ATTENDANCE FOR STATE

COUNTIES	Total Attendance	Loss	Gain
Atlantic	2,095,122	217,960	.....
Bergen	6,524,186	.....	90,436
Burlington	1,699,310	152,264	.....
Camden	4,088,602	245,229	.....
Cape May	590,104	24,841	.....
Cumberland	1,734,308	74,952	.....
Essex	18,068,939	235,156	.....
Gloucester	1,190,928	46,090	.....
Hudson	15,569,802	345,293	.....
Hunterdon	791,330	42,414	.....
Mercer	3,559,578	172,169	.....
Middlesex	4,123,527	.....	141,779
Monmouth	2,880,584	195,311	.....
Morris	2,131,303	32,293	.....
Ocean	590,733	55,786	.....
Passaic	7,250,999	.....	66,625
Salem	964,919	.....	29,762
Somerset	1,281,077	42,779	.....
Sussex	692,578	24,455	.....
Union	4,916,482	4,980	.....
Warren	1,168,181	49,200	.....
Total	81,912,592	1,961,172	328,602

ATLANTIC COUNTY

TOWNSHIPS	Total Attendance	Loss	Gain
Absecon	22,500½	2,022	.....
Atlantic City	1,186,983	153,629	.....
*Brigantine .....	.....	.....	.....
Buena Vista	140,588	10,198½	
Egg Harbor City	69,384	6,857	
Egg Harbor Township	35,050	2,604	

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SCHOOL REPORT.

ATLANTIC COUNTY—Continued

TOWNSHIPS	Total Attendance	Loss	Gain
Folsom	7,418	12½	
Galloway	38,337½	7,227½	
Hamilton	64,951	8,656½	
Hammonton	207,702½	21,589	
Linwood	11,015	506	
*Longport			
Margate City	4,317½	807½	
Mullica Township	18,949	927½	
Northfield	18,408	2,660	
Pleasantville	191,817		5,644
Port Republic	7,989	1,206½	
Somers Point	13,304½	1,154½	
Ventnor	40,437	1,030	
Weymouth	15,970½	2,516	
Total	2,095,122	223,604	5,644

*No attendance.

BERGEN COUNTY

Allendale	27,783		2,225
Alpine	8,796	278½	
Bergenfield	122,421½		6,748
Bogota	93,038½		7,858
Carlstadt	140,269½	11,335	
Cliffside Park	218,606		141½
Closter	60,620½	933½	
Cresskill	26,960½	2,362	
Delford	30,616	3,598½	
Demarest	15,872½	1,820½	
Dumont	106,555½		1,496½
East Paterson	64,457½	2,342	
East Rutherford	202,303½		12,008½
Edgewater	99,835	4,497½	
Emerson	30,644	1,081	
Englewood	356,063	23,514½	
Englewood Cliffs	7,514		397
Fairview	186,868		3,751½
Fort Lee	155,035	7,477½	
Franklin	32,309	1,482	
Garfield	663,666		41,178½
Glen Rock	54,042	1,114	
Harrington Park	15,378		756
*Harrington Township			
Hasbrouck Heights	112,218½		7,279½
Haworth	16,606	79½	
Hillsdale	43,403		776
Hohokus	16,501½	2,451	
Hohokus Township	55,775		4,141½
Leonia	118,766		1,076
Little Ferry	96,222	6,993	
Lodi	325,715½		40,261

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BERGEN COUNTY—*Continued*

TOWNSHIPS	Total Attendance	Loss	Gain
Lodi Township	26,705		1,338½
Lyndhurst	314,004	.....	15,512½
Maywood	45,044	.....	1,079
Midland Township	37,202	604½	.....
Midland Park	70,712½	5,950½	.....
Moonachie	34,225	3,533	.....
Montvale	17,896	608	.....
New Barbadoes	581,707½	.....	26,184½
North Arlington	41,817½	.....	1,669
Northvale	22,181½	510½	.....
Norwood	25,462½	.....	195
Oakland	17,217½	1,326	.....
Old Tappan	6,767½	470½	.....
Orvil Township	34,203½	.....	1,817½
Overpeck	253,200	.....	10,787
Palisades Park	83,390	.....	1,251½
Palisades Township	49,654½	.....	425½
Park Ridge	67,618	9,760½	.....
Ramsey	72,278	2,537½	.....
Ridgefield	43,213	.....	3,926
Ridgewood	269,395½	.....	4,559½
Riverside	28,267½	585	.....
Rivervale Township	10,463	2,365	.....
Rutherford	268,732½	.....	18,453½
Saddle River Borough	8,446½	138½	.....
Saddle River Township	62,779½	4,215	.....
Teaneck	120,114½	2,828	.....
Tenafly	69,211	3,710	.....
*Teterboro .....	.....	.....	.....
*Union Township .....	.....	.....	.....
Upper Saddle River	3,833½	.....	468
Wallington	170,944½	7,055½	.....
Washington	3,097½	.....	130
Westwood	85,340	5,222½	.....
Woodcliff Lakes	13,629	958	.....
Wood Ridge	60,570	3,004½	.....
Total	6,524,186	127,455½	217,891½

*No attendance.

BURLINGTON COUNTY

Bass River	14,592	1,476½	.....
Beverly City	55,239½	361	.....
Beverly Township	56,417	8,693½	.....
Bordentown City	89,845½	9,178½	.....
*Bordentown Township .....	.....	.....	.....
Burlington City	195,012	13,918	.....
Burlington Township	29,965	.....	688½
Chester	194,740½	12½	.....
Chesterfield	27,030	4,270½	.....
Cinnaminson	39,156	.....	1,215½
Delran	30,971½	.....	1,846

SCHOOL REPORT.

BURLINGTON COUNTY—Continued

TOWNSHIPS	Total Attendance	Loss	Gain
Easthampton	7,827	2,855	.....
Evesham	29,662½	3,048½	.....
Fieldsboro	15,495½	.....	1,361
Florence	139,830½	5,507½	.....
Lumberton	26,751½	7,237½	.....
Mansfield	30,789½	897½	.....
Medford	39,708	7,383	.....
Mount Laurel	36,579½	2,998½	.....
New Hanover	14,907½	9,069	.....
Northampton	168,688	14,027½	.....
North Hanover	9,360	50½	.....
Palmyra	126,930	11,763½	.....
Pemberton Borough	43,023	2,930	.....
Pemberton Township	16,537½	9,289½	.....
Riverside	117,981½	14,122½	.....
Riverton Borough	45,325½	1,468½	.....
Shamong	8,414	658½	.....
Southampton	21,797	13,728½	.....
Springfield	21,659	2,633	.....
Tabernacle	6,165½	4,132½	.....
Washington	9,387½	757½	.....
Westhampton	5,499½	1,901	.....
Willingboro	13,554½	.....	1,330
Woodland	11,367	4,335	.....
Total	1,699,310	158,705	6,441

*No attendance.

CAMDEN COUNTY

Audubon	94,076	126	.....
Barrington	31,584½	3,877	.....
Berlin	47,319½	1,443	.....
Camden City	2,427,325	171,027½	.....
Centre	63,581	.....	1,309
Chesilhurst	5,021	817	.....
Clementon	76,644½	.....	486½
Collingswood	248,679	.....	7,424
Delaware	38,677	.....	314
Gloucester City	216,487	29,430	.....
Gloucester Township	61,798	.....	176
Haddon Township	49,168½	.....	269½
Haddonfield	163,183	3,705½	.....
Haddon Heights	89,346	1,865	.....
Laurel Springs	22,998	3,177	.....
Magnolia	32,738½	5,574½	.....
Merchantville	59,433	455½	.....
Oaklyn	24,233½	.....	3,202
Pensauken	157,686	11,575	.....
Voorhees	27,082	4,779	.....
Waterford	42,806½	9,138	.....
Winslow	76,059	10,653½	.....
Woodlynne	32,585½	766½	
Total	4,088,602	258,410	13,181

COMMISSIONER OF EDUCATION.

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CAPE MAY COUNTY

TOWNSHIPS	Total Attendance	Loss	Gain
Avalon	5,724		234
Cape May City	75,336		7,188
Cape May Point	4,343	865	.....
Dennis	39,778½	4,636	.....
Lower Township	19,500	4,493	.....
Middle Township	84,117	6,125½	.....
North Wildwood	25,489	.....	284½
Ocean City	73,377½	6,202	.....
Sea Isle City	17,680	.....	4,290½
Stone Harbor	6,267½	2,007	.....
*South Cape May .....	.....	.....	.....
Upper Township	35,205½	.....	377
West Cape May	29,336	534½	.....
Wildwood City	97,960½	10,484½	.....
*Wildwood Crest .....	.....	.....	.....
Woodbine	75,989½	1,867½	.....
Total	590,104	37,215	12,374

*No attendance.

CUMBERLAND COUNTY

Bridgeton	433,499	16,766½	.....
Commercial	62,918	2,876	.....
Deerfield	78,521	6,952	.....
Downe	31,293½	2,737	.....
Fairfield	33,092½	6,401½	.....
Greenwich	24,693	4,916	.....
Hopewell	58,083	2,884	.....
Landis	477,537	28,041½	.....
Lawrence	45,214½	.....	3,394
Maurice River	45,955½	2,745½	.....
Millville	427,294	3,097½	.....
Stow Creek Township	16,207	928½	.....
Total	1,734,308	78,346	3,394

ESSEX COUNTY

Belleville	525,219	.....	25,508½
Bloomfield	592,623½	5,700	.....
Caldwell Borough	130,402½	316	.....
Caldwell	16,430½	898	.....
Cedar Grove	30,938	3,973	.....
East Orange	1,252,575	8,163½	.....
Essex Fells	9,699½	239½	.....
Glen Ridge	122,144	6,683	.....
Irvington	684,785½	22,548½	.....
Livingston	27,578½	461	.....
Milburn	110,110½	2,455½	.....
Montclair	764,412	.....	25,643
Newark	11,755,500	230,338½	.....
North Caldwell	6,564	.....	1,137½

SCHOOL REPORT.

ESSEX COUNTY—*Continued*

TOWNSHIPS	Total Attendance	Loss	Gain
Nutley	336,112	.....	7,607½
Orange	876,172½	17,574½	.....
Roseland	18,801	646½	.....
South Orange	310,254½	.....	2,237½
Verona	76,183½	.....	5,130
West Orange	422,433	2,428½	.....
Total	18,068,939	302,426	67,270

GLOUCESTER COUNTY

Clayton	54,653½	1,236½	.....
Deptford	28,902½	2,772½	.....
East Greenwich Township..	32,090	.....	30
Elk Township	11,942	1,242	.....
Franklin	80,462	9,128	.....
Glassboro	119,881½	7,167	.....
Greenwich	28,161½	.....	487½
Harrison	39,012½	4,505½	.....
Logan	37,618½	2,220½	.....
Mantua	46,111	1,129	.....
Monroe	82,430	13,662½	.....
National Park	16,467	.....	1,619
Paulsboro	120,400½	.....	5,759
Pitman	66,947½	792	.....
South Harrison	11,856½	1,469	.....
Swedesboro	72,238½	6,204	.....
Washington	23,386½	5,114	.....
Wenonah	19,716½	1,256½	.....
West Deptford	32,000	1,108	.....
Westville	70,703	.....	7,682
Woodbury	185,913	3,006½	.....
Woodbury Heights	10,034	.....	346
Total	1,190,928	62,013½	15,923½

HUDSON COUNTY

Bayonne	2,148,628	.....	3,892½
East Newark	69,292	.....	5,830
Guttenberg	187,462½	939	.....
Harrison	285,268	17,680½	.....
Hoboken	1,667,264½	71,761½	.....
Jersey City	6,785,412½	247,274½	.....
Kearny	683,876	7,231½	.....
North Bergen	725,651	.....	22,523½
Secaucus	113,073½	998½	.....
Town of Union	674,142	46,547½	.....
Weehawken	290,742½	13,843	.....
West Hoboken	1,097,733½	27,917	.....
West New York	841,256		56,654
Total	15,569,802	434,193	88,900

COMMISSIONER OF EDUCATION

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HUNTERDON COUNTY

TOWNSHIPS	Total Attendance	Loss	Gain
Alexandria	12,905		128½
Bethlehem	7,234	4,419	.....
Bloomsbury	21,952	884½	.....
Clinton, Town of	31,532½	.....	33
Clinton Township	31,540½	3,333	.....
Delaware	28,447½	3,354	.....
East Amwell	19,044½	.....	3,256½
Flemington	111,720	279½	.....
Franklin	17,763	997½	.....
Frenchtown Borough	23,157½	1,583	.....
Hampton Borough	38,966½	.....	2,983½
High Bridge Borough	72,710½	6,908½	.....
Holland	20,755	2,302½	.....
Kingwood	17,075½	3,602	.....
Lambertville City	120,679	4,724	.....
Lebanon	40,564½	.....	2,380
Milford	16,792	2,792	.....
Raritan	33,855	1,802½	.....
Readington	47,379½	8,398	.....
Stockton Borough	17,281	.....	2,268½
Tewksbury	17,448½	1,152	.....
Union	17,642	4,767½	.....
Union Graded	13,340	1,862½	.....
West Amwell	10,944½	212	.....
Total	791,330	53,464	11,050

MERCER COUNTY

East Windsor	100,782	11,953	.....
Ewing	68,159½	.....	3,382
Hamilton	366,042	2,114½	.....
Hopewell	151,794	12,250	.....
Lawrence	93,428	.....	1,986
Princeton Borough	127,903½	16,749	.....
Princeton Township	24,246½	.....	6,422½
Trenton	2,572,765½	138,887	.....
Washington	21,466	8,458	.....
West Windsor	32,991	.....	6,452
Total	3,559,578	190,411½	18,242½

MIDDLESEX COUNTY

Cranbury	40,612	.....	1,005
Dunellen	86,656	4,706	.....
East Brunswick	61,209½	1,199½	.....
Helmetta	26,691½	.....	994½
Highland Park	93,921	.....	9,442½
Jamesburg	94,304	4,262	.....
Madison	42,090	.....	6,428
Metuchen	105,471	.....	1,112

SCHOOL REPORT.

MIDDLESEX COUNTY—Continued

TOWNSHIPS	Total Attendance	Loss	Gain
Middlesex	55,189½		1,470½
Milltown	69,697½		7,416
Monroe	33,020	4,869½	
New Brunswick	753,699½		51,500½
North Brunswick	21,109		382
Perth Amboy	1,274,370½		49,864½
Piscataway	113,822½		4,734
Raritan	127,489		1,196½
Roosevelt	279,142		19,877
Sayreville	73,764½	2,498½	
South Amboy	125,617½	2,849½	
South Brunswick	76,349½	7,733½	
South River	177,956		7,255½
Spotswood	25,784½	1,326	
Woodbridge	364,960½		8,545
Total	4,123,527	29,444½	171,223½

MONMOUTH COUNTY

*Allenhurst			
Asbury Park	365,965	34,676½	
Atlantic	20,908	2,296	
Atlantic Highlands	57,563	2,631	
Avon	16,420	2,404½	
Belmar	51,422½	1,017	
Bradley Beach	48,858	8,768½	
*Deal			
Eatontown	48,390	4,562	
Fairhaven	29,816	3,043	
Farmingdale	18,992		876½
Freehold, Town	159,140	6,990½	
Freehold Township	25,477½	7,989	
Highland	43,638½	3,393	
Holmdel	28,831½	4,662	
Howell	47,960½	9,728½	
Keyport	128,834	753½	
Keansburg	36,523		83½
Long Branch	458,116½	35,936	
Manalapan	50,417½	818	
Manasquan	68,261	5,427½	
Marlboro	37,173½	3,950½	
Matawan	95,727		6,264
Middletown	153,953½	13,768½	
Millstone	35,707	4,809	
Monmouth Beach	10,039	1,226½	
Neptune City	16,336½	512½	
Neptune Township	189,155	17,823½	
Ocean	31,889	441½	
Raritan	33,300		412
Red Bank	259,734		877
Rumson	50,018	5,624	
Sea Bright	26,288	3,069½	

COMMISSIONER OF EDUCATION.

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MONMOUTH COUNTY—Continued

TOWNSHIPS	Total Attendance	Loss	Gain
Shrewsbury	43,782	3,194	
Spring Lake	21,849½	.....	446
Upper Freehold	59,826	1,918½	.....
Wall	89,528	13,060½	.....
West Long Branch	20,743½	.....	225
Total	2,880,584	204,495	9,184

*No attendance.

MORRIS COUNTY

Boonton Town	133,088	1,384	.....
Boonton Township	12,378	6	.....
Butler	90,524	7,787	.....
Chatham Borough	70,736	.....	7,525
Chatham Township	21,911	2,397	.....
Chester	28,101½	3,595½	.....
Denville	24,559½	.....	1,053½
Dover Town	321,393½	.....	578½
Florham Park Borough	12,438½	210½	.....
Hanover	123,064	.....	496
Jefferson	29,791½	11,505½	.....
Madison	127,756½	551½	.....
Mendham Borough	32,545½	1,097½	.....
Mendham	16,820½	378	.....
Montville	55,405½	4,413	.....
Morris	58,013	794½	.....
Morristown	278,861	6,239	.....
Mt. Arlington Borough	7,329½	466½	.....
Mt. Oliver	27,005½	1,197½	.....
Netcong	75,514	1,759	.....
Passaic	52,935½	2,414½	.....
Pequannock	49,788½	1,582	.....
Randolph	61,871½	3,316½	.....
Rockaway Borough	99,248	1,455	.....
Rockaway Township	99,514	3,043	.....
Roxbury	99,830	.....	6,104
Washington	47,786½	.....	4,829
Wharton	73,032½	.....	2,714
Total	2,131,303	55,593	23,300

OCEAN COUNTY

Barnegat City	619½	1,313½	.....
Bay Head	6,290	1,454	.....
Beach Haven	8,153	2,122	.....
*Beachwood .....	.....	.....	.....
Berkeley	8,075	2,854½	.....
Brick	43,662	6,366	
Dover	79,906½	7,658½	
Eagleswood	10,290	2,879½	
Harvey Cedars	1,265		249

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SCHOOL REPORT.

OCEAN COUNTY—*Continued*

TOWNSHIPS	Attendance Total	Loss	Gain
Island Heights	8,240½	1,537	.....
Jackson	27,801½	4,883	.....
Lacey	12,005½	1,126½	.....
Lakewood	174,839½	6,472½	.....
Lavalette	4,467½	.....	851½
Little Egg Harbor	10,811	2,703	.....
Long Beach	137	825	.....
Manchester	19,145	2,612½	.....
*Mantoloking .....	.....	.....	.....
Ocean	6,957½	694½	.....
Plumstead	24,946	815	.....
Point Pleasant	50,495	225½	.....
Sea Side Heights	2,233½	2,460	.....
Sea Side Park	5,538½	368½	.....
Stafford	19,892½	1,943½	.....
Surf City	1,448	267	.....
Tuckerton	38,550½	4,391	.....
Union	24,963	914	.....
Total	590,733	56,886½	1,100½

*No attendance.

PASSAIC COUNTY

Clifton City	830,314	.....	64,583
Haledon	96,388	.....	1,349
Hawthorne	135,542	.....	2,710½
Little Falls	103,320	.....	5,585½
North Haledon	25,538½	293½	.....
Passaic	1,853,317	.....	65,619
Paterson	3,636,151	109,458	.....
Pompton	199,529	.....	29,468
Pompton Lakes	50,493	.....	3,858½
Prospect Park	108,250	1,919	.....
Totowa	54,074	.....	4,886½
Wayne	61,082½	2,721½	.....
West Paterson	53,716	.....	1,491½
West Milford	43,284	.....	1,465½
Total	7,250,999	114,392	181,017

SALEM COUNTY

Alloway	39,687	2,119	.....
Elmer	35,730½	2,648	.....
Elsinboro	6,886½	307½	.....
Lower Alloway Creek	27,267½	3,667½	.....
Lower Penn's Neck	36,658	.....	2,093
Mannington	28,340½	2,113	.....
Oldman's	39,361	272	.....
Penn's Grove	152,873½	.....	18,468
Pilesgrove	109,318½	5,124½	.....
Pittsgrove	47,603½	7,157	
Quinton	19,732½		394½

COMMISSIONER OF EDUCATION.

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SALEM COUNTY—Continued

TOWNSHIPS	Total Attendance	Loss	Gain
Salem	234,969½	11,207½	
Upper Penn's Neck	142,257	.....	44,767
Upper Pittsgrove	44,233½	1,344½	.....
Total	964,919	35,960½	65,722½

SOMERSET COUNTY

Bedminster	29,088½	3,687½	.....
Bernards	137,597½	26,610	.....
Bound Brook	229,056½	.....	8,859
Branchburg	24,396	2,980	.....
Bridgewater	153,244½	1,572	.....
East Millstone	10,773	1,044½	.....
Franklin	39,215½	6,081	.....
Hillsborough	85,421½	.....	3,068
Millstone	4,552½	.....	1,053
Montgomery	23,280	677	.....
North Plainfield Borough ..	186,918	14,150½	.....
North Plainfield Township ..	19,087	590	.....
Peapack-Gladstone	42,882	.....	1,177
Rocky Hill	13,867½	598½	.....
Somerville	217,086	.....	996
South Bound Brook	41,169½	.....	1,620½
Warren	23,441½	1,561½	.....
Total	1,281,077	59,552½	16,773½

SUSSEX COUNTY

Andover Borough	17,280	.....	2,083½
Andover Township	5,759	3,049	.....
Branchville	21,348½	.....	1,047½
Byram	5,031½	1,284½	.....
Frankford	16,662½	2,826½	.....
Franklin Borough	93,713½	.....	6,121½
Fredon	5,158	691	.....
Green	10,590	.....	277½
Hampton	12,969	127½	.....
Hardyston	75,240½	.....	4,695½
Hopatcong Borough	4,315	.....	598½
Lafayette	13,188½	2,393½	.....
Montague	8,638½	1,017	.....
Newton	150,710	16,834	.....
Ogdensburg	30,076½	.....	4,303
Sandyston	18,759½	1,382	.....
Sparta	22,787	.....	502½
Stanhope	33,648	1,905	.....
Stillwater	18,793½	1,994½	.....
Sussex Borough	55,753	.....	2,251½
Vernon	32,953	4,630	
Wallpack	4,854	682	
Wantage	34,340	7,519½	
Total	692,578	46,336	21,881

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SCHOOL REPORT.

UNION COUNTY

TOWNSHIPS	Attendance Total	Loss	Gain
Clark	15,517		81½
Cranford	171,790	5,120	.....
Elizabeth	1,993,695	8,099½	.....
Garwood	75,549½	.....	3,636
Hillside	124,390	.....	14,794½
Kenilworth	47,815	.....	4,330
Linden	272,992½	.....	8,269
Mountainside	7,680½	.....	510
New Providence Borough...	42,096½	1,001½	.....
New Providence Township.	24,517½	3,074½	.....
Plainfield	705,256	2,697	.....
Rahway	305,097	19,876½	.....
Roselle	172,548	.....	3,256
Roselle Park	185,276½	9,280	.....
*Scotch Plains	71,026½	.....	1,894½
Springfield	52,528½	.....	2,470½
Summit	242,591	5,013½	.....
Union	132,364½	.....	10,698
Westfield	273,150½	757½	.....
Total	4,916,482	54,920	49,940

*Formerly Fanwood.

WARREN COUNTY

Allamuchy	10,727½	1,484	.....
Alpha	59,617½	6,796	.....
Belvidere	61,587	.....	1,990
Blairstown	38,404½	5,348	.....
Franklin	30,738	3,201½	.....
Frelinghuysen	13,880½	4,539	.....
Greenwich	18,696	4,244	.....
Hackettstown	107,026	.....	7,132½
Hardwick	4,446	908½	.....
Harmony	37,139½	.....	2,490½
Hope	14,085½	3,373	.....
Independence	18,736½	2,508	.....
Knowlton	22,682	4,577½	.....
Lopatcong	23,804	.....	123½
Mansfield	19,683½	788½	.....
Oxford	56,029	.....	395½
Pahaquarry	2,932½	1,197	.....
Phillipsburg	438,458	13,470	.....
Pohatcong	38,304	2,137	.....
Washington Borough	111,770½	.....	6,975½
Washington Township	14,628½	9,110½	.....
White	24,804½	4,625	.....
Total	1,168,181	68,307½	19,107½

SECTION C

SUPERINTENDENTS

COUNTY SUPERINTENDENTS

<i>Atlantic</i>	HENRY M. CRESSMAN	Egg Harbor City (Residence)
<i>Bergen</i>	B. C. WOOSTER	Hackensack (Court House)
<i>Burlington</i>	LOUIS J. KASER	Mt. Holly (Kelsie & Killie Bldg.)
<i>Camden</i>	CHARLES S. ALBERTSON	Camden (Court House)
<i>Cape May</i>	AARON W. HAND	Cape May Court House
<i>Cumberland</i>	J. J. UNGER	Bridgeton (Court House)
<i>Essex</i>	OLIVER J. MORELOCK	Newark (Essex Bldg., Room 316)
<i>Gloucester</i>	DANIEL T. STEELMAN	Woodbury (Court House)
<i>Hudson</i>	AUSTIN H. UPDYKE	Jersey City (Court House)
<i>Hunterdon</i>	JASON S. HOFFMAN	Flemington (Bloom Building)
<i>Mercer</i>	JOSEPH M. ARNOLD	Trenton (Court House)
<i>Middlesex</i>	H. BREWSTER WILLIS	New Brunswick (Co. Office Bldg.)
<i>Monmouth</i>	CHARLES J. STRAHAN	Freehold (Court House)
<i>Morris</i>	J. HOWARD HULSART	Morristown (Court House)
<i>Ocean</i>	CHARLES A. MORRIS	Toms River (Hyers Building)
<i>Passaic</i>	EDWARD W. GARRISON	Paterson (Court House)
<i>Salem</i>	H. C. DIXON	Salem (Court House)
<i>Somerset</i>	HENRY C. KREBS	Somerville (Court House)
<i>Sussex</i>	RALPH DECKER	Newton (Court House)
<i>Union</i>	A. L. JOHNSON	Elizabeth (Court House)
<i>Warren</i>	HOWARD E. SHIMER	Belvidere (Court House)

CITY SUPERINTENDENTS

<i>Asbury Park</i>	AMOS E. KRAYBILL	<i>New Brunswick</i>	IRA T. CHAPMAN
<i>Atlantic City</i>	C. B. BOYER	<i>Newark</i>	DAVID B. CORSON
<i>Bayonne</i>	P. H. SMITH	<i>North Bergen</i>	M. F. HUSTED
<i>Bloomfield</i>	GEORGE MORRIS	<i>Ocean City</i>	JAMES M. STEVENS
<i>Bordentown</i>	H. V. HOLLOWAY	<i>Orange</i>	W. B. PATRICK
<i>Bridgeton</i>	D. C. PORTER	<i>Passaic</i>	FRED S. SHEPHERD
<i>Camden</i>	JAMES E. BRYAN	<i>Paterson</i>	J. R. WILSON
<i>Cape May City</i>	E. R. BRUNYATE	<i>Perth Amboy</i>	S. E. SHULL
<i>East Orange</i>	E. C. BROOME	<i>Phillipsburg</i>	H. J. NEAL
<i>Elizabeth</i>	RICHARD E. CLEMENT	<i>Plainfield</i>	HENRY M. MAXSON
<i>Englewood</i>	ELMER C. SHERMAN	<i>Pleasantville</i>	WILLIAM C. SULLIVAN
<i>Gloucester City</i>	WILMER F. BURNS	<i>Rahway</i>	WILLIAM F. LITTLE
<i>Hoboken</i>	A. J. DEMAREST	<i>Salem</i>	WALTER B. DAVIS
<i>Irvington</i>	R. LEE SAUNDERS	<i>South Amboy</i>	OSCAR O. BARR
<i>Jersey City</i>	HENRY SNYDER	<i>Summit</i>	HARRY SPRAGUE
<i>Kearny</i>	HERMAN DRESSEL	<i>Town of Union</i>	N. C. BILLINGS
<i>Long Branch</i>	CHRIS. GREGORY	<i>Trenton</i>	EBENEZER MACKEY
<i>Millville</i>	FREDERICK J. SICKLES	<i>West Hoboken</i>	ARTHUR O. SMITH
<i>Montclair</i>	DON C. BLISS		

PART IV

REPORTS OF
EDUCATIONAL INSTITUTIONS AND
TEACHERS' RETIREMENT FUND

FOR THE YEAR ENDING JUNE 30, 1918

(295)

STATE NORMAL SCHOOL AT TRENTON

J. J. SAVITZ, *Principal*

I take pleasure in submitting the annual report of the New Jersey State Normal School at Trenton.

THE GENERAL COURSE

The time allotment for the various subjects in the General Course of the Normal Schools of New Jersey, as adopted by the State Board of Education in September, 1917, was immediately put into full effect in the Junior Class. For the seniors the new schedule was used as far as was possible without interfering with the completion of studies already begun. The reduction in the number of hours allotted to certain subjects made possible the introduction of work in industrial arts, in sewing, and in cooking, as well as a much-needed course in experimental education. A course in principles of education was offered in the last term of the senior year, for the purpose of relating and interpreting earlier studies. The change made possible also the introduction of a course in library methods and an extension of the time devoted to music. Moreover, it gave opportunity to emphasize physical education by carrying out the provisions of the Pierson Physical Training Law.

SPECIAL COURSES

The Special Courses offered in the school were reorganized to conform with the requirements of the General Course as to subjects common to both. The work in manual training, domestic science and arts, and in commercial education was so modified as to stress the development of practical judgment and of special skill in the manipulation of materials and tools. The combination courses preparing for both grade and special work were abandoned, so that the time of each student is now devoted exclusively to preparation either for grade work or for teaching special subjects. In addition to the usual work given in such special courses, students in the Commercial Department are to receive practical training in the offices of the Steward and the Principal and are further required to spend at least one summer in a commercial position secured by the principal of the school or the head of the department; students in Domestic Science and Arts will have charge of the school lunch room and must either spend some time in an actual dressmaking establishment or get the equivalent of such practical experience; while each Manual Training student is assigned to assist the school mechanic in practical work for a period of ten weeks. Two additional special courses have been organized, one to prepare teachers for Special Classes of Subnormal Children; the other in connection with the New Jersey State School for the Deaf, to fit students for this particular field of work.

Competent instructors have been engaged to carry on the preparation of special teachers in all the courses offered and in a few years the Trenton Normal School should be able to supply the needs of the State.

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PREPARATION OF RURAL TEACHERS

The fitting of teachers for country schools being one of the crying needs of the day, a rural department has been organized by the appointment of a Faculty Committee on Rural Schools, and voluntary enrollment of a group of students who were brought up on farms or are especially interested in rural life. Twenty-one of our most capable young women are now preparing for this work. At present the special training is given by the head of the Psychology Department and the instructor in Nature Study and School and Home Gardening. The young women of this group are taking courses in Rural Life, and in Rural School Organization, Management and Teaching. Through the co-operation of Mr. Carrol, Farm Demonstrator of Mercer County, Miss Lauretta James, Home Economics Agent of Mercer County, and Mr. Arthur M. Hulbert, State Leader of Girls' and Boys' Clubs, it is possible to give the work a practical trend.

RURAL OBSERVATION CENTRE

To enable the students to observe teaching in a typical rural school, the Normal School has established a rural observation centre at Hart's Corner, Hopewell Township. This was made possible through the co-operation of the board of education and the supervising principal of the township, and the superintendent of the county. Miss Caroline McIntire, a member of the June, 1918, graduating class, who took special training in rural work during the summer session of Alfred University, has charge of the Hart's Corner school. Additional centres are to be established in communities readily accessible to the Normal School.

FARM COLONY AT TINTON FALLS

A great impetus was given to our interest in and appreciation of rural life by a group of alumnae and students who volunteered to assist the farmers of Monmouth County in harvesting their crops. Misses Sheppard and Lafetra of the Normal School faculty deserve much credit for devoting the entire summer at their own expense to supervision of this work.

The Board of Education of Shrewsbury Township offered the splendid new school building at Tinton Falls as a home for the volunteers, and the women of the community provided cots, a stove, cooking utensils and dishes. The farmers were appreciative of the work of the young women and the latter learned to recognize the sterling qualities of our rural manhood and womanhood, and thus the lives of both farmers and farmerettes were enriched and broadened through contact and co-operation, while the sum total of the food which will win the war was increased.

FOLLOW-UP AND EXTENSION WORK

To enable our graduates to achieve the best possible results an effort is being made to assist them in adjusting themselves as rapidly as possible to their first teaching positions, and to follow up their work in succeeding

years. By means of visits and correspondence, teachers are encouraged to make the largest use of their training and to develop a proper professional attitude.

The heads of the departments have volunteered to offer extension courses after school hours and on Saturdays to graduates and other teachers who desire to improve themselves. Graduates and teachers are encouraged to visit the Normal School and to correspond with members of the faculty concerning their school problems.

TRAINING SCHOOL

At the opening of the year, a Training School composed of pupils of elementary school age living in Trenton and vicinity was organized in the rooms formerly occupied by the Model School. More than five hundred pupils applied for admission; of these two hundred seventy-five were enrolled. An effort is being made to provide accommodations for an enrollment of four hundred. Each department was put in charge of a competent critic, who has supervision of the training of a group of twenty or twenty-five Normal students. These critic teachers are members of the Normal School faculty and there is hearty co-operation between them and the teachers of special method. Each instructor in special method teaches in the Training School regularly, in order to demonstrate approved methods of teaching. The closest possible relation is therefore established between the work in the Normal and the Training School and, with the increased Training School enrollment so much to be desired, unusual opportunities for observation and practice will be offered to students.

SUPERVISION OF EWING TOWNSHIP SCHOOLS

The Board of Education of Ewing Township has requested the Normal School faculty to supervise the schools of the township during the coming year, and this work has been undertaken with enthusiasm. The general school situation in this township presents problems and opportunities of an unusual nature. The schools have been consolidated into two four-room buildings, one three-room building, and a one-room colored school of eight grades. Two of the buildings are modern and equipped with movable furniture; one has an auditorium; the children are a fairly representative group, and the members of the community as well as the Board of Education, are anxious to maintain a thoroughly modern school system.

This work will bring the faculty and students face to face with not only the usual but also with a number of unusual school problems. The course of study must be adapted to this type of school, a satisfactory program must be arranged, the pupils must be properly cared for physically, transportation routes must be maintained, proper janitor service must be provided, community centres should be organized, and the goodwill of the community toward the schools must have opportunity for practical expression.

SCHOOL REPORT.

PREPARATION FOR STATE PRACTICE

Opportunity for observation of work in three and four-room schools is provided in Ewing Township, and in one-room schools not only there but especially in the rural demonstration centre in Hopewell Township. The Training School and the Junior High School offer practice as well as observation to students taking special courses and those preparing to teach in the upper grades. These advantages should enable the students to undertake their State practice well prepared to profit by its extension from six weeks to ten.

EXTRA-CURRICULAR ACTIVITIES

To develop the spirit of co-operation and to widen experience, students have been encouraged to participate in community activities whenever opportunity offered. A large number of our young women volunteered to take charge of the Story Hour at the State Museum. The classes in biology made collections and arranged exhibits to be loaned by the State Museum to the schools of the State. The class in school garden work tested seed corn for the farmers of Mercer County, and sixty students assisted the Trenton teachers in planting the school gardens of the city and in supervising the later work. The students volunteered to take charge of the Normal campus, which was used as a community playground after school hours by children under twelve years of age. The rural school group assisted in carrying on various activities at a school picnic in Hopewell Township. Early in the year each student was asked to play the part of or, to act as "big sister" to some boy or girl in the Training School. These big sisters were expected to guide the children in their work and play, to co-operate with both parents and teachers, and thereby to assist in bringing about a proper relation between home and school activities. The students also proved helpful in follow-up work after the medical inspector had made his examinations.

WAR WORK

A gratifying patriotic spirit was shown in the generous response of students and teachers to calls for both money and service to alleviate conditions brought on by the War.

The domestic arts department knitted two hundred forty sweaters for the soldiers at Camp Dix. The money for the wool was raised by subscription, cake sales, and a Young Women's Christian Association lawn fete. A large number of helmets and bed socks were knitted by the students for Camp Meade soldiers. The wool for these was furnished by the Trenton Schoolmasters' Club, through Mr. T. D. Sensor, President. Each student of domestic arts completed an entire set of hospital garments.

Sixty-five French peasant costumes, made by the fifth and sixth grades of the Training School for patriotic pageant, were given to the Friends' Reconstruction Society of Trenton, to be sent to France.

The "big sisters," Normal School students assigned to the pupils of the Training School, assisted in making and caring for war gardens at the homes of the children, under the supervision of the nature study department.

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Seed corn was tested for the Mercer County farmers, and a large school garden was planted. The Normal seniors, sixty in number, made seed and soil tests before the students in the Trenton city schools. They also assisted the city children in the preparation and planting of city garden plots.

The senior class in domestic science took the Red Cross course in dietetics. The teachers in this department instructed two classes of Trenton women in Red Cross dietetics, one on Friday evenings and, one on Saturday mornings. The department also assisted in preparing the food exhibit at the State House.

The cookery classes gave demonstrations in the canning and drying of vegetables and fruits, and arranged an exhibit of wheat substitutes.

The Normal students, under the direction of the English Department organized a thrift stamp campaign which included every student in the Normal and Training School.

Every student in the Training School was enrolled as a Junior Red Cross member.

The children of the kindergarten department made snippings for hospital pillows.

The Red Cross Standard Dressings course was given in a class organized by a group of the faculty with the intention of opening workrooms in the school when the course was completed.

The faculty, students and literary societies subscribed and contributed approximately \$2,000 to the Student Friendship War Fund. This money was raised through personal sacrifice and saving.

The faculty and employes of the school have subscribed \$37,600 to the various Liberty Loans.

Every male student in the graduating classes of February and June, 1918, is actually engaged in war work.

The following graduates and former students of the school have been reported as in the national service:

<i>Name</i>	<i>Class</i>	<i>Branch of Service</i>
Horace D. Bellis, M. D.	1897	Major Medical Corps, A. E. F.
William H. Caldwell	1918	
Willard S. Danser	1915	
Lester H. Dix	1914	
Russell Estelle	1917	
Raymond Fretz	1910	303 Sanitary Train, A. E. F.
George Filipetti	1913	
Joseph Glenn	1918	
Anna Gosman	1904	
Frank Haronian	1917	
William B. Hargrove	1916	Aviation
Raymond Heiser	ex-1918	First Lieutenant, 68th U. S. Infantry
Melvin R. Johnson	ex-1918	
Coates L. Johnson	1918	Yeowoman
Mervin W. Johnson	1916	
Mary R. Keating	1914	
Allen Laning	ex-1918	
		Radio Striker, U. S. N.

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Mahlon P. Maley	ex-1918	104th U. S. Engineers, A. E. F.
Carrie Mather	1907	Y. M. C. A. Canteen, Overseas
Wladyslaw Motyl	1917	A. E. F.
E. Raymond O'Neil	1912	
Harry E. Patterson	ex-1918	
Herbert B. Rankin	1913	Second Lieutenant, Signal Corps
Almer J. Snider	1917	Ordnance
Sherman T. Small	1918	S. A. T. C.
Harley E. Smith (Faculty)		Aviation, Ellington Field, Texas
Albert Scheyhing	1918	
Rudolph Vogel	ex-1920	

PHYSICAL EDUCATION

Instead of being limited to five periods per week for one term, the physical training class hours were increased in number and distributed through the four terms of the Normal course, so that each student devoted two periods of every week to this work. In addition each student was required to spend at least one afternoon after school in competitive games, organized and managed by the students themselves. Credit was given for this time in the same manner as for regular classroom work. Many of the students became enthusiasts in playing baseball, end-ball, captain-ball, dodge-ball, etc. The new tennis courts afforded opportunity for a goodly number of devotees of this sport.

Through these after-school athletics, a much larger number of students than usual became genuinely interested in various forms of outdoor sports, which augurs well for physical education when they begin their work as teachers. One aim of the school is to make every student an enthusiast in all forms of outdoor athletics.

CAMPING PARTIES

No phase of outdoor life proved more popular than the week-end camping parties. Each week during the Spring thirty young women, under the guidance and supervision of two members of the faculty, camped at Somerset on the Delaware. A large bungalow, located in a charming spot, was rented from Mr. T. D. Sensor. The girls elected leaders to supervise the camp and to apportion the work so that each girl might gain an all-round experience in camp organization and management. The time was spent in hikes and horse back riding, outdoor athletics and bathing, camp cooking and care and the study of nature. A log book was kept, nature charts were made, visitors were entertained, religious services conducted, and camp entertainments planned.

In addition to the deepening and broadening of soul which result from such an experience, the young women improved their physical health and developed a love for the outdoors which will be reflected in the lives of their pupils.

IMPROVEMENTS IN BUILDINGS AND EQUIPMENT

In order to increase the facilities for teaching and to provide for the comfort and convenience of pupils, a number of improvements in the school

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buildings and boarding halls were undertaken which when fully completed will contribute materially to economy and efficiency in instruction and to the general welfare of the students.

The laboratory, the lecture room and the dining room of the Domestic Science Department have been redecorated, and windows have been screened, and the dining room has been fully furnished. The walls of all the halls and of the first floor rooms in the main building have been painted. A new floor has been laid in the auditorium, and walls have been repainted and the frieze restenciled, making practically a new room.

STUDY HALL

The study room on the second floor of the Normal Building has been thoroughly renovated; the walls have been decorated, the wood work painted, the furniture refinished, a new lighting system and an additional radiator installed. This provides the day students with a well-lighted, convenient and comfortable place for study and recreation.

KINDERGARTEN

The walls of the kindergarten room were redecorated, cupboards with individual drawers for each pupil were built, and new blackboards, tables and chairs, and other necessary equipment were provided. The result is a modern kindergarten greatly appreciated by the children.

GYMNASIUMS

Offices with shower baths have been built for the Director of the physical training department and his assistants and a room suitable for medical examinations has been provided, connected with these offices. The necessary apparatus for making accurate examinations has also been installed. A contract has been let for the reconstruction of the students' shower baths and locker rooms. When these improvements are completed, our splendid large gymnasiums will have a modern equipment throughout.

LUNCH ROOM

The lunch room has been reconstructed by replacing the board wainscoting with yellow tile brick, and the wooden ceiling with one of metal; the wooden pillars have given place to iron, additional windows have been put in, a new system of artificial lighting has been installed, and the whole room has been tastefully decorated. Adjoining the lunch room and connected with it is a kitchen provided with modern equipment including a steam table. Instead of being managed as a private enterprise, the plant will be run by the young women in the Domestic Science Department. This will afford opportunity for experience in marketing and in preparing food in quantity for commercial purposes. It will also enable the students to dispose of the products of their regular lessons in domestic science.

SCHOOL REPORT.

BOARDING HALLS

The repairs necessary for the comfort and convenience of the students in the boarding halls have not been overlooked. One hundred rooms have been repapered, six hundred yards of new carpet laid; the corridor walls have been painted, the woodwork in the Centre Hall reception room has been regrained, the dining room walls and woodwork have been painted and the furniture refinished, and a new lighting system installed. New lights have also replaced those formerly used in Centre and North Halls. Fire escapes easily accessible to all the floors of the halls have been built and electric fire alarm sirens have been so placed as to be easily heard throughout the building.

HEATING AND POWER PLANT

The wornout boiler has been replaced by a new one and a patent conveyor is being installed to remove the ashes from the furnaces by steam instead of hand power.

FACULTY

In December, Dr. Levi Seeley, who for nearly a quarter of a century was head of the Department of Pedagogy, retired from active duties to enjoy a well-merited rest. Dr. Seeley was a popular and inspiring teacher, a congenial fellow worker, and a loyal friend of the school. The following resolution offered at a farewell party tendered him by the faculty appropriately expresses their appreciation of his services and their personal esteem:

Whereas, the resignation of Dr. Levi Seeley from the faculty of the State Normal School at Trenton has severed his daily association with his former colleagues, who wish to express their appreciation of the large-hearted, fair-minded instructor, distinguished as an author and pedagogical leader, who places the personality of the teacher and the taught above all methodology and mere technical knowledge; be it therefore

Resolved, That the school has lost an optimistic teacher, whose confidence in and sympathy with the students easily secured their co-operation, hearty loyalty, and personal esteem; and be it

Resolved, That his colleagues have lost an associate whose genial personality, even temper, buoyant spirits and unfailing courtesy will be greatly missed; and be it further.

Resolved, That a copy of these resolutions be printed in the February Signal.

Miss Sarah R. Budd, who taught for a number of years in the Model School and was made critic in the sixth grade when the Training School was organized, retired at the end of the year. Miss Ruby Minor was appointed to succeed Miss Budd. Miss Minor is a graduate of Teachers College, Columbia University, and has taken courses in Indiana Normal School at Winona Lake, and in Chicago University. She has taught all grades in city and rural schools in Indiana, and was for two years an instructor in the State Normal College, Bowling Green, Ohio, and critic teacher in the fourth grade of the Training School. Recently she taught principles of education and English methods in Indiana University.

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Mrs. Rose Mead Lowe, assistant in the Commercial Department, resigned to accept a business position.

Miss Adelma Gillette, assistant librarian, took a position in the library of the Princeton Public Schools.

Miss Frances Reimann, assistant in the Biological Department, resigned to accept the principalship of a school at Little Falls.

Miss Isabel W. Clark, associate in the Psychology Department, in charge of the special class for sub-normal children, was appointed to teach a special class in the Trenton Public Schools, and Mrs. Grace Pomeroy Fearon, a graduate of the June, 1918, class, was appointed to fill the vacancy.

LECTURES

A number of lectures were delivered during the year by men who had recently returned from the war front. It was the purpose of these lectures to acquaint the students not only with the details of modern warfare, but also with the causes and aims of this war, and especially with the spirit of the men at the front and our opportunity and obligation to support them. The importance of home industries, especially agriculture, in relation to the war, was also forcibly presented. Besides the war lectures there were a few of a literary nature and a number of musical recitals. The names of the lecturers and their subjects are given in the following list: Captain Leslie Vickers, *Life in the Trenches*; Dr. Arthur Le Roe, *Experiences in the French Ambulance Service*; Dr. Henry Van Dyke, *The War*; Major Kendall Emerson, of the British Royal Army Medical Corps, *A Message From Harvard Base Hospital No. 22*; Mr. Louis J. Penningroth, of the International Committee of the Y. M. C. A., *Work in Prison Camps*; Dean Ralph L. Watts of Pennsylvania State College, *How the Horticulturist Can Help Win the War*; Mrs. Iris Prouty O'Leary, Assistant to the Commissioner of Industrial Education for New Jersey, in the field of vocational education for women, *How Women Can Help Win the War*; Mr. Edward Avis, bird mimic, whistler and violinist, *Birdland*; Mr. George Stone of the American Social Hygiene Association, *The Beginnings of Life*, illustrated by moving pictures; Miss Lillie A. Williams, *Abraham Lincoln*; Peahmesqueet, an Ojibway Indian, *Legends and Songs of the Ojibways*; William Sterling Battis, *life portrayals of the characters of Charles Dickens*; Miss Frances C. Hays, *story recital*; Miss Jeannette M. Wells, *song recital*; and an instrumental recital by Mrs. Mercedes O'Leary Tucker, pianist, Mr. Albert T. Stretch, violinist, and Mr. Walter Hankin, violincellist.

ENTERTAINMENTS

National holidays were appropriately celebrated by exercises in which the students of both the Normal and Training Schools took part. Under the direction of the Festival Committee of the Faculty, the students planned the programs, writing or adapting the speaking and singing parts, designing the costumes, and arranging the dances.

To provide a variety of programs suitable for any school, the plan of giving three major and three minor festivals, plays or pageants during the

year was adopted. Last year major entertainments were given at Thanksgiving and Washington's Birthday, and in connection with the closing exercises of the graduating class.

The Thanksgiving play presented present conditions in the countries at war. The traditional viands of a Thanksgiving dinner table, personified and enacted by children of the Training School, were permitted to go to Europe to help Red Cross nurses to overcome Famine and Sickness. The Spirit of America gave eloquent expression of our national ideals. This play has been published by the Woman's Home Companion, and a goodly sum realized thereby for patriotic purposes.

On Washington's Birthday episodes illustrating Henry Van Dyke's poem, "Who Follow the Flag," presented in turn Washington as the creator of our flag, and various bands of followers whom it has summoned from slavery in our own land and from adverse conditions in oversea countries, to help to make a true democracy on our shores.

The Spring festival of the Seniors, "Our Quest," was a memorable vision of dancing flowers, leaves, birds and butterflies, doing their service of beauty in the court of the king and queen of fairyland, and discovering in a land beyond mortal ken some of the secrets of the spirit by which humanity lives.

LITERARY SOCIETIES

The nine literary societies in the school were divided into two groups, the Normal Dramatic Club, Philomathean, Arguomuthos, Theta Phi and Ionian Societies comprising the first group, and the Normal Pedagogical Club, Gamma Sigma, Round Table and Shakespeare Societies, the second. Each society met every other society in its own group in a series of preliminary literary contests. The Normal Dramatic and Normal Pedagogical Clubs having the highest per centage of victories in their respective groups met in a final contest Friday evening, March 8, 1918, for the championship of the school. The contest consisted of debate, oration, recitation and short story. The Normal Dramatic Club was declared the winner by the judges. The school also competed in the annual contest with the Freshman team of Swarthmore College.

The societies also gave a number of informal evening entertainments in the gymnasium, and the following more formal dramatic presentations in the auditorium: Arguomuthos, *The Forest Princess*; Shakespeare, *The Deacon's Hat*, and *The Piper Pays*; Round Table, *Beauty and the Beast*; Normal Pedagogical, *The Teeth of the Gift Horse*, and *Pot of Broth*; Philomathean, *A Patriotic Medley*.

HONOR ASSOCIATION

To properly celebrate the organization of the Honor Association on its first anniversary, a special meeting of the students was held on June 8, at which Mr. Richard Cleveland of Princeton University and Miss Mary R. M. Griffiths of Barnard College delivered interesting and inspiring addresses. Much interest in this important phase of our school life was aroused, and the students voluntarily pledged themselves anew to support the principles of the Association.

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ENROLLMENT

NORMAL SCHOOL

	Men	Women	Totals
First quarter	13	596	609
Second quarter	12	580	592
Third quarter	13	539	552
Fourth quarter	10	525	535
Number of students enrolled during the year....	15	612	627
Number of new students who enrolled during the year:			
High School graduates.....			288
College graduates			1
Returned after a period of absence.....			4
Total			293

TRAINING SCHOOL

	Boys	Girls	Totals
Kindergarten	14	17	31
First grade	14	15	29
Second grade	16	12	28
Third grade	20	28	48
Fourth grade	25	29	54
Fifth grade	14	18	32
Sixth grade	12	14	26
Special class	5	4	9
Number of students enrolled during the year..	120	137	257

GRADUATES

	Men	Women	Totals
The number graduated from the Normal School during the year	8	284	292

The following table shows the distribution of students of this Normal School, and of its graduates employed in New Jersey:

COUNTIES	Number in Normal 1917-18	Number of Graduates Employed
Atlantic	17	104
Bergen	17	273
Burlington	59	128
Camden	37	185
Cape May	17	36

Cumberland	66	97
Essex	1	263
Gloucester	20	48
Hudson	32	241
Hunterdon	24	51
Mercer	151	282
Middlesex	31	285
Monmouth	45	206
Morris	15	97
Ocean	29	37
Passaic	4	95
Salem	18	44
Somerset	10	79
Sussex	12	37
Union	11	111
Warren	20	38

COMMENCEMENTS

The awarding of diplomas to the February class of the Normal School took place in the auditorium on the morning of Friday, February 1. Hon. M. A. Rice, President of the State Board of Education, presented the diplomas.

The commencement exercises of the June class were held Saturday morning, June 22, at ten-thirty o'clock in the auditorium. The speaker was J. Duncan Spaeth, Ph. D., of Princeton University. The honor members of the class, who took part in the program, were Adelma Elizabeth Gillette and Thera Twitchell. Hon. J. Stewart Craven, a member of the Normal School Committee, presented the diplomas.

In lieu of the usual class day program in the auditorium the graduating class presented on the campus "Our Quest," a spring festival pageant written by Miss Twitchell.

ALUMNI

The general Alumni Association held its thirtieth annual meeting Saturday, June 22. A business meeting was conducted in the auditorium, followed by luncheon in the gymnasium. Here a number of interesting talks were given by members of the faculty and alumni following a word of greeting from the President, Miss Alice F. Wyckoff, and two vocal solos by Miss Marietta Davies of the 1918 class. Among those who spoke were Miss Sarah J. McNary, who told of the work of students during the year in their efforts to earn money for war relief, and especially to buy thrift stamps; Miss Elizabeth Eckhardt, of the 1918 class, who gave a most interesting account of her work as community leader at Ringwood; Mrs. Frank Jones, a Model School alumnus, who told of her efforts as a housekeeper along conservation lines; Miss Elizabeth P. Sheppard, on the initial work of the Normal School Land Army Unit at Tinton Falls, New Jersey; Mr. James S. Messler, Model, on the part of education in the world war; and Principal Savitz, who told of some of the things which the school is doing and hopes to do.

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At the business meeting the following officers were elected for the ensuing year:

President, Paul R. Radcliffe, Normal, Superintendent of Schools, Red Bank.
Model Vice-President, James S. Messler, 835 Berkely Avenue, Trenton.

Normal Vice-President, Helen T. Service.

Corresponding Secretary, Edna V. Hughes, Normal, State Normal School, Trenton.

Recording Secretary, Mrs. Albert T. Stretch, Normal and Model, 207 Academy street, Trenton.

Treasurer, Mollie Pierrepont, Normal, Mercerville, N. J.

Owing to conditions produced by the war, the North Jersey Alumni Association did not hold a meeting, the officers elected at the twenty-first annual meeting continuing in office. They are:

President, Reeves D. Batten, Supervising Principal of Schools, Lyndhurst.

Vice-President, Mrs. C. O. Blaisdell, 1091 Bushwick Avenue, Brooklyn, New York.

Secretary and Treasurer, Harold H. Phillips, Bloomfield.

THE JAMES M. GREEN LECTURE FUND

The retirement of Dr. James M. Green from the principalship of the State Normal and Model Schools at Trenton June 30, 1917, gave the alumni an opportunity to express in a tangible and permanent form their appreciation of his long and devoted service to their Alma Mater.

At the June, 1917, meeting of the Alumni Association The James M. Green Lecture Fund committee proposed to collect by voluntary contributions \$5,000, to be known as "The James M. Green Lecture Fund," the income to be devoted to lectures given before the Normal students at Trenton each year. These lectures will be known as the "James M. Green Lectures."

Although the fund has not nearly reached the amount fixed upon as a minimum the Alumni Association at the June meeting in 1918 instructed the committee to begin the lectures during the present year. Owing to the difficulty of reaching members of the Alumni, many of whom are in war service, it was decided to keep the fund open for the contributions of the many alumni who would wish to honor Dr. Green, to render immediate service to their Alma Mater, and because all funds are invested in Liberty Bonds at the same time to avail themselves of another opportunity for patriotic service.

STATE NORMAL SCHOOL AT MONTCLAIR

CHARLES S. CHAPIN, *Principal*

The number of students registered at the opening of the fall term 1917 was 600; 45 more entered at the beginning of the spring term 1918, making a total of 645 different persons enrolled during the school year ending June 30, 1918. In view of the numerous prophecies of shrinkage in attendance at higher educational institutions, it is interesting to note that for the present year the enrollment is but 63 less than that for the previous year and but 58 less than that for the corresponding fall term.

The number of graduates in January, 1918, was 81; in June, 1918, 177, the largest class by far to be graduated in the history of the school. The total number of graduates for the year is therefore 258.

The contribution of the Montclair State Normal School to war activities of the nation has been prompt and generous. Twenty-one graduates and under-graduates have enlisted in the United States Army or Navy and several more are subject to early call. Miss Emma K. Pierce, head of the department of gymnastics, is doing Red Cross work in France. Mr. Will S. Monroe, head of the department of psychology, has been engaged in research work for the United States Government under the auspices of the American Geographical Society since December, 1917. He has, however, continued most of his work at the Normal School.

The selection of Mr. Monroe for this important work is an honor for the Montclair State Normal School. He has been for many years a student of geography and a traveler in the European countries most affected by the war. He is the author of a book on Bohemia, another on Bulgaria, and another on Turkey and the Turks, and is intimately acquainted with the geographic, political, economic and ethnographic problems of the Balkan States.

A Junior Red Cross has been organized with one hundred per cent membership. Seven units have been formed under the leadership of Miss Fallie F. McKinley, faculty chairman of the school activities of the Junior Red Cross. The chairmen of these committees are: Clerical work: faculty, Miss Eula McKinney; student, Miss Victory Johnson. Ways and means: faculty, Miss Ethel Fennell; student, Miss Alice Scott. Sewing: faculty, Mrs. Jessie B. Bodley; student, Miss Elizabeth Trent. Knitting: faculty, Miss Mabel E. Smith; student, Miss Helen Wildman. Surgical dressings: faculty, Miss Mary F. Barrett; student, Miss Jeannette Bond. Amusement for hospitals: faculty, Miss Selma Anderson; student, Miss Winifred Barrett. Messenger service: faculty, Miss Marion Weston; student, Miss Katherine Macdonald. Every student belongs to one or more of these various units. All these units made a remarkable record.

SURGICAL DRESSINGS UNIT

The surgical dressings unit was allowed the use of a basement recitation room and of part of a supply closet opening from it. The room was admirably suited to the purpose as it had a cement floor, running hot and cold water,

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and a blackboard, and was lighted by four large windows near the ceiling.

Most of the equipment, such as tables, stools, rulers, scissors, etc., was borrowed from the school; the rest—oilcloth covers for the tables, paper towels and soap, was paid for by the school chapter. The problem of supplying aprons and kerchiefs was solved by the purchase of a number of aprons and squares of cheesecloth, which remained the property of the school chapter and were loaned at each appointment. The kerchiefs were washed after each wearing and the aprons were laundered several times during the term by volunteers.

The chapter paid for one hundred and five dollars worth of the gauze used; the rest came from the Senior Red Cross Chapter of Montclair. This chapter had a number of candidates for instructors' certificates whom it sent to the school unit to complete their practice teaching, thus aiding materially the teachers and students in charge of the room. There have also been volunteer helpers from Bloomfield and Montclair.

The room was open from 2 to 5 o'clock on four days of the week from March 20 to June 27. In all, 134 different students and 11 members of the faculty worked in the room and completed in the time mentioned 20,312 dressings. Most of the dressings were sponges and compresses.

The students proved to be very rapid and skillful workers. No adverse criticisms were ever made by the inspectors of the Senior Chapter; on the contrary, their work has been highly commended.

KNITTING UNIT

1,050 hanks of wool were charged against this unit, which returned in knitted articles a value of 1,130 hanks. The finished articles included 720 pairs of socks, 44 pairs of wristlets, 24 sweaters, beside mufflers, ear tabs and French caps.

SEWING UNIT

This unit completed and presented to the local Junior Red Cross 1,672 garments, although, owing to unavoidable conditions, it did not begin its work until April 8. A detail of these articles shows the wide activities of the unit:

Refugee garments—228

- 91 petticoats
- 19 infants night gowns
- 42 pairs of bootees
- 50 chemise
- 19 shawls
- 3 boys' shirts
- 2 patch work quilts (baby)
- 2 dresses

Hospital supplies—80

- 69 hospital bed shirts
- 11 pairs bed socks

Surgical supplies—1,270

248 slings

10 sculletus bandages

1,012 front line parcels

Treasure bags—53

Pi Sigma donation—41 comfort kits, made and filled—cost \$60

Total 1,672

Ambulance blankets and books for convalescent soldiers were also made, while a hundred comfort bags were filled and sent to our soldiers abroad at Christmas.

In order to finance the Junior Red Cross, students raised money by selling photographs and silhouettes, by contributing 3,652 feet of pennies, by collecting and selling tin foil, by making sacrifice boxes, by dances, plays, candy sales, flower sales, cake sales, to the sum of \$267.36. Donations from the Phi Sigma society and from the Alpha society, the proceeds of the Senior Class dance, and contributions from miscellaneous sources yielded \$253.38 more, making a total of \$520.74. With this sum all the above activities of the Junior Red Cross were supported and the year closed with a balance of \$110.55 in the treasury.

A War Savings Society with Miss Florence E. Stryker, head of the history department, as president and the principal as secretary and treasurer, was organized and about two-thirds of the students signed pledges to save a given amount each week to be invested in thrift and war savings stamps. This work was not begun until three months before the close of school, but the number of stamps purchased by students amounted to \$482.38.

This Normal School was made a center for West Essex for testing seed corn, and Dr. C. H. Robison, head of the department of nature study, has, with the assistance of students in his classes, made a considerable number of tests. A typical war garden on the school grounds has been made by the students of the nature study department illustrating the proper distances and successions of thirty crops of a home war garden and the best methods of planting and cultivating them. Each student was required to plan a war garden for her own home.

In response to a stirring appeal from the Women's Land Army of America for vacation work on farms of New Jersey, many of our students have enlisted as farmerettes during the summer.

Speakers of prominence, some of them fresh from the war front, have addressed the students, arousing much enthusiasm. The history classes have featured current events, keeping students informed of the progress of the war both from the military and diplomatic standpoints. Mr. A. M. Hulbert, of the staff of State Food Administrators, has lectured before the school on the necessity of food conservation. Mr. H. M. Anderson, Major G. B. Maxwell and Lieutenant Franklin Smith of the Montclair Battalion have assisted in the campaign of our War Savings Association. Rev. Thomas Travis, pastor of the Watchung Congregational Church, deeply stirred and impressed the school by his vivid accounts and experiences in and behind the Ypres-Armentieres sector.

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In spite of the incessant war work of our students, it has not been found necessary to abbreviate or lessen in any way the regular work of the school. Plans are afoot to enlarge our war work for the coming year and keep the Montclair State Normal School an influential factor in this community in helping to win the war.

Once more I call attention to the fact that the Russ Memorial Dormitory is quite inadequate to meet the needs of applicants for admission to this school. At the close of the present school year the dormitory is filled for next September and 96 names remain upon the waiting list. Our attendance next September will be materially lessened by the fact that 34 applicants for admission to the dormitory have withdrawn their applications for admission to the school because they cannot be accommodated at Russ Hall. During the war it is unwise and unpatriotic to agitate for an increase in our dormitory facilities, but the time must come when the State will be called upon to consider whether the most economical administration of the Montclair State Normal School will not require the erection of additional dormitory facilities. Russ Hall and any dormitories to be erected in the future will be self-supporting. A new dormitory will add a large number of new students without increasing materially the expenses of maintaining the Normal School. It is an axiom in school administration that an increase in the number of students in an institution reduces the per capita expense for maintenance. Overhead charges are not much larger for one thousand students than for six hundred. Repairs, improvements, insurance and upkeep are entirely independent of enrollment. To meet the great demand for teachers in the grade schools of the State, it is not only necessary to erect a new State Normal School at Glassboro, but also to use the existing plants to their utmost capacity. The Montclair Normal School building can accommodate under our present practice teaching system a school of nearly one thousand; but the school will never be much larger than at present unless increased boarding facilities can be provided.

This school was compelled to close for several days in January, 1918, because it was impossible to secure coal. All the time lost was made up by keeping the school in session on Saturdays and holidays. It is a pleasure to report that such a situation is made impossible for the coming winter by the arrangements which have already been made to secure an ample supply of coal. Pin-hole grates and blowers have been installed, making possible the burning of buckwheat coal and, as the government embargo on buckwheat coal does not apply to State institutions, we have secured a contract for enough buckwheat coal to take care of our needs for the entire school year.

An interesting feature of the year was the observance on June 8, 1918, of the completion of ten years of the history of the Montclair State Normal School and the assemblage on the campus and in the building on that day of nearly six hundred of the alumni. Addresses were made by Assistant Commissioner Enright, Principal Savitz, Principal Willis, Mrs. Frank W. Arnold, and the principal; and numerous letters of congratulations were read. Luncheon was served in the Normal School lunch room. After the business meeting in the assembly hall, the alumni witnessed a presentation by under-

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graduates of the Normal School of a pageant entitled Ulysses and Nausicaa. This was prepared and rehearsed jointly by Mrs. Humphrey of the English department, Miss McKinley of the music department, Miss Weston, head of the physical training department, and Miss Baker, head of the manual training department. It was staged on the terrace at the east end of the building with the green trees and blue sky as a background, and was perhaps the most beautiful, as it was the most elaborate, spectacle that has ever been presented on the campus of the Montclair State Normal School.

It may be noted that during the ten years of its existence the Montclair State Normal School has graduated 1,464 teachers, of whom more than 1,200 are teaching in New Jersey.

In order to carry out the provisions of the Pierson Act, which will require in the near future many specially trained teachers of physical education, this school has organized and will open next September a department for the training of teachers and supervisors of physical training. The course of study and requirements for admission are as follows:

The first two years of the course are to be identical with the first two years of the present courses of study.

Third year of course in physical training is open only to holders of State normal certificates. Candidates must pass a physical examination conducted by the school physician, must be able to sing, must have a good sense of rhythm, and must give promise of success in this department.

SENIOR B TERM

6 weeks—Athletic coaching.				
14 weeks—Theory of gymnastic teaching.....	3	hours	per	week
Normal diagnosis	2	"	"	"
Anatomy of bones and muscles	2	"	"	"
Physiology and hygiene	3	"	"	"
First aid and home nursing	1	"	"	"
Community civics	3	"	"	"
Blackboard drawing	1	"	"	"
Folk dancing and singing games	3	"	"	"
Games	2	"	"	"
Calisthenics and light apparatus work.....	2	"	"	"
	22	"	"	"

SENIOR A TERM

Theory of gymnastic teaching.....	3	hours	per	week
Corrective and preventive gymnastics	3	"	"	"
Anatomy of head and viscera	2	"	"	"
Teaching of hygiene, including community and personal hygiene and safety	3	"	"	"
State and national civics	3	"	"	"
Blackboard drawing	1	"	"	"

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Aesthetic dancing	3	"	"	"
Games	2	"	"	"
Calisthenics and light apparatus work	2	"	"	"
	22	"	"	"

Last ten weeks—Practice teaching in public schools.

The diploma of this course of study entitles the holder to a State certificate to teach or to supervise physical training in any public school in the State of New Jersey.

Every candidate must pass a rigid physical examination. Extremes of height or weight are undesirable. Candidates must have shown evidence of good scholarship in the Normal School, must have a good sense of rhythm, must have a pleasing personality and executive ability.

Every candidate is admitted on probation and will be dropped from the course whenever it becomes evident that she is not adapted to this work. Students are admitted in September only.

It was with the greatest regret that the resignation of Dr. Cornelia E. MacMullan, head of the department of English since the opening of the school in 1908, was announced to take effect February 1, 1918. Miss MacMullan was an extraordinary teacher not only on account of her wide reading and her fine literary taste, but also because of her power to inspire pupils to love good literature and to appreciate and to use good English. Miss MacMullan gave herself to her work without stint and was never too busy with her heavy school program to take up any kind of outside work which would add to the entertainment of students. Halloween, Thanksgiving, Christmas, spring pageants and patriotic holidays were opportunities which Miss MacMullan always coveted for adding to the interest and value of school life. She married Mr. Frank W. Arnold of Montclair.

Miss MacMullan was succeeded by Mrs. Louise G. Humphrey who proved herself a most worthy successor but whose services were secured at the close of the school year as associate principal of Dana Hall, Wellesley, Mass., at a salary considerably in advance of that paid to any woman in the State Normal Schools of New Jersey.

Miss Grace E. Scatchard, associate teacher in the department of physical training, resigned to marry.

In connection with the resignation of Mrs. Humphrey, it is germane to record the fact that this is one of several resignations of our very best women teachers which would have been prevented if the New Jersey State Normal Schools had been able to pay the same salaries which were offered them by institutions in other States. Though the salaries of women in our Normal Schools are good, they are not equal to those paid in some other systems and institutions. New York State has just passed a statute fixing the maximum salary of the heads of departments in State Normal Schools at three thousand dollars, irrespective of the sex of the teacher. After the war it is a matter for careful consideration whether the rich State of New Jersey will permit its Normal Schools to remain training schools for teachers to adorn the faculties of normal schools and private schools in other states.

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The financial statement for the eight months ending June 30, 1918, is appended:

APPROPRIATIONS—YEAR ENDING JUNE 30, 1918

Maintenance, Account 46A	\$72,825.00
Repairs and Improvements, Account 46B	10,000.00
Supervision of Practice Teaching, Account 46C	15,000.00
Total	\$97,825.00

DISBURSEMENTS FOR EIGHT MONTHS ENDING JUNE 30, 1918

Maintenance, Account 46A	\$55,320.79
Repairs and Improvements, Account 46B.....	9,086.66
Practice Teaching, Account 46C	12,106.10
	\$76,513.55
	\$21,311.45

REQUISITIONS NOT INCLUDED IN DISBURSEMENTS

Maintenance, Account 46A	\$855.27
Repairs, Improvements, Account 46B	864.57
Practice Teaching, Account 46C	15.00
	\$1,734.84
	\$19,576.61

LAPSES FROM APPROPRIATIONS

Maintenance, Account 46A	\$16,648.94
Repairs, Improvements and Insurance, Account 46B....	48.77
Practice Teaching, Account 46C	2,878.90
	\$19,576.61

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STATE NORMAL SCHOOL AT NEWARK

W. SPADER WILLIS, *Principal*

The State Normal School at Newark opened September 4, 1917, with the largest enrollment in its history. Nine hundred and ninety-four students, representing sixteen counties, were enrolled; the entrance class numbered four hundred, and it is gratifying to state that applications from all counties were admitted. Trolley and railroad facilities enable a great majority of the student body to commute. Only fifty students are boarding in the city. These students have found excellent accommodations at the Young Women's Christian Association and at private homes recommended by the principal.

BENEFITS OF THE LENGTHENED SCHOOL DAY

For two years the sessions of the school have commenced at 8:50 A. M. and closed at 3:50 P. M., with a forty-five minute luncheon period. This permits of eight possible teaching periods a day of forty-five minutes each, and affords extra time for library preparation, opportunity to make up conditioned subjects, conferences with principal and teachers, and above all enables students who commute from long distances to commence their work at 9:35 in the morning instead of 8:50. This plan has solved a difficult problem of administration and meets with the general approval of parents and students.

ATTENDANCE

The attendance for the year 97-7, indicated two significant facts, namely, the general good health of the student body and the interest manifested in their work. Health conditions have been carefully looked after by two physicians, teachers of hygiene and the physical training instructors. The building itself has been an important factor, as it is well lighted, well ventilated, and has been kept in perfect sanitary condition. A number of cases have been found by the physicians where students needed the removal of adenoids and tonsils, proper eyeglasses, and ear and throat treatment. It is unfortunate that some cases of curvature of the spine have been discovered, which have been neglected for a long while. The State cannot make a better investment than by securing competent physicians for the purpose of examining all students who desire to become teachers. Good health is a fundamental essential for successful teaching.

FACULTY

Five years ago when the school opened the faculty numbered twenty-six; it now numbers fifty-eight. The spirit of co-operation by members of the faculty is apparent. The policy of the school is to create good working conditions and to establish mutual understanding and helpfulness between faculty and students. This has been accomplished and is a source of gratification.

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Definite periods outside of regular class recitations are used for the purpose of conferences between instructors and students. This has proven an important factor in bringing about a fine spirit of friendship and helpfulness. It is absolutely imperative that in schools of this character teachers should know more about students than can be gained in regular classroom recitations. Teachers and students are traveling the same road. It is unfortunate if they should become so widely separated as to lose that personal touch which expresses itself in so many valuable ways.

UNIFORM TIME PERIODS

One of the important measures accomplished during the past year was the amount of time that should be spent on each subject to be taught in the Normal Schools. This was brought about through the initiative of the Hon. M. A. Rice, President of the State Board of Education, who held conferences with the three Normal School principals, and as a result the following schedule was agreed upon and adopted by the State Board of Education:

160	Periods of	Physical Training
60	"	" Hygiene
240	"	" English
120	"	" Music
120	"	" Arithmetic
120	"	" History and Civics
120	"	" Geography
140	"	" Psychology
30	"	" History of Education
80	"	" Manual Training
40	"	" Penmanship
160	"	" Science
100	"	" Drawing
80	"	" Principles of Teaching

Sewing, Cooking and Library Work will be special subjects.

240 periods of English includes Spelling, Story-Telling, Reading Methods, Literature and Public Speaking.

The number of periods for the Jr. B. Class will be 27; Jr. A., 27; Sr. B., 26; Sr. A., 26.

PHYSICAL TRAINING

The recently enacted Pierson Law has created renewed interest in physical education, as it has placed the stamp of approval upon the value of physical training in the public schools. Great interest is manifested in this work and the gymnasium is occupied from 8:50 in the morning until 5 o'clock in the afternoon. The aim of the instructors is not to train a winning team, but to promote the general good health of the student body in an intelligent, sympathetic and happy manner. The State Monograph on physical training

is closely followed, and students are given careful preparation in the subject matter and methods of presenting the same. Besides the regular grade work, special emphasis is placed upon classroom and outdoor games, folk dances, supervision of recesses and athletic meets, all of which promote vigor, alertness, and cheerfulness. The outdoor playgrounds are constantly used for these purposes and special classes are formed for students requiring corrective exercises. It seems unfortunate that these classes are so large as it indicates previous neglect. No physical training department is meeting its true function unless it gives individual attention to students based upon thorough medical examination. The close connection existing between the two school physicians and the teachers of hygiene and physical training makes it possible to point out and demonstrate such topics as lighting, ventilation, temperature, furniture, classroom equipment and general sanitary conditions directly connected with the health and progress of children. The course of study is designed to meet the needs of children in a scientific manner.

PRACTICE DEPARTMENT

The growth of this department has been a rapid one. Ninety students are now given their first ten weeks of practice in the Webster Training School, and two hundred and fifteen students are given their second ten weeks of practice in the various school systems of the State. Five supervisors of practice follow up the work of the practice students. Frequent conferences are held with critic teachers and students, and special help is given to those requiring it. Monthly reports are made to the principal of the Normal School by the supervisors of practice regarding the number of visits they have made and general information regarding the success or failure of the students. The critic teachers employed by the school meet once a semester for a round-table conference, and other helpful meetings are scheduled from time to time, such as conferences with county supervisors, helping teachers, and supervising principals. The supervisors of practice also follow up the work of the graduates, and the reports received from both supervisors and school authorities indicate that there are few failures among the one thousand graduates who are teaching in various parts of the State.

LIBRARY EQUIPMENT

The library was established three years ago and has on its shelves eleven thousand carefully selected reference books covering all departments of the school; five thousand textbooks for general use, and an unusual collection of illustrated books for children which is doubtless one of the finest collections in the State, and a varied list of periodicals, government reports and educational journals. The library room is spacious, well lighted, well ventilated and equipped with modern furniture. It seats one hundred and fifty students at one time, and is in charge of two trained librarians and one helper. Regular library periods are arranged so that all students have an opportunity to prepare their lessons in the library under the supervision of trained instructors. Students are given a course in library methods which enables them

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to use the library to good advantage, to know the cost and care of books and how to train children to handle books in an economical manner. They are also given carefully selected lists of good reading material for the various grades with special reference to the one-room rural school. A feature of the work is to acquaint students with the cost of books, pamphlets, educational publications and other school material. From two to three hundred reference books are given out daily to the students in connection with hundreds of other books used in the preparation of lessons. All books received at the school are taken to the library where they are stamped, numbered and catalogued. A complete index system is used. Last year only six books were lost. This speaks well for librarians, teachers and students.

HOW TO DRESS WELL AND EAT WISELY

The courses of study in the sewing and cooking departments are very practical. The aim of the sewing course is to acquaint students with the value of textile materials, how to judge them and how to cut, make and care for suitable clothing and household furnishings at reasonable cost. The June graduating class demonstrated their ability to make attractive, up-to-date clothing at a minimum expense. A feature emphasized in the sewing department is keeping an accurate account of the cost of a student's own clothing. We find that the average cost of clothing for a student in this school is \$150 per year; the minimum cost being about \$50. Students are required to appear in class dressed as they would appear before children in their own classrooms. They are judged as to harmony and suitability of costume, and general care of person. Exhibits loaned by stores and by students are used to illustrate the quality of goods that can be purchased for the entire year's clothing at an expense of \$110, which is the largest amount a beginning teacher can afford to spend on the average salary of \$550 for the first year.

The aim of the cooking department is to teach food values and to plan well balanced, nourishing diet. Students are trained to buy, prepare and serve meals at a cost at the present time of twenty cents a piece for a group of twelve people. This work has been made very practical and helpful and enables our students to use good judgment in preparing school lunches and refreshments for various social occasions.

PATRIOTIC ENDEAVOR

The principal cannot refrain from expressing his appreciation of the services rendered by the faculty and students in response to their country's call. As soon as war was declared by our Government the school was organized for actual service. Thousands of articles were made and turned over to the various Red Cross units, the activities of the students being continued throughout the summer. All members of the faculty and student body are paying members of the Red Cross, and two hundred and fifty students belong to the Girl's Patriotic League. \$77.65 was subscribed for the Armenian Relief Fund. \$10,500 worth of the first Liberty Loan Bonds were taken; \$64,500 were subscribed for the second Liberty Loan, and \$76,000 for the

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third Liberty Loan, making a total of \$151,000. Seven of our young men who have joined the army have been given comfort kits and blankets by the faculty and students. Miss Beulah Hurley, head of our Domestic Science Department, who is now in France doing reconstruction work, was also given an outfit by the faculty. This remarkable showing is the result of the loyalty, devotion and earnestness of the student body who carried out a well-defined program with heroic purpose and boundless enthusiasm. This spirit of service has developed a kinship of thought and feeling which will bear noble fruitage in years to come.

THE FUTURE OF THE SCHOOL

The Board of Education of the city of Newark has served notice upon the Board (State) of Education that this building will be taken back February 1, 1921, on account of the failure of the State Legislature to purchase the building.

For five years the State has had the free use of this building, which is splendidly equipped and is pronounced by experts to be a model Normal School building in every respect.

It is also located in the greatest high school center of the State, which accounts for its remarkable growth. It opened its doors September 1, 1913, with a faculty of twenty-six, and an enrollment of four hundred and forty-two students. It now has at the end of its fifth year a faculty of fifty-eight and an enrollment of eight hundred and eighty-two students.

The pupils from fifty high schools live within commuting distance of this building. It is almost a tragedy that the institution, the largest Normal School in the State, should be disbanded when it is so much needed. The last entrance class will be February, 1919; after that it will be impossible to take more students as they cannot be guaranteed two years of training unless some action is taken by the coming Legislature towards purchasing the building.

The members of the State Board of Education have made every effort to have this building purchased as they fully realize what a calamity it would be to lose this splendidly equipped building which is so centrally located and graduates over four hundred teachers a year.

NEW JERSEY SCHOOL FOR THE DEAF

ALVIN E. POPE, *Superintendent*

The following resolution was passed by the State Board of Education:

"MOVED:—That this Board approve the gradual removal of the School for the Deaf from its present site to a suburban site and that this Board further approve the necessary requests to the Legislature for appropriations to carry such removal into effect.

"The motion was duly seconded and carried."

In conformity with this resolution, the Committee permitted the return of \$40,000.00 to the State which was voted for the construction of a girls' dormitory on the present site. They also returned to the State \$6,000.00 which had been appropriated for enlarging the boiler room. Chiefly through the efforts of Mr. Robert Lynn Cox and Mr. John E. Gill, an appropriation of \$25,000.00 was voted by the State Legislature for the purchase of a new site.

"Upon motion of Mr. Murray, seconded by Mr. Jeffery, the following resolution was adopted:

"RESOLVED, That the New Jersey School for the Deaf establish as its policy the teaching of industries in two groups—first, homemaking industries, such as cooking, dressmaking, millinery, tailoring and repairing; second, trade industries such as printing, including photo engraving, and woodworking, including mechanical drawing, etc., and whereas the number of larger pupils is limited, be it resolved that the school confine its efforts to teaching the industries which heretofore have proven most beneficial—printing, including photo engraving, and woodworking, including mechanical drawing, and that all obsolete and unimportant trades be discontinued."

Many of the boys had been persuaded to learn shoemaking in order that the pupils' shoes could be repaired by the institution. Only two boys are now steadily employed at the trade, although the class has been maintained for about twenty years. In conformity with the above resolution, the shoe shop has been permanently closed and the pupils' shoes are now being repaired by outside shoemakers and most of the bills are being paid by the parents. This represents a saving to the State of not less than \$2,000.00 a year. In accordance with the above resolution, this fund and these boys have been transferred to build up the other trades. This economy made it possible for the school to employ the services of Mr. Johnson, instructor in mechanical drawing and woodworking, who conducts all classes in this line, and to retain the services of Mr. William D. Hunt, who has charge of all carpentering and repair work about the institution. Past experiences definitely established the fact that no one man can both teach and do the work about the institution; one duty or the other must be neglected.

The locker rooms over the laundry which had not been used for many years were removed and this space transformed into a school for dress-making and millinery.

Through the courtesy of the State House Commission, the School for the Deaf was permitted to purchase a linotype and routing machine with certain moneys saved from economic management of the food supply. The printing

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office has been enlarged so that it now occupies the whole first floor of the industrial building, increasing its floor space 135 per cent. The equipment was also increased about 100 per cent. The carpenter shop was removed to the second floor, all of the partitions torn out so that it has the same floor space as the printing office. Likewise, additions have been made to its equipment. This, together with the additions to the teaching force and improvements in the course of study for each department has placed them foremost among the schools for the deaf in the world.

The Silent Worker, a paper published by the deaf, has been rejuvenated so that it now has a circulation of about 1,800 paid subscriptions. This is recognized as the best magazine for the deaf published and is read by the deaf in all parts of the world. These subscriptions, together with the advertisements, more than pay the expenses of maintaining the paper. The New Jersey School for the Deaf is recognized for its surpassing excellence in three particulars—its printing office, its woodworking shop and its magazine.

Many changes were made affecting the household. Two kitchens were consolidated making it possible to dispense with the services of a cook and an assistant cook. This arrangement resulted in a saving in coal, ice, food and salaries amounting to \$1,000.00 a year.

A single telephone which cost in the neighborhood of \$60.00 a year was replaced by a complete system costing about \$250.00. This system enabled the school to dispense with the services of a center maid whose salary and maintenance was costing the State about \$400.00 a year. It provides more efficient service as it saves the time of the teachers and employees who formerly had to come from all parts of the premises to the booth in the reception room in order to answer a telephone call. It also insures more protection in case of emergencies such as fire, sickness, etc.

The gymnasium has not been used as a gymnasium for years. Many pillars had been placed in it to support the machinery in the industrial department. It has been transformed into a fine large class room for tailoring and mending, a large coal bin which now holds over four hundred tons of coal, and into a vegetable bin. Electric lights have been introduced throughout the industrial building and the old gas system removed. Most all of this work was done by the pupils under the direction of Mr. Newcomb, in charge of electrical work, Mr. Hunt and Mr. Carson, in charge of wreckage, carpenter work, painting, etc., and Mr. McLaughlin, in charge of water, gas and plumbing. If this work had all been done by contract, it would have cost many thousands of dollars. The expense incurred was very small compared to the results obtained.

Much other work was done, such as painting, scraping of the walls and papering of the girls' dormitories, cleaning the carpets and renovating the main building, repairing all of the old springs and making over all of the old mattresses into new ones, etc.

During this world war when prices are so high and labor scarce we have tried to make a dollar go as far as possible, and with small funds, we have succeeded in placing the New Jersey School for the Deaf on a plane with other New Jersey State Institutions.

Probably the greatest improvement of the year is the new school spirit. This has been accomplished by employing the best methods of discipline and

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management. Inquiries concerning these methods have been made by various institutions of this character.

The weakness of the school is its academic department. This is now being reorganized, the school is being regraded, but nothing permanent can be secured until better salaries are provided for the teachers. It is impossible for the school to employ experienced teachers for the salaries paid. Every year, five or six beginning teachers are secured. New pupils have come every year to form the beginning class. Under these inexperienced teachers, these pupils, ordinarily bright, have drifted into semibackward classes so that at the beginning of this year there were no classes doing fifth, sixth, ninth or tenth grade work. By strenuous efforts, we hope to develop a ninth grade. This is a deplorable condition but it can be remedied and the younger pupils now coming on can be given as good academic instruction as there is in this country providing we can secure the funds to pay experienced teachers to carry out the educational policy of the academic department. We hope, by the end of another year to give as favorable a report concerning the academic department as we give this year concerning the industrial department; that is, it will be second to none.

FINANCIAL REPORT

Salaries and wages	\$26,262.17
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OPERATING MATERIALS AND SUPPLIES

Food	\$15,063.44
Clothing	1,263.10
Fuel, light and power	5,399.47
Household	1,405.43
Farm and stable	155.61
Industrial shops	349.45
School	2,438.25
Medical and surgical	90.27
Office supplies	413.15
Sundry supplies	731.53

(Total)	\$27,309.70
Current repairs (Total)	\$3,380.56

MISCELLANEOUS EXPENSES

Traveling expenses	\$100.00
Postage	228.00
Telephone and telegraph	205.40
Insurance	1,796.77
Entertainment (films)	108.37
Expressage	123.71
Childrens' carfare	98.39

(Total)	\$2,660.64
Additions and improvements (Total)	\$5,871.56

(Grand total)	\$65,484.63
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DENTIST'S REPORT

In the beginning of the year I visited the school, and with the help and co-operation of Miss Bergen, examined the mouths of all the pupils and made a record of my findings on duplicate charts supplied to me by the school printing plant. In that way, Miss Bergen had a record of the dental needs of the pupils and was guided by the markings on the charts in sending pupils to me for work.

The following is a record of the work done in my office:

Teeth extracted	38
Alloy fillings (generally known as silver).....	403
Cement fillings	11
Synthetic Porcelain fillings.....	12
Cavity lining	35
Nerves removed	7
Root canals filled.....	10
Cleaning	68
Treatments	47
 Total number operations.....	 631
Number of pupils whose mouths were completed.....	95
Number of pupils not needing attention when examined.....	52

I wish to express my appreciation for the hearty co-operation afforded me by Miss Bergen and her associates in the work done during the year. The deportment of the pupils in visiting my office was excellent and reflects credit on the discipline of the school. I also wish to express my admiration for the work done by Dr. M. D. Wagner, my predecessor, in keeping the mouths of the pupils in such good condition.

Respectfully submitted,
LEROY W. FARLEY,
Dentist.

PHYSICIAN'S REPORT

The general health of the school for 1917-1918 has been very good. About thirty cases of Liberty measles and many cases of minor treatments and accidents were taken care of in the Infirmary. Nothing of a serious nature has developed at any time. Since the installation of dietitian the disordered stomach cases have dropped 75 per cent due to a better arranged diet and more wholesome food for growing children.

Respectfully submitted,
ELMER BARWIS, M. D.,
Physician.

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 November 1, 1917, to June 30, 1918.

STUDENTS

There were enrolled during the year 188 students—81 boys and 107 girls, ranging from 14 to 22 years of age and representing all the grades from the third year primary through the second year of High School. Each year the type of student accepted is an improvement over the preceding year, due partly to the fact that because of limited housing capacity, a more careful selection of applicants is possible; also because people are realizing that an industrial school is not a correctional institution.

FACULTY

Because of the higher salaries now paid teachers than formerly the school is gradually securing a better prepared grade of teacher. There are six college men and women representing such schools as Harvard, Cornell, Oberlin, and Radcliff; and four are graduates of normal schools. Others are graduates of Pratt, Tuskegee, Hampton, northern high schools with summer university courses. But the salaries of teachers here are lower than in colored schools in other sections. For example, the school lost three of its best workers this year because of far better salaries elsewhere—in one case an increase of \$880 per year and in another case \$520 per year. The school is constantly handicapped by reason of the low salaries it must offer in competition with other schools of its kind. Teachers in schools of this kind have long hours—from 6:30 A. M. to 7:30 P. M. with multifarious duties. Teachers are on duty Saturdays and Sundays.

COURSE OF STUDY

Improvement has been made in the organization of the course of study. In important subjects classes have not more than 16 students. Then too there is a small special class for students just from the south whose training has been neglected. Great stress is laid upon the fundamentals. The academic work covers elementary work and two years of high school subjects without foreign or ancient languages. Of course the academic subjects are correlated with the industrial work as far as possible.

The industrial equipment for boys' trades has been very inadequate, except for the printing and plumbing trades. The year beginning September, 1918, however, will show great improvement in the effectiveness of the industrial courses because of the completion of the new trade building which will be

thoroughly equipped with modern machinery and tools for the machine and wood working shops. One graduate of the class of 1918 is now employed as plumber with a plumbing firm and is giving eminent satisfaction. The girls' industries, however, have already been improved. Two rooms have been set aside and equipped for the sewing and dressmaking. Before this year it was housed in one small room. The classes are graded and reduced in size. Acting upon the suggestion of Mrs. O'Leary the domestic science kitchen was divided into three separate individual kitchens to approximate as near as possible the equipment and conditions of a home kitchen. The work is kept practical, this being made easy by the fact that about 200 persons are on the grounds to be fed. The transformation of the domestic science room was made entirely by the labor of students.

The vocational agricultural work, domestic science and art work of the school satisfied the requirements of the Smith-Hughes Fund. The school was reimbursed by that fund for teachers' salaries in the amount of \$1,215.

BUILDINGS, GROUNDS AND FARM

Many improvements have been made in the plant. Electric lights were installed in the administration building by student labor; wood floor laid in the student dining room over the cement floor; partitions removed in the basement to provide a large airy room for storeroom with shelves, and twenty bins lined with galvanized iron. Supplies can now be cared for without waste. Two large open dormitories in the girl's building were divided into smaller rooms by means of plaster board partitions; the boys' and girls' buildings painted on the inside; the old carpenter shop has been remodelled, painted and equipped for a recreation room thereby relieving the housing congestion in the boy's building. The boy's trade building, addition to the girl's dormitory, sewer disposal plant, domestic water supply are in process of construction and will be completed during the next fiscal year. The school has bought seven double tenement houses adjoining the grounds, for two of which contracts are now let for moving and remodelling for teachers' cottages. The others are rented to a firm nearby doing government work. All of this is in addition to improvements made on the farm, including fencing, cleaning of land, increasing cultivatable land.

One hundred fifteen acres (115) of land are in actual cultivation. More-over 40 acres of campus is to be kept up. The farm in eight months has earned \$9,229.87 in farm products as against \$10,652.77 for twelve months last year. The soil is gradually being built up to a high degree of cultivation. For many years the farm was rented out to a canning company which depleted the soil. The stock consists of nine (9) horses, twenty-five (25) head of cattle and one hundred (100) swine.

EXTENSION ACTIVITIES

The school hopes to increase its outside or extension activities in order to make it serve the people of the State. The instructor of agriculture has been sent into Salem and Cumberland Counties for the extension teaching of

agriculture to colored farmers of those counties. The work has been thus far confined to two counties for the sake of intensive work. In all cases the work has been done in co-operation with the farm demonstrators of the counties and the leading colored people. The method has been that of (1) personal visits to the farms and making suggestions for improvements, (2) meetings of farmers where experts from the State Department of Agriculture and practical farmers held conferences, (3) organization of the farmers. Seven meetings were held during this fiscal year, with a total attendance of 288.

The meetings of the Teacher's Study Center consisting of Public School teachers of Trenton, Bordentown, Princeton, Mt. Holly, Burlington, and Florence were held monthly during this year. The purpose of the meetings was to determine how the schools may better serve the communities in which they are located. The State Colored Teachers meeting was held at the school May 18, 1918, at which time colored educators from this section of the country addressed the visiting teachers from all parts of the State. The student quartette and glee clubs visited a number of cities giving concerts. They entertained the soldiers at Camp Dix twice during the year. The teachers of the school led the colored people of the town in the two Red Cross Campaigns; students bought war stamps, and did Red Cross work. The colored branch of the Red Cross uses the sewing rooms of the school for Red Cross work once a week. Mrs. W. R. Valentine headed a committee of colored ladies of the State who raised among the colored people of the State \$2,282.15 in cash and \$1,046 in new furniture as a contribution to the equipment of the colored Hostess House at Camp Dix, established and operated by the National Board of the Y. W. C. A. Teachers of the school volunteer their services each Sunday to assist as hostesses at Camp Dix.

Because of the military training given at the school, three of the recent graduates were made non-commissioned officers in the army soon after being drafted.

NEED OF HOUSING SPACE

Among the many needs of the school none is so great as the necessity for housing space. The demand for the school is growing. There was a large waiting list this year, and from present indications there will be a much larger one for next year. The normal capacity of the school is only 96, whereas at least 160 students are in daily attendance, thus indicating the crowded condition. The annex to the girls' building, which will be completed some time in 1919, will relieve the present congestion only, allowing no room for growth. The necessary overhead expenses in maintaining the present plant would maintain at least 100 more students without appreciable additional expense. The per capita cost would be greatly reduced and the school be allowed to be of much greater service to the State. The building program should provide for 500 boys and girls. The value of industrial training has become so apparent because of lessons learned from experiences of the war, and especially by the democratization of American labor which has given the

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Negroes industrial opportunities, that the school will find it difficult to meet the demand. The improved trade equipment now being installed will greatly enhance the value of the school also.

It has been proven that the colored people of the country can be set down as a great asset to the nation if given the opportunity to grow to their full stature. The Bordentown School is one of the important instruments through which that growth may be attained.

SCHOOL OF INDUSTRIAL ARTS OF TRENTON

ROBERT C. BELVILLE, *Secretary Board of Trustees*; FRANK F. FREDERICK, *Director School of Industrial Arts*

I submit herewith statement of the enrolment in this school for the school year 1917-18.

ENROLMENT OF STUDENTS 1917-18

Total number enrolled	1046
Males	625
Females	421
	1046
Attending evening only	875
Attending day only	140
Attending both day and evening	31
	1046

ENROLMENT IN DEPARTMENTS

Fine Art	146
Art-Crafts	26
Mechanical	273
Architectural	50
Electrical	30
Radio	93
Chemical	51
Dressmaking and Millinery	264
Children's (Saturday only)	49
Woodworking	30
Day Technical Department	48
	1060
In more than one department	14
	1046

SUMMARY OF TRADES AND PROFESSIONS REPRESENTED IN THE SCHOOL

Employed in Shops, Mills and Factories	113
Machinists and Machinists' Apprentices	85
Potters	32
Building and Woodworking Trades	54
Electrical Trades	20
Draftsmen and Designers	27
Clerks, Stenographers, etc.	184
Housekeepers	21

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School teachers	85	
Other Trades and Professions	103	
No occupation reported	97	
At Home	52	
Students from other schools	116	
Students of S. I. A. only	57	
		1046
Total Enrolment Year 1917-18	1046	
Total Enrolment Year 1916-17	1015	
Increase over last year	31	

The City of Trenton passed an Ordinance (April 3, 1918) appropriating \$45,000 for the erection of a shop building for this school. It was the intention to erect this building at once, but the Federal Reserve Board declined to approve the bond issue. The building will be erected as soon as possible and will include a machine shop, a wood shop and a pottery.

Respectfully submitted,

FRANK F. FREDERICK,
Director.

FINANCIAL REPORT OF BOARD OF TRUSTEES OF SCHOOLS FOR
INDUSTRIAL EDUCATION OF TRENTON FOR YEAR
ENDED JUNE 30, 1918

RECEIPTS

City Appropriation	\$18,000.00	
State Appropriation	10,000.00	
Tuition Fees	3,293.36	
Interest on Deposits	58.42	
Materials sold to pupils	2,728.64	
Rent	663.70	
Prize Money	432.50	
Shop Building Fund	2,499.51	
		\$37,676.13
Balance on hand July 1, 1917	4,267.63	
		\$41,943.76

DISBURSEMENTS

Teachers' Salaries	\$22,390.27
General Salaries	2,035.13
Janitors' Salaries	1,281.00
Fuel	828.63
Light and Power	602.77
Furniture and Equipment	1,884.93

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SCHOOL REPORT.

Lantern Fund	50.00
Printing	521.25
Materials	3,600.52
Advertising	272.74
Repairs	346.93
Miscellaneous	862.62
Models	300.75
Library	134.87
Insurance	55.89
Prizes	173.09
Athletics	77.96

\$35,419.35

Cash Balance June 30, 1918:

Shop Building Fund	\$5,544.60
Roebing Prize	250.00
Regular Account	729.81

\$6,524.41

\$41,943.76

ROBERT C. BELVILLE,
Secretary Board of Trustees.

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BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL
EDUCATION, HOBOKEN

SHOWING NUMBER OF BOYS IN THE INDUSTRIAL CLASSES

	Shop Practice		Electricity	Total
	City School	Ind. School	City School	
No. 1	389		110	499
No. 2		172	57	229
No. 3	109			109
No. 4	131		60	191
No. 5	38			38
No. 6		167	80	247
No. 7	122			122
No. 8	328		67	395
No. 9	242		24	266
High Vocational	133	Discontinued		133
Total	1492	339	398	2229

SHOWING NUMBER OF GIRLS IN THE INDUSTRIAL CLASSES

	Sewing		Cooking		Millinery		Total
	City Sch.	Ind. Sch.	City Sch.	Ind. Sch.	City Sch.	Ind. Sch.	
No. 1	326			172			498
No. 2	199		72				271
No. 3	41	137					178
No. 4	77	103	82				262
No. 5	19	22					41
No. 6	177		81				258
No. 7		95					95
No. 8	282		62				344
No. 9	204		78				282
High Vocat'l	80						80
		36		36		36	108
Total	1405	393	375	208		36	2417

RICHARD A. BEYER,
Director.

FINANCIAL STATEMENT

RECEIPTS

Balance of funds on hand July 1, 1917.....	\$12.57
Appropriations:	
City of Hoboken.....	\$7,000.00
State of New Jersey	7,000.00
Interest on bank balances	36.72
Return of petty cash deposit	25.00

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SCHOOL REPORT.

Sales:

Prepared by pupils—miscellaneous.....	179.91	
Total receipts for year		14,241.63
Receipts and balance on hand.....		\$14,254.20

DISBURSEMENTS

(1) GENERAL ADMINISTRATION

Secretary, salary	\$400.00	
Clerk to Supervisor	750.00	
Office—Supplies, stationery	140.02	
Telephone service	91.34	
Sub-total		\$1,381.36

(2) SCHOOL ADMINISTRATION AND INSTRUCTION

Supervisor, salary	\$800.00	
Teachers, salaries	6,151.50	
Supplies and Material:		
Domestic Science	98.70	
Sewing	337.99	
Millinery	20.07	
Dressmaking	90.72	
Equipment:		
Laundry	140.45	
Sub-total		\$7,639.43

(3) OPERATION AND MAINTENANCE

Janitor, salary	\$1,000.00	
Supplies	104.12	
Repairs	118.29	
Water	22.73	
Incidentals	125.08	
Sub-total		\$1,370.22
Total cost of operating Day school..		\$10,391.01

EVENING SCHOOL

(4) SALARIES, ETC.

Teachers	\$2,323.00	
Janitor service	114.00	
Advertising	37.42	
Sub-total		\$2,474.42

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SUPPLIES AND MATERIAL

Sewing	\$380.65	
Millinery	61.22	
Light and power	376.71	
Sub-total		\$818.58
Total cost of operating Evening school		\$3,293.00

SUMMARY

Receipts for year and balance on hand.....		\$14,254.20
Disbursements for year:		
Day school	\$10,391.01	
Evening school	3,293.00	
Total	\$13,684.01	
Balance at hand close of year June 30, 1918..	570.19	
Total		\$14,254.20

RECONCILIATION

Balance in Second National Bank, Hoboken.	\$817.51	
Balance in Hoboken Bank for Savings.....	22.82	
		\$840.33
Balance as shown above	\$570.19	
Warrants outstanding	270.14	
		\$840.33

Respectfully submitted,

BERNARD VEZZETTI,
Treasurer.

NEWARK TECHNICAL SCHOOL

D. R. HODGDON, *Director*

In accordance with the provisions of the statute, I am submitting herewith a report of the Newark Technical School for the year ending June 30, 1918, together with the financial statement of receipts, disbursements and federal funds, as they appear on the books of the school, for the fiscal year ending April 30, 1918.

The Newark Technical School has passed a successful year as an Institution of learning. More students have come to its doors than in the previous years and more courses have been demanded in technical subjects by the students in the vicinity of Newark. The total enrolment for the year is 573. It consists of 381 resident students and 192 non-resident students. 283 took the general course, 58 the special students drawing course, 37 electrical course, 40 machinist, 31 tool making, 18 plumbing, 14 building construction, 7 surveying, 11 decorative designing, 4 foundry practice, 3 in assaying, 43 in preparatory class, 24 in radio course of the United States Army. This last course is rapidly growing. The School has added a course in industrial chemistry and changed its course in electricity to electrical engineering. 100 students from the United States Army were also trained in the School during the summer, as planned by the Board of Trustees. Early in the spring there were 43 in automobile mechanics, 16 in machine shop practice and 41 in electrical work.

In May the Trustees appointed Dr. Daniel R. Hodgdon, Director of the Institution and made Prof. Charles A. Colton, Director Emeritus. The Institution is now looking forward to the time when it can become an industrial college, giving co-industrial education to young men in the vicinity of Newark and in this State, which will prepare them to become lieutenants and leaders in the industrial field. This idea is creating a great deal of interest in the city and the present director believes that it will not be long before the industry will demand the establishment of an educational institution, which shall be the center from which special trained men may fill the very rapidly growing demands. The Institution will be the only one of its type this side of Cincinnati, and will be a great asset to the educational policies of the State of New Jersey. The director calls this plan to the attention of the Board of Education and asks for its co-operation, together with the co-operation of the State Department of Education. It is planned during the year to train, if arrangements can be made, 300 or more students, during the day, as special students from the United States Army Training Corps.

The evening courses are rapidly increasing and the demand upon the school for the type of education the school is giving, is far greater than its resources, which taxes its income beyond its present limit. It is believed that this school fills a vital part, and can fill a greater field of activity in educational fields for the future. Every effort will be made to co-operate in every way to make this school useful to the State of New Jersey, as well as to the nation.

Annexed hereto is a financial statement for the year ending April 30, 1918.

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STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

For the fiscal year ended April 30, 1918

CASH—GENERAL FUND

RECEIPTS

Appropriation State of New Jersey.....	\$10,000.00	
Appropriation City of Newark.....	20,000.00	
Interest on Amortization Fund Bonds.....	610.00	
Interest on Deposits.....	646.89	
Tuition Fees	3,997.50	
Rents and Telephone from Newark Institute.....	1,259.26	
Chemical Apparatus sold	169.29	
Locker Rents	24.75	
Merchandise sold	2,014.95	
Total Receipts		\$38,722.64
Balance on hand May 1, 1917.....		13,270.82
		\$51,993.46

DISBURSEMENTS

Administration		
Salaries	\$6,880.95	
Printing and Stationery.....	74.63	
General Office Expense.....	1,577.62	
Educational		
Salaries	15,337.51	
Laboratory Expense	672.74	
Maintenance and Operation		
Janitors' Salaries and Supplies.....	2,155.56	
Light and Heat.....	906.60	
Power	1,402.96	
Water	62.74	
Insurance	209.98	
Repairs and Renewals.....	520.85	
Interest on Mortgage.....	750.00	
New Equipment	2,535.23	
Furniture and Fixtures.....	37.80	
Insurance paid in advance.....	1,301.84	
Merchandise purchased	2,008.35	
Total Receipts		\$36,435.36
Balance on hand April 30, 1918.....		15,558.10
		\$51,993.46

REPORT OF THE BOARD OF TRUSTEES OF THE TEACHERS' RETIREMENT FUND

For the Year Ending June 30th, 1918

LEGISLATIVE RECORD

From the beginning, the Teachers' Retirement Fund has been a part of the School Law of the State of New Jersey. The Legislative enactments are as follows:

Chapter 32, page 58, Laws of 1896—approved March 11th.

Chapter 178, page 475, Laws of 1899—approved March 24th.

Chapter 96, page 270, Laws of 1900; Article XXIII., School Law—approved March 23rd.

Chapter 36, page 150, Laws of 1902; Article XXVII., School Law—approved March 26th.

Chapter 1, page 80, Laws of Second Special Session, 1903; Article XXV., School Law—approved October 19th.

Chapter 95, page 194, Laws of 1905—approved April 3rd.

Chapter 314, page 689, Laws of 1906—approved June 13th.

Chapter 139, page 365, Laws of 1907; Article XXV., School Law—approved May 7th.

Chapter 106, page 166, Laws of 1915—approved March 30th.

Chapter 180, page 514, Laws of 1918—approved March 4th.

APPROPRIATION TO PAY ADMINISTRATIVE EXPENSES

The first Act by which the State appropriated money toward the expense of administering the Fund was Chapter 95, page 194, Laws of 1905, approved April 3rd, which allowed \$1,500.00, and became effective November 1, 1906. Prior to said date, administrative expenses were taken from the Fund.

MEMBERSHIP UNDER ACT OF 1907

Less than 150 of the present 15,000, or more, members are under Acts prior to that of 1907.

REPORT

Report of the Board of Trustees of the Teachers' Retirement Fund of the State of New Jersey for the fiscal year 1917-1918; presented to the Annual

SCHOOL REPORT.

Convention of the Teachers' Retirement Fund, held in Part II., Supreme Court, State House, Trenton, New Jersey, at twelve o'clock, noon, on Saturday, September 28, 1918.

September 28th, 1918.

To the Members of the Teachers' Retirement Fund of the State of New Jersey:

In compliance with the law, I have the honor to submit the report of the Board of Trustees for the fiscal year which ended June 30, 1918.

Respectfully,

ELIZABETH A. ALLEN, Secretary.

STATE TREASURER'S REPORT FOR THE FISCAL YEAR 1917-1918

(*Note.*—In presenting the State Treasurer's Report, it should be stated that Premium and Accrued Interest on investments are paid out of the "Current Expense Account," and are not charged to the "Investment Account.")

The State Treasurer's Report is as follows:—

STATE TREASURER'S DEPARTMENT

Trenton, N. J., July 25, 1918.

The Board of Trustees, Teachers' Retirement Fund.

GENTLEMEN:—The following is the annual statement of receipts and disbursements of the Teachers' Retirement Fund for the year ending June 30, 1918:

REPORT

Balance in bank, July 1, 1917.....	\$199,833.28
Members' dues	*\$259,464.67
Interest on Investments.....	11,578.99
Interest on deposits in bank.....	5,764.33
Annuity	726.75
	*277,534.74
	\$477,368.02

*The actual income from members' dues, paid and payable, was at least \$12,000 in excess of these figures. At the time the State Treasurer's books closed, June 30, 1918, many districts had not remitted for the last (April-June) quarter. The State Treasurer reports that receipts for July, 1918, were \$35,052.15, against \$22,953.04, in July, 1917; an increase of \$12,099.11. The Trustees have taken action to learn prior to January 1, 1918, precisely what is due the Fund.

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DISBURSEMENTS

Annuities	\$274,451.72	
Expenses of Arvine H. Phillips Property.....	964.98	
Temporary Investments	106,872.53	
Premium and Accrued Interest.....	1,372.92	
		383,662.15
		\$93,705.87

The following are the securities of the TEMPORARY INVESTMENT account:—

BONDS

	<i>Par</i>	<i>Cost</i>	<i>Book Value</i>
36M City of Paterson Sewer Funding 5%...	\$36,000.00	\$36,208.80	\$36,000.00
9M due 1919			
9M due 1920			
9M due 1921			
9M due 1922			
22M City of Orange Sewer Refunding 5%..	22,000.00	22,249.70	22,000.00
2M due 1919			
2M due 1920			
3M yearly 1921-1926			
16M City of Orange Central Fire House 5%.	16,000.00	16,172.00	16,000.00
2M due yearly 1919-1926			
10M Town of Montclair Impt. 5% due 1924..	10,000.00	10,152.49	10,000.00
15M Town of Montclair School 4½%.....	15,000.00	14,945.30	14,945.30
2M due yearly 1919-1925			
1M due 1926			
5M City of Orange Sewer and Fire House 5%	5,000.00	5,164.24	5,000.00
3M due 1932			
2M due 1937			
2M City of Perth Amboy Water 4½% due			
1922	2,000.00	1,980.00	1,980.00
	106,000.00	106,872.53	105,925.30

PERMANENT PRINCIPAL

RECEIPTS

Balance in bank July 1, 1917.....	\$19,664.24
Duplicate Certificates	\$9.00
Investments (Securities paid off)—	
A. H. Phillips property sold.....	\$8,000.00
Ralph Bernhardt on account.....	250.00

SCHOOL REPORT.

Mutual Land Improvement Co.....	3,750.00	
Sophie B. and Peter Watson.....	6,000.00	
Katherine Scholl	4,500.00	
		22,500.00
		22,509.00
		\$42,173.24

DISBURSEMENTS

Investments—

6M Town of Union, St. Impt. 5% Bonds	\$6,000.00	
Due 1923		
5M Town of Union, Fire and Police		
Signal System 5% Bonds.....	5,000.00	
Due 1923		
14M County of Hudson, Park 4% Bonds..	12,880.00	
Due 1956		
3M City of Bayonne, Gold Funding 5%..	3,000.00	
Bonds due 1928		
2M City of Perth Amboy, Park Funding		
4½% Bonds	1,912.17	
1M due 1956		
1M due 1957		
		28,792.17
		\$13,381.07

The following are the securities of the PERMANENT PRINCIPAL:—

BONDS AND MORTGAGES

<i>Mortgagor</i>	<i>Property</i>		
Trustees of the Olivet Presbyterian Church...	Atlantic City	5%	\$7,000.00
Samuel, Daniel F. and James V. Comly (At-			
lantic City Loan & Building Co.).....	Atlantic City	6	10,000.00
Lewis T. and Mary L. Bryant.....	Atlantic City	5	20,000.00
Jacob Pashin (Sarah and Morris Abrams)...	Plainfield	5	4,000.00
Simon Senville (Samuel Ginsburg).....	Passaic	6	7,500.00
Peter and Annie Heck (Samuel Ginsburg)...	Passaic	6	5,000.00
Abraham and Annie Kunzman (Morris and			
Sarah Abrams and Abraham and Annie			
Kunzman)	Plainfield	6	10,500.00
Joseph Perry, et ux.....	Westfield	6	4,000.00
Wolf and Fannie Levien.....	New Brunswick	6	5,000.00
Hyman and Annie Kramer.....	Passaic	6	6,000.00
Bessie Rappe (Max and Rose Slaff).....	Passaic	6	4,000.00

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Abraham and Sarah Kanter.....	Passaic	6	4,000.00
William C. Godstrey, et ux (Guaranteed by Guarantee Mtge. and Title Ins. Co. of Pas- saic)		5½	14,000.00
Ralph Bernhardt	W. New York	6	29,750.00
			\$130,750.00

BONDS

3 MB	Board of Education of Borough of Lodi, Bergen Co.....	5%	\$3,000.00
	1M 1938		
	1M 1939		
	1M 1940		
10M	Borough of Haddon Heights, Camden Co., School.....	4½	10,000.00
	Due 1M yearly 1926-1935		
15M	Margate City, Atlantic Co., Water due 1941.....	5	15,000.00
5M	Margate City, Atlantic Co., Sewerage due 1940.....	5	5,000.00
20M	Margate City, Atlantic Co., School due 1921-1950.....	5	20,000.00
5M	Borough Holly Beach, Cape May Co., Funding due 1940....	5	5,000.00
10M	Township of Bernards, Somerset Co., School.....	5	10,000.00
	1M due 1920		
	3M due 1921		
	3M due 1922		
	3M due 1923		
20M	Board of Education, Township of Overpeck, Bergen Co.....	5	20,000.00
	5M annually 1939-1942		
5M	Board of Education, Township of Overpeck, Bergen Co...	5	5,000.00
	Due 1937		
6500	Margate City, Atlantic Co., Beach Improvement due 1945..	5	6,500.00
5M	Margate City, Atlantic Co., Fire Station due 1945.....	5	5,000.00
7M	Margate City, Atlantic Co., Improvement due 1936.....	5	7,000.00
6M	Town of Union, Street Improvement due 1923.....	5	6,000.00
5M	Town of Union, Fire and Police Signal System.....	5	5,000.00
	Due 1923		
14M	County of Hudson, Park due 1956.....	4	12,880.00
3M	City of Bayonne, Gold Funding due 1928.....	5	3,000.00
2M	City of Perth Amboy, Park Funding.....	4½	1,912.17
	1M due 1957		
	1M due 1956		
			\$140,292.17
Bonds and Mortgages.....			\$130,750.00
Bonds			140,292.17
			\$271,042.17

SCHOOL REPORT.

ASSETS

The following is the condition of the Fund at the close of business June 30, 1917:

Investments	\$271,042.17	
Balance in bank, Investment Account.....	13,381.07	
		\$284,423.24
Temporary Investments	106,872.53	
Balance in bank, General Account.....	93,705.87	
		\$200,578.40
		\$485,001.64

Respectfully submitted,

(Signed) Wm. T. READ,
Treasurer.

COMPARATIVE ABSTRACT OF STATE TREASURER'S REPORTS
FOR 1914-'15, 1915-'16, 1916-'17 AND 1917-'18

(NOTE.—*Liabilities on the year's business, none; annuities and expenses paid in full to midnight of June 30th.*)

	1914-1915	1915-1916	1916-1917	1917-1918
*Receipts	\$246,390.22	\$278,628.86	\$313,953.41	†\$300,043.74
**Disbursements	221,163.82	249,502.48	293,015.82	412,454.32
Assets at close of fiscal year	432,183.55	465,309.93	484,247.52	†485,001.64

LIST OF BENEFICIARIES TO JUNE 30th, 1918

The following is a schedule of all members who have been retired on annuity from the beginning to June 30, 1918, and shows; (1) The annuity and membership numbers; (2) Name, with district and county retired from;

*It is believed that the actual assets in hand and due on June 30th, were not less than \$500,000.00; see foot-note, first page, State Treasurer's report.

†It is estimated that the 1917-'18 income and assets were about \$15,000.00 greater than the figures here given. See foot-note, first page of State Treasurer's report.

*Receipts include "securities paid off":—1914-'15, \$10,500.00; 1915-'16, \$14,500.00; 1916-'17, \$37,000.00; 1917-'18, \$22,500.00.

**Disbursements include "investments":—1914-'15, \$14,000.00; 1915-'16, \$18,870.49; 1916-'17, \$35,000.00; 1917-'18, \$129,372.53; not including premiums and accrued interest.

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(3) Net annual value of annuity,—see “Note”; (4) Date annuity began to accrue,—see “Note”; (5) Total received to June 30, 1918. The 1917-1918 annuities begin with Number 731.

NOTE.—The first annuity was granted December 3, 1897; numbers 1, 2 and 3 began to accrue December 1, 1897. Annuities granted under Acts prior to that of 1907 are subject to one per cent deduction for the Fund and are indicated by a dagger—†. All annuities granted under Acts prior to that of 1907 began to accrue on the first day of the quarter succeeding the date of granting, except Nos. 1, 2 and 3, which began to accrue December 1, 1897. Under the latest Act, that of 1907, annuity begins to accrue from the date it is granted, and no deduction is made for the Fund. The Act of 1906 raised dues from a flat one per cent to two, two and one-half and three per cent, (based on total years of public school teaching service prior to date of originally becoming a member,) for all old members who in writing should accept the Act of 1906 prior to Jan. 1, 1907, and for all teachers who should join voluntarily prior to Jan. 1, 1908; and made membership part of the contract of all teachers who should be appointed to New Jersey's public school system on or after Jan. 1, 1908. Annuities granted under the Act of 1906 are indicated by a double dagger—††. The Act of 1907 retained the aforesaid 1906 provisions, except that it extended to January 1, 1909, inclusive, the period during which old members and teachers appointed prior to Jan. 1, 1908, might accept the new provisions. All annuities below-scheduled were granted under the Act of 1907, except those indicated by a single dagger—†—(Act prior to 1906,) or a double dagger—††—(Act of 1906). All annuities to No. 134, inclusive, were granted under Acts prior to that of 1906. The date given for each annuity is the date on which the annuity began to accrue, irrespective of the Act under which it was granted. The amount of annuity stated is the net amount; i. e., the amount actually received by the annuitant. Net is less than gross for all annuities granted under Acts prior to 1907, because one per cent is deducted for the Fund. Net is less than gross for some of the 1907-Act annuities, because the quarters total a few cents less than the gross.

Deceases are indicated by an asterisk—*. Annuities which deceased before the deficit to the Fund was paid are indicated by a double asterisk—**; these are charged with the amount of accrued annuity, (amount Recd. from Fund,) and same is credited under amount paid to Fund, (amount paid on account of deficit). The amount of annuity charged to decedents includes balance due estate on June 30, 1918; where such a balance exists, it is indicated by †*. Annuities granted under all acts prior to 1907 are half the average of the last five years' salary; minimum \$250.00, maximum \$600.00, with one per cent deducted for the Fund, and begin to accrue on the first day of the quarter next following the granting. Annuities granted under the Act of 1907 are six-tenths the average of the last five years' salary; minimum \$250.00, maximum, \$650.00; nothing deducted for the Fund, and begin to accrue from the date of granting.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
† 1—131:	Joseph P. Leighton, Washington Township, Morris Co.....	\$247 48	Dec. 1, 1897	\$1,292 78
† 2—2132:	Almira Walker, Orange, Essex Co.	247 48	" " "	2,355 38
†† 3—2131:	Abby M. Munn, Montclair, Essex Co.	371 24	" " "	5,700 01
† 4— 3:	Jacob Moench, Carlstadt, Bergen Co.	247 48	Jan. 1, 1898	95 13
† 5—2130:	Helen F. Hall, Maurice River Township, Cumberland Co.....	247 48	Apr. 1, 1898	948 88
† 6—510:	Phebe Hancock, Newark, Essex Co.	495 00	" " "	10,023 73
† 7—1596:	Phoebe A. Brigham, Jersey City, Hudson Co.	504 88	" " "	2,603 06
† 8—1553:	Imogene L. Colvin, Jersey City, Hudson Co.	308 88	July 1, 1898	866 58
† 9—1238:	Sarah J. Reynolds, Paterson, Passaic Co.	265 80	Jan. 1, 1899	4,335 99
† 10—2211:	Clara Bonham, Kingwood Township, Hunterdon Co.	247 48	" " "	1,325 79
† 11—1060:	Mrs. Helen S. Donkersley, Paterson, Passaic Co.	321 76	" " "	6,274 32
† 12—2118:	Thamer Snover, Stillwater Township, Sussex Co.	247 48	Apr. " "	1,237 40
† 13—2264:	Anna Marshall, Millville, Cumberland Co.	247 48	" " "	223 91
† 14— 478:	Louise Chedister, Newark, Essex Co.	396 00	" " "	2,542 32
† 15— 840:	Sallie T. Brown, Camden City, Camden Co.	371 24	" " "	2,227 45
† 16— 838:	M. Jennie Wood, Camden City, Camden Co.	371 24	" " "	5,870 43
† 17—2210:	James Corkey, Lacey Township, Ocean Co.	297 00	" " "	470 25
† 18—1383:	Jennie Hutchinson, Trenton, Mercer Co.	247 48	" " "	4,763 99
† 19—1155:	Annie M. Atkinson, Paterson, Passaic Co.	247 48	Jan. 1, 1900	4,578 38
† 20— 347:	Mrs. E. Jennie Wortman, Rutherford Borough, Bergen Co.....	311 84	" " "	1,046 48
† 21—2127:	Mrs. Harriet J. Strang, Monroe Township, Gloucester Co.	247 48	" " "	3,319 22
† 22—2038:	Anna R. Burr, Northampton Township, Burlington Co.	247 48	" " "	4,578 38
† 23—2021:	Hattie F. Hoffman, Penn's Grove Borough, Salem Co.	247 48	" " "	247 48
† 24—2187:	Samantha Wheeler, Bloomfield, Essex Co.	272 24	" " "	5,036 45
† 25—2230:	Mrs. Hannah A. Collins, Commercial Township, Cumberland Co.	247 48	" " "	164 86
† 26— 223:	Ella Hazard, Rahway, Union Co.	247 48	Apr. " "	2,041 71
†† 27—1417:	Janet F. Wright, Trenton, Mercer Co.	247 48	" " "	3,123 76
† 28— 64:	Emily S. Sayre, Woodstown Borough, Salem Co.	350 68	" " "	185 09
*† 29— 935:	Hanna Oven, Orange, Essex Co.	247 48	July 1, 1900	4,454 64
† 30—2243:	Mrs. Mary S. Bond, Delaware Township, Hunterdon Co.	247 48	" " "	2,041 71
† 31— 199:	Carrie B. Runyon, Plainfield, Union Co.	371 24	Oct. 1, 1900	1,922 15
† 32— 416:	Mrs. Esther J. Crosby Parker, Newark, Essex Co.	495 00	Jan. 1, 1901	8,662 50
† 33— 14:	Sarah R. Bowne, Princeton Borough, Mercer Co.	292 04	" " "	5,026 28
† 34— 122:	Mary G. Lindsley, Morristown, Morris Co.	284 60	Jan. 1, 1901	388 13
† 35— 655:	Laura C. Delano, Newark, Essex Co.	321 76	Apr. " "	884 84
† 36— 268:	Kate G. Focer, Glassboro Township, Gloucester Co.	247 48	" " "	4,269 03
† 37— 32:	Nathaniel Kiser, Mendham Township, Morris Co.	247 48	" " "	3,543 54
† 38— 841:	Helen Bamber, Camden City, Camden Co.	247 48	" " "	3,804 58
† 39—2353:	Ellen Smith, New Brunswick, Middlesex Co.	247 48	" " "	3,384 98
† 40—2354:	Harriet E. Smith, New Brunswick, Middlesex Co.	247 48	July " "	1,845 97
† 41—1906:	Helen E. Tiftt, Hoboken, Hudson Co.	415 80	" " "	2,113 65

†Granted under Act prior to 1906.

*Deceased.

†Balance due estate of deceased annuitant.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
† 42—673:	Alice E. Johnson, Newark, Essex Co.	3396 00	July 1, 1901	\$6,732 00
† 43—397:	Jane E. Johnson, Newark, Essex Co.	594 00	Oct. 1, 1901	3,201 00
† 44—1314:	Mrs. Orrell F. Elwell, Trenton, Mercer Co.	247 48	" " "	1,535 99
† 45—12:	Mrs. Hattie A. Lindabery, Lebanon Township, Hunterdon Co.	247 48	Jan. 1, 1902	4,083 42
† 46—28:	Noah E. Jeffery, Howell Township, Monmouth Co.	247 48	" " "	3,774 07
† 47—377:	Ellen Couenhoven, Passaic City, Passaic Co.	316 80	" " "	1,900 80
† 48—2345:	Sarah Rankinback, New Brunswick, Middlesex Co.	356 40	Apr. " "	63 46
† 49—2191:	Kate F. Hubbard, Bloomfield, Essex Co.	272 24	" " "	4,423 90
† 50—217:	Minnie Whitehead, Rahway, Union Co.	247 48	" " "	2,696 84
† 51—61:	Mrs. Jennie L. Morris, Long Branch, Monmouth Co.	297 00	July " "	123 75
† 52—2256:	Emma L. Hodgkins, Boonton Town, Morris Co.	247 48	" " "	3,603 38
† 53—1728:	Emma Johnson, Jersey City, Hudson Co.	401 92	Jan. 1, 1903	6,229 76
† 54—1534:	Florence M. Coppinger, Jersey City, Hudson Co.	323 12	" " "	5,008 36
† 55—761:	Margaret A. Rasch, Newark, Essex Co.	321 76	" " "	4,987 28
† 56—139:	Emily A. Davis, Lambertville, Hunterdon Co.	247 48	" " "	3,835 94
† 57—321:	Priscilla H. Redfield, Gloucester City, Camden Co.	346 48	Apr. " "	464 15
† 58—2034:	Jeremiah Kelly, Hoboken, Hudson Co.	594 00	Jan. " "	8,722 01
† 59—1475:	Mrs. Eliza J. Eveland, Jersey City, Hudson Co.	534 60	" " "	164 83
† 60—319:	William Dougherty, Gloucester City, Camden Co.	495 00	" " "	1,894 75
† 61—134:	Ida F. Stout, Lambertville, Hunterdon Co.	247 48	" " "	3,835 94
† 62—42:	Rachel H. Strong, Waterford Township, Camden Co.	297 00	" " "	2,823 11
† 63—601:	Eunice A. McLeod, Newark, Essex Co.	441 52	Apr. 1, 1903	6,733 18
† 64—2049:	Ephraim M. Shadinger, Howell Township, Monmouth Co.	247 48	" " "	3,528 63
† 65—97:	Mrs. P. K. Hendrickson, Freehold Township, Monmouth Co.	247 48	" " "	2,326 85
† 66—2194:	Jane Eliza Baird, Bloomfield, Essex Co.	254 92	" " "	3,887 53
† 67—2102:	Sanford S. White, Byram Township, Sussex Co.	247 48	" " "	3,774 07
† 68—1982:	Rev. Samuel D. Quigg, Beverly Township, Burlington Co.	247 48	" " "	2,088 11
† 69—858:	Anita A. Wright, Camden City, Camden Co.	349 96	" " "	5,336 89
† 70—2383:	Nehemiah Reece Whitaker, Lambert Township, Burlington Co.	247 48	Oct. 1, 1903	3,650 33
† 71—2188:	Edith E. Hulin, Bloomfield, Essex Co.	272 24	" " "	2,419 82
† 72—634:	M. Adelaide Healy, Newark, Essex Co.	321 76	" " "	4,745 96
† 73—2346:	Annie B. Stelle, New Brunswick, Middlesex Co.	336 60	" " "	1,053 48
† 74—1393:	Lydia V. Marden, Trenton, Mercer Co.	257 40	" " "	1,179 60
† 75—1422:	Marcia M. Wright, Trenton, Mercer Co.	356 40	" " "	3,251 18
† 76—301:	Jacob B. Maxwell, South Orange, Essex Co.	594 00	" " "	362 20
† 77—1354:	George H. Voorhis, Trenton, Mercer Co.	594 00	Jan. 1, 1904	4,378 22
† 78—2099:	John M. Sullivan, Washington Township, Burlington Co.	247 48	" " "	1,326 47
† 79—5:	Mrs. Deborah J. Bateman, Commercial Township, Cumberland Co.	247 48	" " "	3,588 46
† 80—2094:	Elias L. Dalrymple, Franklin Township, Hunterdon Co.	247 48	" " "	3,588 46

†Granted under Act prior to 1906.

*Deceased.

**Deceased before deficit to Fund was paid.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
†† 81—2041:	Anna R. Johnson, Lumberton Township, Burlington Co.....	\$247 48	Jan. 1, 1904	\$1,017 12*
† 82—2493:	Mrs. Jennie Lunger, Clinton Town, Hunterdon Co.	247 48	July 1, 1904	852 73
† 83—2251:	Mary E. Bergen, Cranbury Township, Middlesex Co.	247 48	" " "	779 84
† 84—1403:	Rachel D. Rowland, Trenton, Mercer Co.	257 40	" " "	3,603 60
† 85—1375:	Sarah Gaston, Trenton, Mercer Co.	267 32	" " "	1,023 91
† 86—1255:	Frances O. Crane, Elizabeth, Union Co.	234 64	" " "	3,984 96
† 87—1647:	Mary J. Vail, Jersey City, Hudson Co.	351 64	" " "	4,922 96
† 88—2057:	Mrs. Harriet M. Hall Ayres, Deerfield Township, Cumberland Co.	247 48	Oct. 1, 1904	3,402 85
† 89— 95:	Lue J. Mershon, Franklin Township, Gloucester Co.	247 48	" " "	3,402 85
† 90—2071:	C. Josephine Sliker, Phillipsburg, Warren Co.	247 48	" " "	3,402 85
† 91—2304:	Harriet P. Boyle, Bernards Township, Somerset Co.	247 48	" " "	3,402 85
† 92— 474:	Emma A. Issler, Newark, Essex Co.	351 44	Jan. 1, 1905	4,260 57
† 93— 675:	Mary E. Ward, Newark, Essex Co.	495 00	" " "	6,682 50
† 94— 784:	Irene A. Brockway, West Hoboken, Hudson Co.	353 40	" " "	4,770 90
† 95— 582:	Lizzie M. Bingham, Newark, Essex Co.	410 84	Apr. 1, 1906	5,443 63
† 96—1144:	Metta Schuyler, Paterson, Passaic Co.	272 24	" " "	3,607 18
*† 97—2050:	Peter M. Mechling, Union Township, Hunterdon Co.	247 48	" " "	21 69**
† 98—1433:	Mrs. Kate S. Durrie, Jersey City, Hudson Co.	594 00	July 1, 1905	1,413 11
† 99—3333:	Mrs. Mary M. P. Fritz, Lebanon Township, Hunterdon Co.	247 48	" " "	2,510 05
†1000—2969:	Abraham Leach, Pequannock Township, Morris Co.	247 48	" " "	179 43
†101—2719:	Sarah Cullum, Jersey City, Hudson Co.	485 08	Oct. 1, 1905	6,184 77
†102— 56:	Olive M. Ewing, Long Branch, Monmouth Co.	396 00	July 1, 1905	5,148 00
†103—2310:	Sarah M. Cooke, Rockaway Township, Morris Co.	247 48	" " "	3,217 24
†104—2189:	R. Anna Baird, Bloomfield, Essex Co.	272 24	" " "	1,225 08
***†105— 865:	Mrs. Emma P. Stavers, Camden City, Camden Co.	263 32	" " "	***
†106—1204:	William J. Rogers, Paterson, Passaic Co.	594 00	" " "	7,722 00
†107—2349:	Elizabeth L. Heward, New Brunswick, Middlesex Co.	351 44	Oct. 1, 1905	4,286 85
†108—1946:	Emma L. Lefman, Hoboken, Hudson Co.	398 00	" " "	1,431 15
†109—1049:	Agnes E. Felsner, Paterson, Passaic Co.	495 00	" " "	6,311 25
†110—3024:	Cunningham Harris, New Hanover Township, Burlington Co.	247 48	Jan. 1, 1906	3,093 50
†111— 103:	Sarah E. Ayars, Alloway Township, Salem Co.	247 48	" " "	3,093 50
†112—1968:	Emily B. Fithian, Bridgeton, Cumberland Co.	247 48	" " "	2,616 17
†113— 111:	Mrs. Anna A. Robbins, Upper Freehold Township, Monmouth Co.	247 48	Apr. 1, 1906	3,031 63
†114— 272:	Lizzie McCaughan, Glassboro Township, Gloucester Co.	247 48	" " "	3,031 63
†115—1953:	Charles H. Platts, Bridgeton, Cumberland Co.	495 00	" " "	968 24
†116— 746:	Flora E. Smalley, Newark, Essex Co.	341 52	" " "	4,183 62
†117—2703:	Mrs. Mary Louise Keating, Jersey City, Hudson Co.	380 16	" " "	497 86
†118—2581:	Jeremiah Fruttcy, North Bergen Township, Hudson Co.	371 24	" " "	1,057 63

*Deceased.

**Deceased before deficit to Fund was paid.

***Deceased before annuity began to accrue.

†Granted under Act prior to 1906.

‡Balance due estate of deceased annuitant.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
†119—2163:	Rae A. Hinchman, East Greenwich Township, Gloucester Co.	\$247 48	July 1, 1906	\$2,969 76
†120— 67:	Annie Bradway, Pilesgrove Township, Salem Co.	247 48	" " "	2,969 76
†121—1050:	Frances A. Gilbert, Paterson, Passaic Co.	445 48	" " "	5,345 76
†122— 425:	Eliza A. Brookfield, Newark, Essex Co.	383 60	" " "	4,603 20
†123— 902:	Jennie H. James, Camden City, Camden Co.	273 24	" " "	2,278 88
†124— 740:	Anna A. Baldwin, Newark, Essex Co.	321 76	" " "	3,410 20
†125— 115:	Augustus M. T. Flandreau, Farmingdale Borough, Monmouth Co.	318 76	" " "	3,825 12
†126— 166:	Lucinda I. Ellis, Salem City, Salem Co.	247 48	July 1, 1906	2,049 16
†127—2026:	Mary V. L. Hageman, South Brunswick Township, Middlesex Co.	247 48	" " "	2,969 76
†128—3915:	Susan M. Stiles, Elizabeth, Union Co.	346 48	" " "	3,132 75
†129— 911:	Martha L. Gould Williams, (Mrs.) Orange, Essex Co.	321 76	Oct. 1, 1906	3,780 68
†130— 27:	Lizzie S. Van Kirk, Montgomery Township, Somerset Co.	247 48	" " "	2,907 89
†131—1103:	Margaret E. Atkinson, Paterson, Passaic Co.	321 76	Jan. 1, 1907	3,700 24
†132—1061:	Mary Graham, Paterson, Passaic Co.	321 76	" " "	3,700 24
†133—3325:	Austin H. Lester, Montville Township, Morris Co.	247 48	" " "	167 96
†134— 58:	Clara F. Hancock, Long Branch, Monmouth Co.	247 48	" " "	2,846 02
†135—1302:	Emma M. Bodine, Trenton, Mercer Co.	366 28	" " "	4,212 22
†136— 427:	Virginia R. Reeve, Newark, Essex Co.	351 44	" " "	4,041 56
†137—2576:	Mrs. Sophie M. Decker, Wantage Township, Sussex Co.	247 48	" " "	2,846 02
†138—1932:	Catherine C. Attwell, Hoboken, Hudson Co.	433 60	" " "	4,763 28
†139— 467:	Lydia W. Hand, Newark, Essex Co.	366 28	" " "	1,281 98
†140—1502:	Edward Kelly, Jersey City, Hudson Co.	594 00	" " "	3,144 61
†141—1465:	Alice M. Bellows, Jersey City, Hudson Co.	403 92	" " "	1,370 44
†142— 770:	Annie E. Curtis, Newark, Essex Co.	363 84	" " "	4,184 16
†143— 554:	Frances V. Gould, Newark, Essex Co.	363 84	" " "	4,184 16
†144— 509:	Eliza H. Pierson, Newark, Essex Co.	363 84	" " "	1,353 52
†145—2200:	Mrs. Mary L. Ellenwood, Bloomfield, Essex Co.	311 84	" " "	3,586 16
†146—2179:	Georgia K. Wright, Pennsauken Township, Camden Co.	247 48	" " "	759 63
†147—1965:	Sara B. Wilson, Bridgeton, Cumberland Co.	247 48	" " "	777 50
†148— 639:	Fannie Steele, Newark, Essex Co.	420 76	" " "	2,893 54
†149—2005:	Ella L. Powell, Beverly City, Burlington Co.	247 48	" " "	2,738 55
†150— 638:	Susie Steele, Newark, Essex Co.	574 20	" " "	1,374 11
†151— 140:	Rachel F. Scarborough, Lambertville, Hunterdon Co.	253 92	" " "	2,920 08
†152—1543:	Nellie M. Walsh, Jersey City, Hudson Co.	356 40	" " "	4,098 60
†153— 827:	Clara A. Bamber, Camden City, Camden Co.	270 28	" " "	3,108 22
154—2093:	Mrs. Ella Hiner, Franklin Township, Hunterdon Co.	250 00	June 14, 1907	2,760 96
155—1355:	Sarah R. Wallington, Trenton, Mercer Co.	352 80	" " "	3,896 32
†156— 219:	Martha M. Putnam, Rahway, Union Co.	258 00	" " "	1,394 80
157—1588:	Lizzie S. Ranken, Jersey City, Hudson Co.	633 60	" " "	124 90

*Deceased.

†Granted under Act prior to 1906.

††Granted under Act of 1906.

†††Balance due estate of deceased annuitant.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
158—132:	Alex P. Kerr, Lambertville, Hunterdon Co.	\$650 00	June 14, 1907	\$4,452 42
159—955:	M. Elizabeth Habberton, Orange, Essex Co.	606 00	" " "	6,705 16
†160—2528:	Amanda R. Dobbins, Northampton Township, Burlington Co. .	247 48	July 1, 1907	1,707 78
161—2316:	Mary J. M. Murray, Atlantic City, Atlantic Co.	319 20	June 14, 1907	1,459 08
162—2035:	Jessie G. Grier, Pleasantville Borough, Atlantic Co.	302 40	" " "	3,339 68
163—598:	Eliza Murphy, Newark, Essex Co.	650 00	" " "	2,303 48
164—1810:	Louise Bailey, Hoboken, Hudson Co.	650 00	" " "	7,178 48
165—2090:	Isabella J. Stanger, Monroe Township, Gloucester Co.	250 00	" " "	2,764 38
166—2795:	Mary Louise Vreeland, Newark, Essex Co.	564 00	" " "	4,846 61
167—2023:	Maggie B. Ditmars, Raritan Township, Hunterdon Co.	250 00	" " "	2,760 96
168—306:	Mrs. Emma J. Ely, Camden City, Camden Co.	354 60	" " "	949 30
169—1467:	Kate Gregory, Jersey City, Hudson Co.	493 92	Sept. 20, 1907	5,323 14
170—1908:	Kate Bovington, Hoboken, Hudson Co.	538 56	Oct. 1, 1907	5,568 91
171—2166:	Georgiana Stevenson, East Orange, Essex Co.	558 00	Sept. 20, 1907	6,013 80
172—1980:	Mary E. Foster, Bridgeton, Cumberland Co.	360 08	" " "	2,860 66
173—1971:	Hannah More Riley, Bridgeton, Cumberland Co.	250 00	" " "	2,694 40
174—4045:	Elizabeth M. Schuyler, Camden City, Camden Co.	540 00	" " "	5,819 80
175—435:	Mrs. Catherine B. Cory, Newark, Essex Co.	606 00	" " "	6,531 10
176—432:	Mrs. M. Louisa Johnson, Newark, Essex Co.	458 40	" " "	4,940 40
177—410:	Mrs. Isadore M. Sherwood, Newark, Essex Co.	650 00	" " "	7,005 30
178—697:	Harriet W. Mullison, Newark, Essex Co.	424 80	" " "	4,578 20
179—780:	Robert Waters, West Hoboken, Hudson Co.	650 00	Oct. 12, 1907	2,034 11
180—1290:	Lucretia H. Sayre, Elizabeth, Union Co.	600 00	" " "	6,431 20
181—1382:	Kate Houghtaling, Trenton, Mercer Co.	480 00	" " "	2,281 25
182—3678:	Mrs. Lydia M. Hendrickson, Middletown Township, Monmouth Co.	342 00	" " "	3,666 20
183—1928:	Mrs. Sarah M. Van Den Berg, Hoboken, Hudson Co.	538 56	Nov. 1, 1907	5,746 64
184—200:	Ellen E. Niles, Plainfield, Union Co.	522 00	Dec. 13, 1907	5,506 74
185—270:	Mrs. Mary M. S. Latcham, Glassboro Township, Gloucester Co. .	250 00	" " "	2,637 90
186—236:	Sarah E. Beam, Newark, Essex Co.	650 00	" " "	6,857 04
187—2109:	Mary A. Dougall, Newark, Essex Co.	650 00	" " "	6,857 04
188—2424:	Jennie B. Canfield, Newark, Essex Co.	537 00	" " "	5,664 96
189—767:	Margaret A. Bogan, Newark, Essex Co.	402 00	" " "	4,240 80
190—1154:	Eunice E. Mann, Paterson, Passaic Co.	576 00	" " "	4,458 90
†††191—755:	Harriet E. Ball, Newark, Essex Co.	321 76	Jan. 1, 1903	5,257 21
†192—1291:	Susan C. Martin, Elizabeth, Union Co.	391 04	Apr. 1, 1908	2,202 78
193—55:	Phebe A. Smalley, Long Branch, Monmouth Co.	396 00	Mar. 20, 1908	4,070 88
194—1805:	Eva L. Potts, Jersey City, Hudson Co.	455 52	" " "	800 59
195—906:	Henry Boyer, Camden City, Camden Co.	462 00	" " "	4,749 36
196—1318:	Olive Green, Trenton, Mercer Co. .	396 00	" " "	4,070 88

*Deceased.

†Granted under Act prior to 1906.

††Granted under Act of 1906.

†††Miss Ball's annuity, No. 191, was in litigation several years; was granted March 20, 1908; by order of Court began to accrue January 1, 1902, with interest at 6 per cent.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Re- tired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
197-2032:	Heman Allen Leach, Sparta Township, Sussex Co.	\$259 48	Mar. 20, 1908	\$2,667 85
198- 521:	Sarah N. Branum, Newark, Es- sex Co.	608 40	" " "	529 39
199-1066:	Mrs. Lucinda Fleming, Paterson, Passaic Co.	354 00	Apr. 16, 1908	1,157 84
†200-1811:	Mrs. Elmira V. Christie, Ho- boken, Hudson Co.	455 00	July 1, 1908	119 66
†201-2385:	Edward J. Bell, Vernon Town- ship, Sussex Co.	247 48	" " "	2,474 80
202- 415:	Katherine Cottrell, Newark, Es- sex Co.	451 20	June 12, 1908	4,534 32
203- 87:	Peter Tilton, Ocean County, Su- perintendent	650 00	" " "	6,531 50
204-2006:	Anna Margaret Morton, Beverly City, Burlington Co.	270 00	Oct. 16, 1908	1,203 74
205- 847:	George E. Fry, Audubon Borough, Camden Co.	480 00	" " "	4,659 94
206-2284:	Silas C. Smith, Millville, Cum- berland Co.	552 00	" " "	390 76
207-2174:	Mary D. Baldwin, East Orange, Essex Co.	471 00	" " "	4,572 54
208- 932:	Eva A. Joyce, Orange, Essex Co.	372 00	" " "	3,611 52
209- 573:	Sarah A. Avery, Newark, Essex Co.	453 60	" " "	4,403 44
210- 724:	Elizabeth H. Belcher, Newark, Essex Co.	650 00	" " "	6,310 28
211- 635:	Emma Finter, Newark, Essex Co.	607 80	" " "	5,900 64
212- 556:	Gertrude E. Ryer, Newark, Es- sex Co.	435 00	" " "	4,222 94
213- 640:	Edwin Shepard, Newark, Essex Co.	650 00	" " "	6,310 28
214- 928:	Laura M. Reed, Orange, Essex Co.	650 00	" " "	6,310 28
215-1484:	Mrs. Anna A. Brown, Jersey City, Hudson Co.	650 00	" " "	4,413 68
216-2347:	Sarah Hoagland, New Bruns- wick, Middlesex Co.	441 00	" " "	27 73
217-2253:	Alice L. Norris, Boonton Town, Morris Co.	393 00	" " "	3,414 28
218-1073:	Louisa E. Vanderbeek, Paterson, Passaic Co.	548 40	" " "	5,323 99
219- 186:	Mrs. Sarah S. Higgins, North Plainfield Township, Somerset Co.	267 00	" " "	2,591 98
220-2336:	Mrs. Rilla J. Brink, Beach, Sar- dyston Township, Sussex Co.	250 00	" " "	2,427 06
221- 193:	Lydia Haviland White, Roselle Park Borough, Union Co.	375 00	" " "	3,640 78
222-1447:	Mary A. Anness, Jersey City, Hudson Co.	650 00	Dec. 11, 1908	6,210 60
223-2608:	Nancy Jane Cone, Springfield Township, Burlington Co.	252 00	" " "	2,407 80
224- 156:	William N. Bortie, Cedar Grove Borough, Essex Co.	498 00	" " "	1,590 72
225-1119:	Anna E. Vreeland, Paterson, Passaic Co.	496 48	" " "	4,743 36
226-1419:	Thomas M. White, Trenton, Mer- cer Co.	650 00	" " "	6,210 60
227-1883:	Letitia E. Robinson, Hoboken, Hudson Co.	650 00	Apr. 2, 1909	6,010 72
228-2783:	Louisa Howell, Ewing Township, Mercer Co.	305 16	" " "	954 05
229- 351:	Charles P. DuBois, Fort Lee Borough, Bergen Co.	600 00	" " "	3,982 15
230-1887:	Mary L. Lawler, Hoboken, Hud- son Co.	580 32	" " "	5,366 37
231-2061:	Mary Louise Mack, Phillipsburg, Warren Co.	492 00	" " "	1,664 17
232-1997:	Rose A. Stewart, Bordentown, Burlington Co.	330 00	" " "	3,051 60
233- 921:	Mary Alice Matthews, Orange, Essex Co.	381 00	" " "	3,521 56
234-3339:	Ina G. Aiken, Landis Township, Cumberland Co.	265 20	" " "	2,452 37
†235-1910:	Maria T. Hedges, Hoboken, Hud- son Co.	493 00	July 1, 1909	4,437 00
236-2418:	Ida J. Bush, Newark, Essex Co.	491 04	June 11, 1909	4,445 02
237- 123:	Emma L. Babbitt, Morristown, Morris Co.	540 00	Sept. 17, 1909	4,744 11

*Deceased.

**Deceased before deficit of Fund was paid.

†Granted under Act prior to 1906.

SCHOOL REPORT.

Annuity and Membership Numbers	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
238—171:	Anna F. Fogg, Salem City, Salem Co.	\$303 00	Sept. 17, 1909	\$2,662 04
239—314:	Mary M. Tomlin, Merchantville Borough, Camden Co.	402 00	" " "	3,531 80
240—417:	M. Lizzie Kerns, Newark, Essex Co.	553 20	" " "	4,860 52
241—670:	Flora I. Glover, Newark, Essex Co.	465 60	" " "	4,089 95
242—716:	Laura B. Sayre, Newark, Essex Co.	639 60	" " "	5,619 25
243—744:	Emma L. Hutchings, Newark, Essex Co.	650 00	" " "	5,710 64
244—1052:	Isabella Scott, Paterson, Passaic Co.	650 00	" " "	5,710 64
245—1052:	Anna F. M. Thorp, Paterson, Passaic Co.	650 00	" " "	2,716 75
246—1064:	Jennie H. Berden, Paterson, Passaic Co.	480 00	" " "	4,217 03
247—1058:	Mary Chiswell, Paterson, Passaic Co.	486 00	" " "	4,269 79
248—1132:	Elizabeth S. Eakins, Paterson, Passaic Co.	649 20	" " "	5,703 64
249—1141:	Hattie Franklin, Paterson, Passaic Co.	402 00	" " "	3,531 80
250—1164:	Martha Hollingsworth, Paterson, Passaic Co.	410 40	" " "	2,032 65
251—1468:	Daisy L. Kennedy, Jersey City, Hudson Co.	650 00	" " "	5,710 64
252—1469:	Emeline Hyatt, Jersey City, Hudson Co.	573 12	" " "	5,035 21
253—1492:	Georgia F. Mount, Jersey City, Hudson Co.	650 00	" " "	5,710 64
254—1905:	Marie C. Gourlie, Hoboken, Hudson Co.	650 00	" " "	3,476 58
255—1926:	Marie Howard Vose, Hoboken, Hudson Co.	580 32	" " "	5,098 47
256—1970:	Mary A. Walker, Bridgeton, Cumberland Co.	372 00	" " "	3,268 00
257—2068:	Emmel Lommasson, Phillipsburg, Warren Co.	384 00	" " "	796 25
258—2069:	Helen Gallagher, Phillipsburg, Warren Co.	384 00	Sept. 17, 1909	3,373 65
259—2085:	Mary Caffrey, Phillipsburg, Warren Co.	384 00	" " "	3,373 65
260—2117:	Mrs. Alice F. Nichols, Woodbridge, Bergen Co.	366 00	" " "	3,215 50
261—2229:	Annie E. Prichard, Commercial Township, Cumberland Co.	250 00	" " "	2,196 34
262—2348:	Mrs. Sara Johnson Price, New Brunswick, Middlesex Co.	462 00	" " "	3,473 41
263—3042:	Melina A. Bosworth, State Normal and Model Schools	650 00	" " "	5,710 64
264—3668:	Emma Reed, Galloway Township, Atlantic Co.	313 20	" " "	2,751 55
265—3669:	Mary Berdilla Lindsay, Atlantic City, Atlantic Co.	349 80	" " "	3,073 10
266—910:	Mary Ella Swan, Orange, Essex Co.	582 00	Dec. 10, 1909	1,668 68
267—144:	Fanny V. Surgent, West New York, Hudson Co.	429 76	" " "	3,447 22
268—2593:	Mrs. Lovie Blackman, Blumsted Township, Ocean Co.	250 00	" " "	2,139 38
††269—138:	Mary N. Purcell, Lambertville, Hunterdon Co.	297 60	" " "	2,277 75
270—3237:	Annette Hanna, Trenton, Mercer Co.	400 32	" " "	3,425 82
271—1322:	Ida Herbert, Trenton, Mercer Co.	360 00	" " "	43 39
272—857:	Elizabeth Anderson, Camden City, Camden Co.	648 00	" " "	4,832 80
273—1578:	Emily L. Miegel, Jersey City, Hudson Co.	650 00	" " "	5,562 38
274—3323:	Emma Conover, Franklin Township, Somerset Co.	250 00	" " "	2,139 38
275—2465:	Tinnie M. L. Eagles, Newark, Essex Co.	457 20	" " "	3,912 45
276—737:	Mrs. Fannie W. Smith, Newark, Essex Co.	650 00	" " "	5,562 38
277—730:	M. Augusta Sweasy, Newark, Essex Co.	650 00	" " "	5,562 38

*Deceased.

**Deceased before deficit to Fund was paid.

††No. 269 resumed teaching Nov. 5, 1917, and payment of her annuity was suspended.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
278—548:	Sarah G. Taylor, Newark, Essex Co.	\$650 00	Dec. 10, 1909	\$1,390 48
279—734:	Margaret G. Baird, Newark, Essex Co.	571 20	" " "	4,887 96
280—914:	Margaret Hamilton McCullough, Orange, Essex Co.	406 80	" " "	3,481 11
281—2110:	Esther M. Lull, Waterford Township, Camden Co.	250 00	" " "	2,139 38
282—5872:	Samuel Wilson, Hope Township, Warren Co.	250 00	" " "	2,139 38
283—172:	Ida H. Kirby, Salem City, Salem Co.	270 00	" " "	2,310 33
284—2453:	Laura B. Conrow, Long Branch, Monmouth Co.	393 00	" " "	3,363 18
285—1888:	Jean Livingston, Hoboken, Hudson Co.	580 33	" " "	1,540 26
286—232:	A. H. Skinner, Randolph Township, Morris Co.	287 40	" " "	1,398 26
287—350:	James A. Coe, Wood Ridge, Bergen Co.	600 00	" " "	5,135 50
288—4766:	Anna L. Holcomb, North Plainfield Borough, Somerset Co.	426 00	" " "	2,442 25
289—2446:	Mrs. Annie R. Noltemeyer, Passaic City, Passaic Co.	480 00	Mar. 18, 1910	3,977 33
290—1089:	Maria Sipp, Paterson, Passaic Co.	553 80	" " "	4,548 84
291—1075:	Mary L. Warren, Paterson, Passaic Co.	508 20	" " "	3,448 70
292—2523:	Mary Louisa Brokaw, Rahway, Union Co.	250 00	" " "	2,071 53
293—2022:	Eleanor Compton, Millstone Borough, Somerset Co.	258 60	" " "	2,142 79
294—2014:	Augusta E. Wood, Mountainside Borough, Union Co.	324 00	" " "	2,684 70
295—5968:	Martha L. Webb, Newark, Essex Co.	451 08	" " "	3,737 70
296—647:	Mary Miranda Parker, Newark, Essex Co.	459 36	" " "	1,916 93
297—2532:	Celia H. Bluste, Northampton Township, Burlington Co.	250 00	" " "	2,071 53
298—4201:	Thomas Romans, Manchester Township, Ocean Co.	250 00	" " "	2,071 53
299—3492:	George A. Atwater, Bayonne, Hudson Co.	650 00	" " "	5,385 97
300—1034:	Ebenezer C. Earl, Bayonne, Hudson Co.	650 00	" " "	5,385 97
301—6754:	Peter Garabrant, Mendham Borough, Morris Co.	402 00	" " "	2,988 47
302—2012:	Franklin A. Stryker, Bridgewater Township, Somerset Co.	336 00	" " "	2,784 13
303—1000:	Philip G. Vroom, Bayonne, Hudson Co.	650 00	" " "	1,019 66
304—1338:	Mrs. Melvina Mitchell, Trenton, Mercer Co.	556 80	" " "	2,933 73
305—2113:	Harriet Katherine Ayres, Rockaway Township, Morris Co.	255 00	June 10, 1910	2,054 01
306—3304:	Anna D. Clark, Long Branch, Monmouth Co.	418 20	" " "	3,360 54
307—329:	Frances Julia Warner, Summit, Union Co.	588 00	" " "	4,736 00
308—1386:	Mary V. Keller, Trenton, Mercer Co.	393 16	" " "	3,166 88
309—3977:	Hanna F. Dilks, Lawrence Township, Cumberland Co.	250 00	" " "	2,013 74
310—2873:	Kate McLaughlin, New Brunswick, Middlesex Co.	562 20	July 1, 1910	4,497 60
311—2582:	Frances M. Cosine, Wallington Borough, Bergen Co.	288 00	Sept. 23, 1910	2,237 58
312—3283:	Mrs. Mary J. Mitchell, Beverly Township, Burlington Co.	264 00	" " "	2,051 02
313—3528:	Anna Farrell, Camden City, Camden Co.	650 00	" " "	5,049 86
314—886:	Edith G. Heaney, Camden City, Camden Co.	540 00	" " "	4,195 27
315—848:	Florence Hughes, Camden City, Camden Co.	650 00	" " "	5,049 86
316—859:	Isabella Mayberry, Camden City, Camden Co.	396 00	" " "	3,076 53
317—4212:	Lillie H. Spence, Bridgeton, Cumberland Co.	279 00	" " "	2,167 56
318—1964:	Rle M. Whitaker, Bridgeton, Cumberland Co.	408 00	" " "	3,169 76

*Deceased.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Re- tired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
319— 35:	Mary H. Davis, Hopewell Town- ship, Cumberland Co.	\$250 00	Sept. 23, 1910	\$1,942 26
320—2929:	Margaret Anna Lutz, Newark, Es- sex Co.	536 40	" " "	4,167 30
321— 681:	Mary A. O'Rourke, Newark, Es- sex Co.	468 96	" " "	1,603 77
322— 641:	Kate Roche, Newark, Essex Co.	537 84	" " "	4,192 97
323— 292:	Nellie A. Wilkes, Montclair, Es- sex Co.	468 00	" " "	3,635 90
324—1448:	Judith Hollis, Holden, Jersey City, Hudson Co.	614 16	" " "	4,771 42
325—1719:	Margaret Rowlands, Jersey City, Hudson Co.	650 00	" " "	5,049 86
326—1547:	Isabella A. Scott, Jersey City, Hudson Co.	581 76	" " "	4,519 71
327—2306:	Andrew Lincoln Lyon, Manala- pan Township, Monmouth Co.	250 00	" " "	1,942 26
328—2223:	Samuel D. Wiseman, Ocean Township, Monmouth Co.	402 00	" " "	2,530 06
329—5686:	Roxie B. Southard, Upper Free- hold Township, Monmouth Co.	252 00	" " "	908 87
330— 154:	Irene Thompson, Wall Township, Monmouth Co.	385 20	" " "	2,992 63
331—4304:	Mrs. Eliza Caroline Saunders, Mt. Olive Township, Morris Co.	250 00	" " "	1,942 26
332—2217:	Mrs. Anna C. King, Dover Town, Morris Co.	309 00	" " "	573 49
333—2161:	Anson E. Cope, Stanhope Bor- ough, Sussex Co.	650 00	" " "	2,333 64
334—5219:	Everitt L. Layton, Vernon Town- ship, Sussex Co.	310 20	" " "	2,409 95
335—2441:	Annie E. Covell, Elizabeth, Union Co.	424 20	" " "	2,137 20
336— 378:	Sara Deeths, Acquackanonk Township, Passaic Co.	399 96	Dec. 20, 1910	3,011 66
337—1074:	Mary Worden, Paterson, Passaic Co.	555 00	" " "	4,179 09
338—4324:	Charlotte S. Loag, Manasquan Borough, Monmouth Co.	326 40	" " "	2,457 76
339—1530:	Sarah K. Peck, Jersey City, Hud- son Co.	588 24	" " "	925 51
340—1795:	Elizabeth A. Vernon, Jersey City, Hudson Co.	650 00	" " "	1,252 31
341—1529:	Emma V. Talsen, Jersey City, Hudson Co.	650 00	" " "	449 68
342— 459:	Mrs. Georgia Beers Crater, New- ark, Essex Co.	650 00	" " "	4,894 43
343—4700:	Theodorus B. Hascall, Newark, Essex Co.	650 00	" " "	4,894 43
344—2765:	Marian G. Brown, Princeton Bor- ough, Mercer Co.	306 00	" " "	2,304 15
345— 93:	B. F. Mathews, Lacey Township, Ocean Co.	270 00	" " "	1,653 20
346— 176:	Charles J. Majory, Rutherford Borough, Bergen Co.	650 00	Apr. 1, 1911	4,712 50
347—1989:	Maude S. Eckhardt, Pitman Bor- ough, Gloucester Co.	300 00	" " "	2,175 00
348—1813:	Adelaide Diana Sherwood, Ho- boken, Hudson Co.	650 00	" " "	4,640 78
349— 413:	Elizabeth W. Dougall, Newark, Essex Co.	650 00	" " "	4,712 50
350— 733:	Rebecca McClure, Newark, Essex Co.	650 00	" " "	2,969 50
351— 764:	Hattie Thompson, Newark, Essex Co.	556 20	" " "	56 53
352—1079:	Mrs. Margaret Marinus, Paterson, Passaic Co.	477 60	" " "	3,462 60
353— 192:	Esther Maria Shilton, Roselle Park Borough, Union Co.	387 00	" " "	2,805 75
354—2196:	Mary M. Draper, Bloomfield, Es- sex Co.	608 40	June 9, 1911	4,293 90
355—2274:	Hannah D. Brandriff, Millville, Cumberland Co.	325 20	" " "	2,295 18
356— 949:	Fanny E. Coeyman, Orange, Es- sex Co.	446 40	" " "	3,150 55
357—1889:	Georgina Kellett, Hoboken, Hud- son Co.	635 04	" " "	4,481 92
358—3494:	Cherrie B. Thomas, Kearny, Hudson Co.	489 00	" " "	591 62
359—2302:	William W. Case, Franklin Township, Hunterdon Co.	250 00	" " "	1,764 42

*Deceased.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1913.
361-6861:	Nathan W. Pease, Elizabeth, Union Co.	\$650 00	June 9, 1911	\$4,587 50
361- 189:	Julia Merrick, Roselle Borough, Union Co.	360 00	" " "	2,540 70
362-2129:	Maggie Vreeland, Ridge Wood Township, Bergen Co.	513 00	Sept. 15, 1911	3,483 66
363-1992:	Eliza Bloomsburg, Bordentown City, Burlington Co.	315 72	" " "	2,144 26
364- 8:	Luther Corson, Medford Township, Burlington Co.	650 00	" " "	4,413 99
365- 850:	Hannah C. Dungan, Camden City, Camden Co.	398 40	" " "	2,705 44
366- 855:	Carrie C. Messler, Camden City, Camden Co.	394 80	" " "	2,680 99
367- 871:	Maria Habliston, Camden City, Camden Co.	389 76	" " "	2,646 88
368- 899:	Mary Emma Young, Camden City, Camden Co.	564 00	" " "	3,829 98
369-2265:	Harriet A. Evans, Millville, Cumberland Co.	250 00	" " "	1,697 69
370-1678:	Mary Josephine Goffe, Montclair, Essex Co.	624 00	" " "	4,373 47
371- 513:	Cornelia L. Alyea, Newark, Essex Co.	546 24	" " "	3,709 38
372-2234:	Mary Louisa Karner, Newark, Essex Co.	518 16	" " "	3,518 70
373-2426:	Mrs. M. Augusta Gillott, Newark, Essex Co.	650 00	" " "	4,413 99
374-1430:	Mrs. Caroline Cave Shepard, Jersey City, Hudson Co.	650 00	" " "	3,631 75
375-1551:	Mrs. Luise H. Stanley, Jersey City, Hudson Co.	650 00	" " "	4,413 99
376-1612:	Marguerita De Vanny, Jersey City, Hudson Co.	641 52	" " "	4,356 40
377-1748:	Anna M. Dalton, Jersey City, Hudson Co.	650 00	" " "	3,803 15
378-2355:	Mary Elizabeth Wakeman, New Brunswick, Middlesex Co.	336 00	" " "	2,282 00
379- 128:	Emma Gray, Morristown, Morris Co.	459 00	" " "	3,117 37
380-9641:	Amelia H. Hanthorn, Weymouth Township, Atlantic Co.	253 80	Dec. 8, 1911	1,227 67
381-1186:	Annie M. Broome, Paterson, Passaic Co.	516 76	" " "	3,391 23
382-3457:	L. May Williams, Camden City, Camden Co.	384 72	" " "	2,524 72
383-5332:	George Eldredge, Dennis Township, Cape May Co.	286 20	" " "	1,873 18
384- 421:	Marian D. Camden, Newark, Essex Co.	650 00	" " "	4,265 62
385-2926:	Eva Myer, Newark, Essex Co.	646 80	" " "	4,244 62
386-1450:	Jennie M. Levy, Jersey City, Hudson Co.	648 00	" " "	4,252 50
387- 783:	Emma Neafie, West Hoboken, Hudson Co.	610 08	" " "	4,003 65
388-1344:	Sarah E. Poland, Trenton, Mercer Co.	546 00	" " "	3,583 12
389-2143:	Laura M. Pyott, Wall Township, Monmouth Co.	253 80	" " "	1,665 56
390-6671:	Mrs. Minerva Decker Harvey, Irvington, Essex Co.	534 00	" " "	3,504 37
391-2534:	Nettie D. Bayles, Hardyston Township, Sussex Co.	301 20	" " "	1,976 62
392-3563:	C. Alberta Underwood, Atlantic City, Atlantic Co.	558 00	" " "	3,512 02
393-1967:	Sara M. Westcott, Bridgeton, Cumberland Co.	351 00	" " "	2,209 13
394- 431:	Harriet K. Jenkinson, Newark, Essex Co.	494 04	" " "	3,109 46
395- 506:	Margaret D. Conover, Newark, Essex Co.	546 24	" " "	1,140 43
396- 537:	Lydia A. Mills, Newark, Essex Co.	546 24	" " "	3,438 01
397- 558:	Anna M. Howard, Newark, Essex Co.	572 64	" " "	1,215 92
398- 668:	Sarah B. Scarlett, Newark, Essex Co.	650 00	" " "	4,091 07
399-1493:	Lillie M. Hyatt, Jersey City, Hudson Co.	650 00	" " "	4,091 07
400-1794:	Jane M. Lewis, Jersey City, Hudson Co.	650 00	" " "	4,091 07

*Deceased.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
401-135:	Belle Gallagher, Lambertville, Hunterdon Co.	\$354 00	Dec. 8, 1911	\$2,228 06
402-1158:	Mary Elizabeth Bentley, Paterson, Passaic Co.	540 00	" " "	3,398 73
403-4269:	Mrs. Olive H. Donnell, Paterson, Passaic Co.	361 80	" " "	2,277 15
404-2611:	Robert Carter Godfrey, Salem City, Salem Co.	352 20	" " "	2,158 67
405-3028:	Sarah De M. Runyon, Bernards Township, Somerset Co.	250 00	" " "	1,573 48
†406-3502:	John Broderick, West Milford Township, Passaic Co.	247 48	Apr. 1, 1912	1,048 90*
407-2027:	Mary J. McCurdy, Holland Township, Hunterdon Co.	250 00	Mar. 15, 1912	1,573 48
408-5339:	Minnie Scott Blakie, Mansfield Township, Burlington Co.	270 00	June 14, 1912	1,021 89
409-2266:	Mrs. Dora Tuller, Millville, Cumberland Co.	250 00	" " "	1,510 98
410-515:	Cornelia S. Coe, Newark, Essex Co.	599 04	" " "	3,620 49
411-6029:	Hannah Moore, Newark, Essex Co.	650 00	" " "	3,928 57
412-3543:	Elizabeth Ricalton, South Orange Township, Essex Co.	491 16	" " "	2,968 54
413-11472:	Anna M. Hennessey, Town of Union, Hudson Co.	396 00	" " "	2,393 40
414-57:	Esther C. Todd, Long Branch, Monmouth Co.	615 00	" " "	3,717 03
415-2443:	Sara E. Nivison, Shrewsbury Township, Monmouth Co.	390 00	" " "	2,357 14
416-907:	Agnes Riley, Camden City, Camden Co.	522 00	Sept. 20, 1912	3,015 68
417-3468:	Charles K. Middleton, Camden City, Camden Co.	650 00	" " "	3,755 16
418-2315:	Mrs. Ella S. B. Dodge, Commercial Township, Cumberland Co.	250 00	" " "	1,444 39
419-6951:	Mrs. Lura Del Mayhew, Commercial Township, Cumberland Co.	250 00	" " "	1,444 39
420-1962:	Ida Virginia Fitz Randolph, Bridgeton, Cumberland Co.	265 20	" " "	1,532 10
†421-36:	Julia M. Davis, Stow Creek Township, Cumberland Co.	247 48	Oct. 1, 1912	1,423 01
422-3503:	M. Helen DuBois, East Orange, Essex Co.	510 00	Sept. 20, 1912	2,946 35
423-6985:	Randall Spaulding, Montclair, Essex Co.	650 00	" " "	2,660 38
424-448:	Mrs. Addie Beers Whittemore, Newark, Essex Co.	617 04	" " "	3,564 88
425-511:	Henry S. Anderson, Newark, Essex Co.	650 00	" " "	3,755 16
426-753:	Elizabeth Moore, Newark, Essex Co.	528 00	" " "	3,050 34
427-772:	Jessie B. Mikels, Newark, Essex Co.	650 00	" " "	1,994 36
428-2932:	Mary A. McNeill, Newark, Essex Co.	579 84	" " "	3,349 96
429-1885:	Mary Edith Lawler, Hoboken, Hudson Co.	650 00	" " "	3,755 16
430-1918:	Mrs. Alice S. Mills, Hoboken, Hudson Co.	650 00	" " "	3,755 16
431-1425:	Cornelia M. Wigent, Jersey City, Hudson Co.	650 00	" " "	3,755 16
432-141:	Mrs. Clara Miller, Lambertville, Hunterdon Co.	357 00	" " "	2,065 80
433-7478:	Mrs. Edna A. Davis Van Pelt, Hopewell Township, Mercer Co.	294 00	" " "	1,698 49
†434-3389:	Martha E. Lewis, Trenton, Mercer Co.	401 52	Oct. 1, 1912	2,308 74
435-3305:	Lulu E. Clark, Long Branch, Monmouth Co.	441 60	Sept. 20, 1912	2,551 20
436-2214:	Thomas H. Mahany, Netcong Borough, Morris Co.	564 00	" " "	3,258 32
437-1054:	Mary E. Berger, Paterson, Passaic Co.	636 00	" " "	3,674 28
438-1065:	Sarah Johnston Van Wyck, Paterson, Passaic Co.	510 00	" " "	2,946 35
439-359:	Joel Horton, North Bergen Township, Bergen Co.	650 00	Oct. 18, 1912	2,102 06
440-2268:	Priscilla Herckner, Rutherford Borough, Bergen Co.	442 20	Nov. 8, 1912	82 10

*Deceased.

†Granted under Act prior to 1906.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
441— 6:	Sarah E. Wilson, Voorhees Town-			
	ship, Camden Co.	\$351 00	Dec. 20, 1912	\$1,940 99
442— 450:	Jane E. Allen, Newark, Essex Co.	650 00	" " "	3,594 42
443— 577:	Ann Eliza Sayre, Newark, Essex			
	Co.	650 00	" " "	3,594 42
444— 762:	S. Eveline Durand, Newark, Es-			
	sex Co.	617 04	" " "	3,412 16
445— 930:	Ida M. Quinby, Orange, Essex			
	Co.	445 20	" " "	2,461 90
446—1546:	Mary E. Benton, Jersey City,			
	Hudson Co.	650 00	" " "	3,594 42
447— 786:	Mame E. Yates, West Hoboken,			
	Hudson Co.	650 00	" " "	3,594 42
448—3836:	Chrissie Bunn, Union Township,			
	Hunterdon Co.	259 20	" " "	1,433 34
449—1347:	Ella Schermerhorn, Trenton, Mer-			
	cer Co.	650 00	" " "	3,594 42
450—9751:	Elizabeth Merrick, Trenton, Mer-			
	cer Co.	415 20	" " "	2,296 01
451—3666:	Clara E. Ball, Hanover Town-			
	ship, Morris Co.	307 20	" " "	1,698 78
452—5191:	Joseph R. Steelman, Stafford			
	Township, Ocean Co.	432 00	" " "	2,388 91
†††453—2042:	Richard Martin Creed, Woodland			
	Township, Burlington Co.	247 48	Oct. 1, 1903	3,402 85
454—5509:	Kathryn Jay, Atlantic City, At-			
	lantic Co.	441 60	Apr. 4, 1913	2,313 50
455—2148:	S. Fanny Haines, Medford Town-			
	ship, Burlington Co.	263 64	" " "	1,381 21
*456—2899:	George E. Megargee, Chester			
	Township, Burlington Co.	650 00	" " "	2,644 47*
457— 845:	Frances J. Messler, Camden City,			
	Camden Co.	421 92	" " "	2,210 44
458— 526:	David Maclure, Newark, Essex			
	Co.	650 00	" " "	3,405 35
†459— 532:	Emma J. Smith, Newark, Essex			
	Co.	594 00	July 1, 1912	2,970 00
460— 771:	Juliet Dettmer, Newark, Essex			
	Co.	624 96	Apr. 4, 1913	3,274 17
461—1756:	Agnes Warwick, Jersey City,			
	Hudson Co.	650 00	" " "	3,405 35
462—2307:	Anna H. Park, Tewksbury Town-			
	ship, Hunterdon Co.	250 00	" " "	1,309 75
*463—1047:	Mrs. Caroline E. Thomas, Pater-			
	son, Passaic Co.	601 96	" " "	2,533 14*
464—1118:	Anna B. Poole, Paterson, Passaic			
	Co.	574 20	" " "	3,008 24
465—1172:	William H. Barry, Paterson,			
	Passaic Co.	650 00	" " "	3,405 35
466— 195:	Louise B. Runyon, Plainfield,			
	Union Co.	459 00	" " "	2,404 70
467—3544:	Jeremiah D. Gray, Lopatcong			
	Township, Warren Co.	378 00	" " "	1,980 34
*468—3651:	Hon. Charles J. Baxter, former			
	State Superintendent of Public			
	Instruction	650 00	June 13, 1913	1,655 35*
469— 399:	Sara E. Merry, Newark, Essex			
	Co.	629 64	" " "	3,177 60
470—1812:	Laura Herbert, Hoboken, Hud-			
	son Co.	650 00	" " "	3,280 35
*471—1945:	Clara V. Havens, Hoboken, Hud-			
	son Co.	650 00	" " "	1,014 25*
472—1599:	Hannah E. Eltringham, Jersey			
	City, Hudson Co.	650 00	" " "	3,280 35
*473—2674:	William B. Du Rie, Jersey City,			
	Hudson Co.	650 00	" " "	1,683 53*
474—1364:	Sallie Callis, Trenton, Mercer Co.			
	504 00	" " "	" " "	2,543 53
475—1369:	Harriet S. Dickinson, Trenton,			
	Mercer Co.	578 40	" " "	2,919 01
476—1387:	Joanna M. Krumholz, Trenton,			
	Mercer Co.	486 72	" " "	2,456 33
*477—1421:	Lewis C. Wooley, Trenton, Mer-			
	cer Co.	650 00	" " "	1,251 51*
†478—3324:	Anne Shotwell, Linden Township,			
	Union Co.	321 72	July 1, 1913	1,608 60

*Deceased.

†Granted under Act prior to 1906.

†††Mr. Creed's annuity, No. 453, was granted February 21, 1913, but dates from October 1, 1903, without interest. Mr. Creed had made application prior to October 1, 1903; his application was laid on the table; in 1913 the Board, after careful investigation, decided that Mr. Creed was permanently incapacitated when he applied prior to October 1, 1903, and therefore granted annuity to accrue from that date.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
479-2152	Mrs. Mary A. Heisler, Burlington Co.	\$288 00	Sept. 26, 1913	\$1,371 13
480-2153	Annie Lockhart Phillips, Florence Township, Burlington Co.	300 00	" " "	1,190 58
481- 852	Bessie Laverty, Camden City, Camden Co.	450 00	" " "	2,142 39
482- 880	Clara E. McCully, Camden City, Camden Co.	650 00	" " "	3,094 56
483- 894	Alice C. Wentz, Camden City, Camden Co.	462 00	" " "	2,199 52
484-2449	Mary Updyke Davis, Camden City, Camden Co.	456 00	" " "	2,170 95
485-2769	Harriet A. LaPierre, Camden City, Camden Co.	650 00	" " "	3,094 56
486-2825	Susanna Woolman, Camden City, Camden Co.	454 80	" " "	2,165 24
487-3118	Elizabeth Van Kirk, Camden City, Camden Co.	504 00	" " "	2,399 47
488-3249	Lizzie H. Kaighn, Camden City, Camden Co.	462 00	" " "	564 42
489-5614	Mary Weir Davis, Hopewell Township, Cumberland Co.	275 40	" " "	1,311 13
490-4351	Fannie D. Brineshults, Lawrence Township, Cumberland Co.	276 60	" " "	1,316 85
491-7827	Mrs. Ann Eliza Cattell Maskell, Maurice River Township, Cumberland Co.	250 00	" " "	9 59
492-2282	Sallie Mulford, Millville, Cumberland Co.	354 00	" " "	1,685 34
493- 453	Annie C. Day, Newark, Essex Co.	650 00	" " "	3,094 56
494-6004	Mrs. Chloe L. Day Smith, Newark, Essex Co.	650 00	" " "	3,094 56
495-1488	Mrs. Annie L. Bubier, Jersey City, Hudson Co.	650 00	" " "	3,094 56
496-1734	Miss A. Frank C. Smith, Jersey City, Hudson Co.	650 00	" " "	3,094 56
497-1766	Mrs. Kate E. Foster, Jersey City, Hudson Co.	650 00	" " "	3,094 56
498-3646	Emma M. Bolling, Jersey City, Hudson Co.	650 00	" " "	3,094 56
499- 15	Cornelia V. Stonaker, Princeton Borough, Mercer Co.	512 40	" " "	2,439 46
†500-1326	Spencer P. Irvin, Trenton, Mercer Co.	594 00	Oct. 1, 1913	2,821 50
501-1399	Mrs. Rebecca C. R. O'Hara, Trenton, Mercer Co.	504 00	Sept. 26, 1913	2,399 47
502-3475	Mary E. Coffin, Asbury Park, Monmouth Co.	650 00	" " "	1,233 56
503- 107	Sara R. Everett, Eatontown Township, Monmouth Co.	333 00	" " "	1,585 36
504-2029	Martha Kase, Mt. Olive Township, Morris Co.	300 00	" " "	1,428 26
505-1121	Margaret A. Wright, Paterson, Passaic Co.	540 00	" " "	2,064 88
506-2095	Daniel A. Gormley, Lafayette Township, Sussex Co.	250 00	" " "	1,190 21
507-4307	Bethuel Farrand Holly, Frankford Township, Sussex Co.	277 80	" " "	1,322 57
508-1294	Bertha C. Mackey, Elizabeth, Union Co.	600 00	" " "	2,856 52
509-2543	Margaret A. Clark, Elizabeth, Union Co.	492 00	" " "	844 36
510-3041	Sarah Y. Ely, State Model School, Trenton	650 00	" " "	3,094 56
511-3045	Louise Struble, State Model School, Trenton	528 00	" " "	2,513 73
512-5886	Vernon L. Davey, East Orange, Essex Co.	650 00	Oct. 17, 1913	782 47
513-1490	Elva A. Betts, Jersey City, Hudson Co.	650 00	" " "	226 35
514-5318	Frederic S. Moore, Deerfield Township, Cumberland Co.	318 60	Dec. 12, 1913	1,450 28
515-4318	George C. Munyan, Fairfield Township, Cumberland Co.	250 00	" " "	1,138 01
516- 92	Phebe Smith Miller, Clayton Borough, Gloucester Co.	288 00	" " "	1,310 99
517- 585	Charles H. Gleason, Sr., Newark, Essex Co.	650 00	" " "	2,958 82
518-1028	Elizabeth F. Allan, Bayonne, Hudson Co.	650 00	" " "	2,958 82

*Deceased.

**Deceased before deficit to Fund was paid.

†Granted under Act prior to 1906.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
519-1816:	Helen Herbert, Hoboken, Hudson Co.	\$650 00	Oct. 17, 1913	\$2,958 82
520-1579:	Katherine T. McDonnell, Jersey City, Hudson Co.	650 00	" " "	2,958 82
521-6798:	Emma A. Holloway, Raritan Township, Monmouth Co.	309 00	" " "	1,406 58
522-389:	Lillian A. Rusling, Passaic City, Passaic Co.	492 00	" " "	2,239 61
††523-2987:	Margaret C. J. Titus, Frankford Township, Sussex Co.	313 80	" " "	99 07
524-9644:	Eliza Elzira Snook, Montague Township, Sussex Co.	250 00	" " "	1,138 01
525-1257:	William D. Heyer, Elizabeth, Union Co.	650 00	" " "	1,397 91
526-2341:	Laura V. Fortiner, Collingswood Borough, Camden Co.	354 00	Mar. 20, 1914	1,515 16
527-454:	Margaret A. Day, Newark, Essex Co.	650 00	" " "	2,782 08
528-1531:	Sara B. Biddick, Jersey City, Hudson Co.	650 00	" " "	851 66
529-1629:	Mary B. Anderson, Jersey City, Hudson Co.	650 00	" " "	2,782 08
530-1712:	Kate Cringle, Jersey City, Hudson Co.	650 00	" " "	2,782 08
531-1797:	Jennie M. Fields, Jersey City, Hudson Co.	650 00	" " "	2,782 08
532-1199:	Mary J. Maloney, Paterson, Passaic Co.	547 20	" " "	2,342 08
533-2320:	Susie P. Struthers, Landis Township, Cumberland Co.	472 20	June 12, 1914	1,911 82
534-449:	Nellie B. Thompson, Newark, Essex Co.	650 00	" " "	2,632 04
535-726:	Caroline D. Schieck, Newark, Essex Co.	648 00	" " "	2,623 86
536-1440:	Lydia K. Ennis, Jersey City, Hudson Co.	650 00	" " "	2,632 04
537-1609:	Abner D. Joslin, Jersey City, Hudson Co.	650 00	" " "	2,632 04
538-1713:	Jane V. Horsley, Jersey City, Hudson Co.	650 00	" " "	2,632 04
539-1718:	Emma L. Ballou, Jersey City, Hudson Co.	650 00	" " "	2,632 04
540-6413:	Ella T. E. Schomp, Clinton Town, Hunterdon Co.	376 20	" " "	1,523 34
541-1348:	Maria M. Sherrad, Trenton, Mercer Co.	505 08	" " "	2,045 16
542-3331:	Lottie C. Slocum, Spring Lake Borough, Monmouth Co.	396 00	" " "	1,603 44
543-1184:	Albert F. Chadwick, Paterson, Passaic Co.	650 00	" " "	778 16
544-1226:	Carrie D. Bristol, Paterson, Passaic Co.	510 00	" " "	2,065 20
545-2303:	Mary L. H. Smick, Quinton Township, Salem Co.	250 00	" " "	1,012 24
546-1240:	Jennie S. Johnson, Elizabeth, Union Co.	650 00	" " "	2,632 04
547-203:	Alice W. Lansing, Plainfield, Union Co.	567 00	" " "	2,295 90
548-4330:	Grace F. Harned, Westfield Town, Union Co.	480 00	" " "	1,943 58
549-3036:	Mary C. Field, Trenton State Normal and Model Schools.	650 00	" " "	2,632 04
550-308:	Mrs. Abbie DuBois, Camden City, Camden Co.	468 00	Sept. 18, 1914	1,770 38
551-828:	Laura M. Fithian, Camden City, Camden Co.	438 00	" " "	1,656 90
552-863:	Hattie A. Lewis, Camden City, Camden Co.	438 00	" " "	123 90
553-895:	Mary N. Chambers, Camden City, Camden Co.	477 00	" " "	1,804 42
554-909:	Elizabeth F. Morris, Camden City, Camden Co.	468 00	" " "	1,770 38
555-3271:	Arabella Strang, Camden City, Camden Co.	650 00	" " "	2,458 86
556-403:	Elizabeth Leyden, Newark, Essex Co.	650 00	" " "	2,458 86
557-773:	Anna L. Garrabrant, Newark, Essex Co.	650 00	" " "	2,458 86
558-2944:	Amy Simpson, Newark, Essex Co.	650 00	" " "	2,458 86

*Deceased.

††No. 523 resumed teaching April 6, 1914, and payment of her annuity was suspended.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
559-1592:	Grace Van Gelder, Jersey City, Hudson Co.	\$650 00	Sept. 18, 1914	\$2,458 86
560- 969:	Marie Lutkenmann, Town of Union, Hudson Co.	650 00	" " "	2,458 86
561-1377:	Sara E. Hagaman, Trenton, Mercer Co.	565 20	" " "	2,138 07
562-4350:	Everett C. Brainard, Denville, Morris Co.	370 20	" " "	1,159 26
563- 129:	Hattie C. Youngblood, Morristown, Morris Co.	480 00	" " "	1,815 78
564-6751:	Ella C. Bloom, Passaic Township, Morris Co.	414 00	" " "	1,566 10
565-2097:	Mary M. Vreeland, Cranford Township, Union Co.	582 00	" " "	2,201 62
566-1250:	Frances T. Mackey, Elizabeth, Union Co.	498 00	" " "	1,883 86
567-1767:	Mary H. von Gottschalck, Jersey City, Hudson Co.	650 00	Oct. 10, 1914	759 84
568-4038:	Mrs. Rose A. Grady, Jersey City, Hudson Co.	596 16	" " "	2,220 36
569-5522:	Florence Agnes Nelson, Atlantic City, Atlantic Co.	650 00	Dec. 17, 1914	2,299 92
570- 742:	Laurena Dey, Newark, Essex Co.	650 00	" " "	2,299 92
571-4681:	Ida Louise Wilcox, Montclair Town, Essex Co.	267 28	" " "	54 97
572- 967:	James W. Phelan, Town of Union, Hudson Co.	650 00	" " "	837 42
573-4023:	Elizabeth A. Brown, Trenton, Mercer Co.	547 20	" " "	1,936 18
574-2350:	Laura N. Wilson, New Brunswick, Middlesex Co.	447 00	" " "	1,581 63
575-1173:	Margaret C. Houston, Paterson, Passaic Co.	600 00	" " "	2,123 00
576-7065:	Mrs. Harriet Evans, State Home for Girls, Trenton.	250 00	" " "	884 57
577-2947:	Helen Marie Bleakly, Camden City, Camden Co.	600 00	Mar. 19, 1915	1,969 71
578-2052:	Sarah H. Thompson, Oaklyn Borough, Camden Co.	430 00	" " "	1,412 28
579- 650:	Abbie J. Hoppaugh, Newark, Essex Co.	650 00	" " "	2,133 86
580- 738:	Joseph L. Terwilliger, Newark, Essex Co.	650 00	" " "	2,133 86
†581-1933:	Nellie P. McCain, Hoboken, Hudson Co.	583 28	Apr. 1, 1915	1,895 66
582-1756:	Clara A. Pendleton, Jersey City, Hudson Co.	650 00	Mar. 19, 1915	2,133 86
583- 24:	Stephen Higginson, Raritan Township, Monmouth Co.	351 00	" " "	1,152 28
†584- 118:	Edgar W. Polhemus, Dover Township, Ocean Co.	247 48	Apr. 1, 1915	804 31
585-2314:	Elizabeth English, Atlantic City, Atlantic Co.	290 40	June 11, 1915	886 30
586-6931:	Thomas W. Hartman, Pleasantville City, Atlantic Co.	650 00	" " "	358 82
587-2906:	Mrs. Ellen M. M. Aitken, Chester Township, Burlington Co.	525 60	" " "	1,604 16
588-2016:	Mrs. Laura A. McKaig, Sea Isle City, Cape May Co.	387 00	" " "	1,181 14
589-5321:	George W. Bowman, Downe Township, Cumberland Co.	570 00	" " "	1,739 65
590- 551:	Anna C. Dunnell, Newark, Essex Co.	650 00	" " "	1,983 82
591- 927:	Emma J. Baker, Orange, Essex Co.	474 52	" " "	1,448 26
†592-1886:	Clara M. Ward, Hoboken, Hudson Co.	585 68	July 1, 1915	1,757 04
593-1911:	Sophie G. Schrader, Hoboken, Hudson Co.	650 00	June 11, 1915	1,983 82
594- 259:	Edward Kernan, Weehawekn, Hudson Co.	650 00	" " "	1,983 82
595-6787:	Mrs. Nellie Heisley, Red Bank, Monmouth Co.	445 20	" " "	212 47
596- 323:	David Davis, Shrewsbury Township, Monmouth Co.	550 92	" " "	1,681 43
597-5190:	Henry W. Sterner, Union Township, Ocean Co.	540 00	" " "	1,648 10
598-1273:	Louise E. Braun, Elizabeth, Union Co.	650 00	" " "	1,983 82
599-2051:	Anna Hudson, Galloway Township, Atlantic Co.	327 40	Sept. 17, 1915	911 99

*Deceased.

†Granted under Act prior to 1906.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
600—312:	Mary Hawkins Locke, Camden City, Camden Co.	\$474 00	Sept. 17, 1915	\$1,320 37
601—825:	Clara R. Titus, Camden City, Camden Co.	650 00	" " "	1,810 64
602—851:	Laura A. Pike, Camden City, Camden Co.	474 00	" " "	1,320 34
603—869:	Alfarata B. Sharp, Camden City, Camden Co.	441 00	" " "	1,288 45
604—3472:	Clara Louise Mulliner, Camden City, Camden Co.	600 00	" " "	1,422 28
605—5590:	Lillian M. Thompson, Camden City, Camden Co.	474 00	" " "	1,320 37
606—320:	Mary T. Whittington, Gloucester City, Gloucester Co.	567 00	" " "	1,579 93
607—2379:	Charles Tomlin, Middle Township, Cape May Co.	378 00	" " "	1,062 95
608—512:	Fanny Lee Buchanan, Newark, Essex Co.	650 00	" " "	1,810 64
†609—627:	Helen Herbst, Newark, Essex Co.	594 00	Oct. 1, 1915	1,633 50
610—2164:	John H. Tharp, Mantau Township, Gloucester Co.	448 96	Sept. 17, 1915	1,250 63
611—276:	Lydia Gibson Pierson, Woodbury, Gloucester Co.	321 00	" " "	894 17
612—922:	Henry E. Harris, Bayonne, Hudson Co.	650 00	" " "	1,810 64
613—1521:	Edith L. Childs, Jersey City, Hudson Co.	650 00	" " "	1,810 64
614—1564:	Alida Outwater, Jersey City, Hudson Co.	650 00	" " "	1,810 64
615—1570:	Mrs. Susan Clarke, Marvin, Jersey City, Hudson Co.	650 00	" " "	1,810 64
616—1697:	Nellie C. Dutch, Jersey City, Hudson Co.	650 00	" " "	1,810 64
617—1698:	Ida M. Falkenburg, Jersey City, Hudson Co.	650 00	" " "	1,810 64
618—1701:	Harriet A. Ward, Jersey City, Hudson Co.	650 00	" " "	1,810 64
619—1714:	Eva Hilton Lott, Jersey City, Hudson Co.	650 00	" " "	1,810 64
620—3128:	Fannie Powell, Hamilton Township, Mercer Co.	373 80	" " "	1,041 26
621—3627:	Frederic W. Eveleth, Jersey City, Hudson Co.	650 00	" " "	1,810 64
622—3673:	Langdon S. Thompson, Jersey City, Hudson Co.	650 00	" " "	1,810 64
623—5774:	Dena Clayton, Marlboro Township, Monmouth Co.	318 00	" " "	885 82
624—130:	Mary L. Lindabery, Wharton Borough, Morris Co.	380 00	" " "	1,002 81
625—2242:	Addie Mary Reilly, Wharton Borough, Morris Co.	390 00	" " "	1,086 38
626—86:	Winfield Irons, Dover Township, Ocean Co.	315 90	" " "	877 46
627—3509:	Emma C. Spencer, Passaic City, Passaic Co.	498 00	" " "	1,387 23
628—2895:	Myra E. Drake, Hardyston Township, Sussex Co.	312 00	" " "	869 10
629—208:	Louise Wood (Mrs. Harmon Louise Wood Spear), Plainfield, Union Co.	558 00	" " "	1,554 36
630—211:	Millicent E. Humpston, Plainfield, Union Co.	650 00	" " "	1,810 64
631—337:	James E. Demarest, New Barbadoes Township, Bergen Co.	659 00	Dec. 10, 1915	1,662 38
632—3116:	Lizzie H. Lummis, Camden City, Camden Co.	444 00	" " "	1,135 53
633—4671:	Maria Dupont Whitaker, Winslow Township, Camden Co.	250 00	" " "	639 36
634—544:	Mary R. Bird, Newark, Essex Co.	650 00	" " "	1,523 02
635—644:	Evelyn S. Symons, Newark, Essex Co.	650 00	" " "	418 76
636—6633:	Cornelius S. Thacher, Newark, Essex Co.	650 00	" " "	1,662 38
637—25:	Theodore Fleetwood, Westville Borough, Gloucester Co.	650 00	" " "	1,662 38
638—1001:	Hannah E. Wilson, Bayonne, Hudson Co.	650 00	" " "	1,662 38
639—1941:	Sarah H. Michell, Hoboken, Hudson Co.	650 00	" " "	1,662 38

*Deceased.

†Granted under Act prior to 1906.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
640—1423:	Teresa Coppinger, Jersey City, Hudson Co.	\$650 00	Dec. 10, 1915	\$1,662 38
641—1491:	Alice F. M. Ashhurst, Jersey City, Hudson Co.	650 00	" " "	1,662 38
642—1510:	Katharine A. Young, Jersey City, Hudson Co.	650 00	" " "	1,662 38
643—1528:	Julia A. Minihian, Jersey City, Hudson Co.	650 00	" " "	1,662 38
644—1678:	Mrs. Martha F. Coleman, Jersey City, Hudson Co.	650 00	" " "	1,662 38
645—1300:	Elizabeth R. Blair, Trenton, Mercer Co.	650 00	" " "	1,263 88
646—2918:	Mrs. Anna Williams, North Brunswick Township, Middlesex Co.	324 00	" " "	828 62
647— 108:	Albert Robinson, Upper Freehold Township, Monmouth Co.	600 00	" " "	1,534 50
648— 109:	Ella M. Newell, Upper Freehold Township, Monmouth Co.	300 00	Dec. 10, 1915	767 24
649— 110:	Mrs. Elizabeth P. Ford, Upper Freehold Township, Monmouth Co.	300 00	" " "	767 24
650—4558:	Stacy B. Emmons, Roxbury Township, Morris Co.	477 00	" " "	1,219.92
651—1102:	Katharine C. Meegan, Paterson, Passaic Co.	650 00	" " "	1,662 38
652—5859:	William J. Ayres, Franklin Township, Somerset Co.	273 60	" " "	699 72
653—2245:	Chauncey D. Greene, Harrington Township, Bergen Co.	522 00	Mar. 17, 1916	960 69
654— 743:	Isabel Hampton, Newark, Essex Co.	650 00	" " "	1,487 42
655— 754:	E. Jane Peer, Newark, Essex Co.	650 00	" " "	1,487 42
656—3424:	Lucasta C. Baldwin, Newark, Essex Co.	650 00	" " "	1,487 42
†657—1914:	Mary C. Applegate, Hoboken, Hudson Co.	591 00	Apr. 1, 1916	1,329 75
†658—1931:	Angelina Burnett, Hoboken, Hudson Co.	586 88	" " "	1,320 48
†659—1939:	Isabel E. Jackson, Hoboken, Hudson Co.	586 88	" " "	1,320 48
660—1672:	Isabella Westcott, Jersey City, Hudson Co.	650 00	Mar. 17, 1916	154 86
661—1800:	Barbara McGowan, Jersey City, Hudson Co.	650 00	" " "	282 76
†662—1057:	Martha T. Johnston, Paterson, Passaic Co.	594 00	Apr. 1, 1916	1,336 50
663— 794:	Alice M. Fletcher, Newark, Essex Co.	650 00	June 9, 1916	1,337 38
664—3100:	Annie Shreve Burgyes, Newark, Essex Co.	650 00	" " "	1,337 38
665— 961:	Jennie S. Currey, Town of Union, Hudson Co.	650 00	" " "	62 30
666—7305:	Mary Phillips (Mrs. Louis Labaw), Hopewell Township, Mercer Co.	430 80	" " "	886 38
667—3983:	Mary Elizabeth Vaughan, Perth Amboy, Middlesex Co.	650 00	" " "	199 88
668—7497:	Carrie O. Jacques, Roosevelt Borough, Middlesex Co.	393 00	" " "	808 59
669—1120:	Adeline E. Smith, Paterson, Passaic Co.	612 00	" " "	1,259 19
670— 159:	Mrs. M. Virginia Bronson, Salem City, Salem Co.	300 00	" " "	617 24
671—2328:	Minnie L. Taylor, Summit City, Union Co.	650 00	" " "	1,337 38
672—2013:	Elizabeth Stryker, Westfield Town, Union Co.	580 20	" " "	1,193 76
673— 889:	Annie L. Morton, Camden City, Camden Co.	450 03	Sept. 15, 1916	805 98
674— 327:	Emma W. Middleton, Haddonfield Borough, Camden Co.	432 00	" " "	773 74
675— 300:	Eliza Howe Gilbert, Montclair Town, Essex Co.	650 00	" " "	1,164 20
676— 469:	Emma F. Woodward, Newark City, Essex Co.	650 00	" " "	1,164 20
677— 476:	Linda M. Geraghty, Newark City, Essex Co.	650 00	" " "	1,164 20
678— 680:	Emma F. Baldwin, Newark City, Essex Co.	650 00	" " "	1,164 20

*Deceased.

†Granted under Act prior to 1906.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Re- tired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
679- 684:	Agnes B. Clarke, Newark City, Essex Co.	\$650 00	Sept. 15, 1916	\$1,164 20
680- 948:	Amelia Douglas, Orange City, Es- sex Co.	480 00	" " "	859 72
681-2003:	Emma J. Bainbridge, Newark City, Essex Co.	650 00	" " "	1,164 20
682-2178:	Almeda M. Olds, Newark City, Essex Co.	650 00	" " "	619 22
†683-1915:	Lavina Reid, Hoboken City, Hud- son Co.	594 00	" " "	1,039 50
684-1645:	Jane Eleanor Pearson, Jersey City, Hudson Co.	650 00	" " "	1,164 20
685-1715:	Clara Post, Jersey City, Hudson Co.	650 00	" " "	1,164 20
686-1799:	Louisa M. Goetze, Jersey City, Hudson Co.	650 00	" " "	1,164 20
687-2549:	Mrs. Bessie D. Sked, Hopewell Township, Mercer Co.	330 00	" " "	591 06
688-1400:	Frances K. Peters, Trenton City, Mercer Co.	650 00	" " "	1,164 20
689-7072:	Jennie M. Strong, Atlantic Town- ship, Monmouth Co.	384 00	" " "	687 78
690-5180:	Elizabeth Benard, Neptune Town- ship, Monmouth Co.	480 00	" " "	859 72
691-5181:	Mrs. Hannah A. B. Stout, Nep- tune Township, Monmouth Co.	480 00	" " "	859 72
692- 376:	Elizabeth Thorpe, Passaic City, Passaic Co.	594 00	" " "	1,063 90
693-1086:	Jessie F. Day, Paterson City, Passaic Co.	510 00	" " "	913 45
694-1159:	Jane Neer, Paterson City, Pas- saic Co.	510 00	" " "	913 45
695-4757:	J. Harry Smith, Oldmans Town- ship, Salem Co.	459 00	" " "	822 10
696-5214:	Alfarata Dilks, Pilesgrove Town- ship, Salem Co.	345 00	" " "	617 92
697- 173:	Anna Coombs, Salem City, Sa- lem Co.	435 00	" " "	779 11
698-1243:	Matilda B. Fallon, Elizabeth City, Union Co.	535 20	" " "	958 59
699-1259:	Emily A. Cheney, Elizabeth City, Union Co.	510 00	" " "	913 45
700-3356:	George P. Albright, Rahway City, Union Co.	650 00	" " "	1,164 20
701-3500:	Georgia Morris, Atlantic City, At- lantic Co.	582 00	Dec. 8, 1916	909 66
702-1954:	Ida T. Ware, Bridgeton City, Cumberland Co.	408 00	" " "	637 69
703- 779:	Ada E. Sargeant, Newark, Essex Co.	650 00	" " "	1,015 94
704-7198:	Elizabeth Wyckoff, Newark City, Essex Co.	650 00	" " "	1,015 94
705-1518:	Stella Stanley, Jersey City, Hud- son Co.	650 00	" " "	1,015 94
706-1533:	Elizabeth S. McGown, Jersey City, Hudson Co.	650 00	" " "	1,015 94
707-3053:	James E. White, Town of Union, Hudson Co.	650 00	" " "	1,015 94
708-2790:	May Schall, Trenton City, Mer- cer Co.	493 68	" " "	771 62
709-1136:	Josephine Conwell, Paterson, Pas- saic Co.	650 00	" " "	1,015 94
710-5785:	George Oliver Nelson, Pompton Township, Passaic Co.	650 00	" " "	1,015 94
711-6245:	Mrs. Harriet A. L. Clapp, New Barbadoes Township, Bergen Co.	474 00	Mar. 16, 1917	611 97
712- 549:	Kate L. Bristol, Newark City, Essex Co.	650 00	" " "	839 20
713- 720:	Arnold Voget, Newark City, Es- sex Co.	650 00	" " "	839 20
714-1664:	Bessie L. De Motte, Jersey City, Hudson Co.	650 00	" " "	839 20
715-13521:	Mrs. Alice Mary Eckoff, Newark City, Essex Co.	627 60	" " "	810 29
716- 649:	S. Fannie Carter, Newark City, Essex Co.	650 00	Apr. 20, 1917	776 33
717-3169:	Mrs. Mary L. Metz, Jersey City, Hudson Co.	650 00	" " "	776 33
718-2764:	Thomas L. Walters, South Bound Brook Borough, Somerset Co....	558 00	" " "	666 49

*Deceased.

†Granted under Act prior to 1906.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
119-3477:	Mrs. Isabel B. Huff, Perth Amboy City, Middlesex Co.....	\$555 60	Apr. 20, 1917	\$663 66
720- 831:	Mary A. Burrough, Camden City, Camden Co.	650 00	June 15, 1917	676 70
21- 891:	Elizabeth A. Cassady, Camden City, Camden Co.	650 00	" " "	676 70
722- 872:	Kate F. Dinan, Camden City, Camden Co.	650 00	" " "	676 70
723- 833:	Anna Holland, Camden City, Camden Co.	468 00	" " "	487 23
724-1909:	Elinor G. Howard, Hoboken City, Hudson Co.	650 00	" " "	676 70
725-3464:	Anna Johntra, Camden City, Camden Co.	650 00	" " "	676 70
726- 866:	Margaret T. Magee, Camden City, Camden Co.	650 00	" " "	676 70
727-1453:	Anna J. Mahlstedt, Jersey City, Hudson Co.	650 00	" " "	676 70
728- 71:	Fannie DeWitt Person, Belvidere Town, Warren Co.	360 00	" " "	374 79
729-2030:	Lester L. Rosenkrans, Leonia Borough, Bergen Co.	650 00	" " "	676 70
730-2219:	Elizabeth M. Stanger, Ridge-wood Township, Bergen Co.....	484 20	" " "	504 09
731-1993:	Harriet C. Clinton, Bordertown City, Burlington Co.	393 00	Sept. 28, 1917	297 98
732-1494:	Elizabeth Frazee, Jersey City, Hudson Co.	650 00	" " "	492 84
733- 355:	Carrie C. Herbert, Southampton Township, Burlington Co.	250 00	" " "	189 55
734- 79:	Louise J. McConnell, Perth Amboy, Middlesex Co.	570 00	" " "	432 18
735-2169:	Josephine Mahon, East Orange, Essex Co.	650 00	" " "	492 84
736-5349:	Charles W. Oley, Midland Park Borough, Bergen Co.	650 00	" " "	492 84
737-1123:	Elizabeth M. O'Neill, Paterson City, Passaic Co.	450 00	" " "	341 20
738-3542:	Mahlon B. Reed, Palisades Town-ship, Bergen Co.	650 00	" " "	492 84
739-1618:	Grace H. Sayers, Jersey City, Hudson Co.	650 00	" " "	492 84
740- 426:	Emma M. Sturgis, Newark City, Essex Co.	650 00	" " "	492 84
741-1605:	Esther Van Winkle, Jersey City, Hudson Co.	650 00	" " "	492 84
742-2342:	Amanda Wilson, Hammonton Town, Atlantic Co.	462 00	" " "	350 00
743-2763:	Mrs. Emilie F. Woodruff, Law-rence Township, Cumberland Co.	267 84	" " "	203 08
744- 168:	J. R. Fitzer, Jersey City, Hudson Co.	594 00	Jan. 1, 1918	297 00
745-2004:	Herman A. Stees, Burlington County Superintendent.....	650 00	Oct. 20, 1917	454 95
746- 222:	Georgia T. Underhill, Rahway City, Union Co.	450 00	" " "	314 93
747-1733:	Kate R. Carlin, Jersey City, Hud-son Co.	650 00	Jan. 5, 1918	317 88
748-3112:	Katie Francis, Camden City, Camden Co.	650 00	" " "	317 88
749-1907:	Virginia Harry, Hoboken City, Hudson Co.	650 00	" " "	317 88
750-2408:	Ella McDanolds, Cranford Town-ship, Union Co.	589 20	" " "	288 15
751-7505:	Agnes R. Moore, Red Bank Bor-ough, Marmouth Co.	600 00	" " "	293 43
752-1078:	Margaret M. E. Phelan, Paterson City, Passaic Co.	450 00	" " "	220 08
753-1140:	Louise E. Pulver, Paterson City, Passaic Co.	540 00	" " "	264 09
754-1479:	Agnes R. Reilly, Jersey City, Hudson Co.	650 00	" " "	317 88
755- 1:	Elijah D. Riley, Absecon City, Atlantic Co.	551 40	" " "	269 66
756- 69:	Tillie G. Rittenhouse, Belvidere Town, Warren Co.	360 00	" " "	176 06
757-1556:	Sara Sickels, Jersey City, Hud-son Co.	650 00	" " "	317 88
758-2267:	Mrs. Lelia B. Valentine, Millville City, Cumberland Co.	360 00	" " "	176 06
759-2151:	Wilbur Watts, Burlington City, Burlington Co.	650 00	" " "	317 88

†Granted under Act prior to 1906.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1918.
760-763:	Margaret Baird, Newark City, Essex Co.	\$650 00	Jan. 5, 1918	\$317 88
761-169:	Eliza E. Jaquett, Salem City, Salem Co.	423 00	" " "	206 87
762-579:	Sarah E. McDonald, Newark City, Essex Co.	643 00	" " "	314 46
763-1798:	Mary S. Meehan, Jersey City, Hudson Co.	650 00	" " "	317 88
764-752:	Matilda Johnson Speer, Newark City, Essex Co.	650 00	" " "	317 88
765-4735:	Mrs. Adeline K. Stillwell, Red Bank, Monmouth Co.	540 00	Feb. 1, 1918	222 26
766-2233:	Anna M. Branson, Beverly Township, Burlington Co.	430 08	Jan. 5, 1918	210 68
767-5518:	Elizabeth C. Allen, Atlantic City, Atlantic Co.	650 00	Mar. 29, 1918	167 84
768-16:	Amelia J. Peters, Lakewood Township, Ocean Co.	462 00	" " "	119 29
769-7487:	Grace A. Wood, State Normal School, Trenton	650 00	" " "	167 84
770-207:	Anna W. Booraem, Plainfield, Union Co.	650 00	June 30, 1918	1 78
771-3422:	Kersey S. Blake, Newark, Essex Co.	650 00	July 1, 1918	.....
772-5536:	W. Irving Bray, Cliffside Park Borough, Bergen Co.	650 00	" " "	.....
773-6782:	Aia Media Everitt, South Amboy City, Middlesex Co.	387 00	June 30, 1918	1 06
774-1285:	Katharine A. Hughes, Elizabeth, Union Co.	650 00	July 1, 1918	.....
775-1388:	Anna Rebecca Lanning, Trenton, Mercer Co.	510 00	" " "	.....
776-868:	Celia E. Roth, Camden City, Camden Co.	450 00	June 30, 1918	1 23
777-993:	Hannah J. Shafer, Bayonne City, Hudson Co.	650 00	June 1, 1918	.....
778-1349:	Mary E. Steen, Trenton City, Mercer Co.	650 00	June 30, 1918	1 78
Totals to June 30, 1918-778.....		\$367,553 72		\$1,901,738 85
Averages		472 43		2,444 39

*Deceased.

**Deceased before deficit to Fund was paid.

***Deceased before annuity began to accrue.

†Granted under Act prior to 1906.

††Granted under Act of 1906.

†††Resumed teaching; payment of annuity suspended.

††††Numbers 191 and 453 were granted under exceptional circumstances; see foot notes.

‡Balance due estate of deceased annuitant.

All other annuities granted under Act of 1907.

STATISTICS IN RE ANNUITIES GRANTED FROM BEGINNING TO JUNE 30, 1918.

	Men.	Women.	Total.
Number of annuities granted	122	656	778
Annual value of annuities	\$59,522 48	\$308,031 24	\$367,553 72
Average annual value	487 88	469 55	472 43

DECEASES.

	Men.	Women.	Total.
Number of deceases	44	145	189
Annual value of annuities.....	\$20,657 60	\$61,267 80	\$81,925 40
Average annual value	469 49	422 53	433 46

ANNUITANTS RESUMED TEACHING.

No 269, annuity suspended	\$297 60
No. 523, annuity suspended	313 80
Total	\$611 40

SCHOOL REPORT.

ANNUITIES IN FORCE JUNE 30, 1918.

	Men.	Women.	Total.
Annuities in force June 30, 1918.....	78	509	587
Total annual value	\$38,864 88	\$246,152 04	\$285,016 92
Average annual value	498 26	483 59	485 54

APPLICATIONS FOR ANNUITY PENDING JUNE 30, 1918.

At the close of the last fiscal year, June 30, 1918, 52 applications for annuity were under consideration by the Board of Trustees. Those entitled to the State pension are indicated by a dagger (†); those applying under Acts prior to 1906 are indicated by an asterisk (*); all applications not indicated by an asterisk are under the Act of 1907.

Number, Name, District and County.	Date Filed with Secretary.	Amount of Annuity.	Eligible to State Pension.
†1977—Rovilla L. Babcock, Bridgeton, Cumberland Co.	Dec. 12, 1917	\$351 00	\$292 50
†2020—Mrs. Anna F. Barber, Penns Grove Borough, Salem Co.	May 25, 1918	279 30	232 75
†2619—Cornelius V. Boughton, Highlands Borough, Monmouth Co.	June 4, 1918	650 00	610 00
† 922—J. Clotilda Brennan, Orange, Essex Co.	Dec. 12, 1917	488 40	407 00
3951—Sara R. Budd, Trenton State Normal School	Dec. 12, 1917	650 00	No.
† 343—Jennie C. Carmody, New Barbadoes Township, Bergen Co.	Feb. 9, 1918	593 20	498 50
† 811—Marie C. Contessa, West Hoboken, Hudson Co.	Dec. 6, 1917	650 00	1,200 00
†2074—Clara P. Correll, Phillipsburg, Warren Co.	May 16, 1918	450 00	375 00
3124—Mrs. Isabella D. Coxson, Chester Township, Burlington Co.	Mar. 4, 1918	408 00	No.
† 22—Mary Ella DuBois, Red Bank, Monmouth Co.	Mar. 12, 1918	606 00	505 00
†2031—Rebecca Earle Gismond, Leonia Borough, Bergen Co.	Mar. 13, 1918	462 00	385 00
† 411—Josephine Augusta Field, Newark, Essex Co.	June 4, 1918	650 00	940 00
2287—Hiram Lanning Fisher, Milford Borough, Hunterdon Co.	Dec. 12, 1917	441 00	No.
†2240—Mary M. Gee, West Orange, Essex Co.	Mar. 18, 1918	618 00	515 00
4331—Elizabeth Hall, Trenton, Mercer Co.	Mar. 12, 1918	484 00	No.
† 897—Eva Halliwell, Camden, Camden Co.	June 5, 1918	536 98	448 00
†2810—Anna A. Harvey, Trenton, Mercer Co.	Mar. 12, 1918	564 00	470 00
5920—Georgia Hegeman, Newark, Essex Co.	May 3, 1918	650 00	No.
†3935—Emilie Hepburn, Washington Township, Mercer Co.	April 17, 1918	426 00	355 00
*3912—Mrs. Julia B. Hutchinson, Trenton, Mercer Co.	Nov. 23, 1917	398 48	No.
393—Mrs. Elizabeth R. Jarvis, Passaic, Passaic Co.	June 12, 1918	528 00	No.
† 493—Ednah Jessie Keene, Newark, Essex Co.	June 6, 1918	650 00	550 00
†1262—Minnie E. Loach, Elizabeth, Union Co.	Mar. 11, 1918	547 20	456 00
† 839—Cora B. Locke, Camden, Camden Co.	Dec. 12, 1917	483 00	402 50
†1390—Emma A. Lockerson, Trenton, Mercer Co.	Dec. 12, 1917	650 00	859 00
*3189—Katherine L. McNulty, Jersey City, Hudson Co.	Mar. 9, 1918	600 00	732 00
†1557—Charlotte O. Marsh, Jersey City, Hudson Co.	Mar. 12, 1918	650 00	612 00
†1522—Martha A. Mellor, Jersey City, Hudson Co.	May 25, 1918	650 00	627 00
† 398—Grace Merry, Newark, Essex Co.	May 23, 1918	650 00	555 00
†2570—Adelaide Davis Miller, Newark, Essex Co.	Mar. 11, 1918	650 00	555 00
† 652—Mattie M. Miller, Newark, Essex Co.	Mar. 11, 1918	650 00	552 50
† 621—M. Alice Moore, Newark, Essex Co.	May 29, 1918	650 00	563 00
† 297—Caroline M. Moorhouse, Somerville, Somerset Co.	April 2, 1917	414 00	345 00
†1844—Mrs. Kate J. Myddleton, Hoboken, Hudson Co.	Nov. 23, 1917	650 00	657 49
†1428—Mary H. Nicholson, Jersey City, Hudson Co.	Sept. 4, 1917	650 00	944 16

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Number, Name, District and County.	Date Filed with Secretary.	Amount Eligible to of Annuity. State Pension.
†3096—Mrs. Frances Hawkins Porter, Trenton, Mercer Co.	June 14, 1918	\$480 00 \$400 00
6410—Katharine Regina Rice, Harrison, Hud- son Co.	June 14, 1918	600 00 No.
†599—Lucy Anna Richards, Newark, Essex Co.	April 25, 1918	650 00 555 00
†2343—Mary P. Rogers, Newark, Essex Co.	Mar. 12, 1918	650 00 660 00
4767—Mrs. Bertha B. Schooley, Andover Township, Sussex Co.	Feb. 25, 1918	272 40 No.
†170—Mrs. Sara A. Smith, Pilesgrove Town- ship, Salem Co.	Mar. 11, 1918	540 00 450 00
†6526—Mattie Stagg, Palisades Township, Ber- gen Co.	Dec. 4, 1917	414 00 345 00
†574—Fannie Taylor, Newark, Essex Co.	June 11, 1918	650 00 555 00
†1532—Mary A. Tew, Jersey City, Hudson Co.	May 4, 1918	650 00 632 00
†4737—John Calvin Tilton, Wall Township, Mon- mouth Co.	May 1, 1918	421 92 362 75
6529—Mrs. Lizzie L. Townsend, Burlington City, Burlington Co.	Dec. 12, 1917	429 00 No.
†4138—Mrs. Helen G. Smith Ulmer, Atlantic City, Atlantic Co.	Mar. 20, 1918	650 00 600 00
†80—Amanda E. VanNuis, Perth Amboy, Middlesex Co.	April 30, 1918	600 00 500 00
†1292—Katharine M. Warner, Elizabeth, Union Co.	Mar. 13, 1918	650 00 840 00
†235—Carrie Welsh, Wallington Borough, Ber- gen Co.	Mar. 7, 1918	453 00 377 50
†1994—Anna P. Wheeler, Bordentown City, Burlington Co.	Mar. 22, 1918	399 00 332 50
357—Jennie T. Wright, Mullica Township, Atlantic Co.	Mar. 8, 1918	319 68 No.
Totals—52		\$28,262 56 \$22,254 15
Averages		543 51 542 78

†Entitled to State half-pay pension.

*Application made under Act prior to 1906. All applications not indicated by an asterisk are under Act of 1907.

41 of the 52 applicants are entitled to a State half-pay pension, and are indicated by a dagger (†).

SYNOPSIS OF BUSINESS OF FISCAL YEAR 1917-1918.

The operations of the year which ended June 30, 1918, may be summarized as follows: Receipts, \$277,543.74. (Note—The above receipts do not include \$22,500.00 received on account of investments. The actual income, received and receivable, was at least \$12,000.00 in excess of these figures. At the time the State Treasurer's books closed, June 30, 1918, many districts had not remitted for the April-June quarter. The State Treasurer reports that receipts for July, 1918, were \$35,052.15 against \$22,953.04, in July, 1917; an increase of \$12,099.11, which amount may legitimately be added to the 1917-1918 income. The Trustees have taken action to learn prior to July 1, 1919, precisely what is due the Fund). Disbursements were \$275,416.70, of which \$274,451.72 was for annuities. (Note—The aforesaid disbursements do not include investments amounting to \$28,792.17). The surplus on the year's business was \$14,226.15. Forty-eight annuities were granted; total annual value, \$26,983.24; average, \$562.15. Eight annuities were granted to men; total annual value, \$5,045.40; average, \$630.67. Forty annuities were granted to women; total annual value, \$21,937.84; average, \$548.44. Thirty-eight of the 48 annuities granted in 1917-18, averaging \$562.51, were entitled, also, to a State pension averaging \$644.49, making \$1,207.00 the total entire average retiring allowance of these 38. The average retiring allowance (Retirement Fund annuity) of the 10 not entitled to a State pension was \$560.47. Eighteen annuities deceased in 1917-'18; total annual value, \$8,818.56; average, \$489.92. Two annuities have resumed teaching, No. 523, \$313.80, in April, 1914; No.

269, \$297.60, in November, 1917; payment of these annuities has been suspended, and they are deducted from total annuities living and in force. The net 1917-'18 increase in annuity obligations was \$17,867.08. A number of applications were rejected because the applicants had not proved in the judgment of the Board of Trustees that they were permanently incapacitated, as required by law. At the close of business June 30, 1918, fifty-two applications (see table) were pending action by the Trustees; total annual value, \$28,262.56; average, \$543.51. On the same date, 587 annuities were in force; total annual value, \$284,405.50; average, \$484.50. Assets, (estimated) \$497,100.75; annuities and expenses paid to midnight June 30, 1918.

RECAPITULATION FROM BEGINNING TO JUNE 30, 1918.

The Teachers' Retirement Fund became a part of New Jersey's Public School System by virtue of Chapter 32, page 58, Laws of 1896, (enacted March 11th), nine times amended and re-enacted, and has always been a part of the State School Law. The latest general revision is Chapter 139, page 365, Laws of 1907, Article XXV, School Law, (approved May 7th). The latest enactment is Chapter 180, page 514, Laws of 1918, which permits the making of temporary investments. The first appropriation made by the State to pay the administrative expenses of the Fund was Chapter 95, page 194, Laws of 1905, providing \$1,500.00, which became available for the year that began November 1, 1906.

The Constitutionality of the "by virtue of appointment" provision, (Section 221, Division IV, Chapter 139, page 165, Laws of 1907; Article XXV, School Law), was sustained by the case of Myrtle Allen vs. the Passaic City Board of Education, in the District Court, the Supreme Court, and the Court of Errors and Appeals. The case is reported in the Advance Programs of the New Jersey State Teachers' Association for 1910 and 1911, and in the Annual Reports of the same organization for 1910 and 1912.

To June 30, 1918, seven hundred and seventy-eight teachers had been granted annuities, aggregating a total annual value of \$367,553.72; averaging \$472.43, and had received benefits totaling \$1,902,312.67; averaging \$2,445.13. Of the 778 annuities granted, 122 were to men, total annual value, \$59,522.48; average, \$487.88, while 656 annuities had been granted to women; total annual value, \$308,031.24; average, \$469.55. One hundred and eighty-nine annuities had deceased; total annual value, \$81,925.40; average, \$433.46. Annuities No. 269, (\$297.60), and No. 523, (\$313.80), had resumed teaching, and payment of annuity suspended. Five hundred and eighty-seven annuities were in force June 30, 1918; total annual value, \$285,016.92; average, \$485.54. Total rebates paid, \$1,208.32. Assets, June 30, 1918. Investments, \$377,914.70; cash in bank, \$107,086.94; dues receivable, (est.) \$12,099.11; total, \$497,100.75; annuities and expenses paid in full to date. Total cash raised by Fund to June 30, 1918, (Approx.), \$2,420,642.85. Receipts from bequests, legacies and gifts, \$7,716.92; receipts from bazaars, fairs, excursions, entertainments, etc., \$31,330.49; of this total amount, (\$38,937.41), \$33,445.82 was contributed prior to January 1, 1906. All such moneys, including legacies, bequests and gifts, go into the invested permanent principal, and

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therefore, by the process of compound interest, have practically doubled, so it is safe to assume that of the Fund's present net assets, \$497,100.75, above \$75,000.00 must be credited to the proceeds of fairs, entertainments, legacies, gifts, etc., with compound interest thereon.

BALANCES DUE ESTATES OF DECEASED ANNUITANTS
JUNE 30, 1918.

The following statement, which is corrected annually, shows balances due estates of deceased annuitants on June 30th, last, the end of the fiscal year. Some of the items are in process of settlement. Some have not been claimed, though this Board, immediately on learning of a decease, seeks the nearest of kin and does all in its (the Board's) power to enable them to collect. In most of the above-reported cases, there has been no response to the inquiries. In the "List of Beneficiaries," each of the deceased annuitants is charged, under "Total Recd. from Fund," with the balance due the estate.

No.	Number and Name.	Date of Decease.	Balance Due Estate.
3—	Abby M. Munn.....	Apr. 8, 1913	\$8 16
27—	Janet F. Wright.....	Nov. 14, 1912	30 26
81—	Anna R. Johnson.....	Feb. 9, 1908	27 20
117—	Mrs. Mary Louise Keating.....	July 22, 1907	22 66
126—	Lucinda I. Ellis.....	Oct. 11, 1914	7 45
156—	Martha M. Putnam.....	Nov. 10, 1912	28 94
166—	Mary Louise Vreeland.....	Jan. 18, 1916	27 81
Totals—7			\$152 48

BEQUESTS, LEGACIES AND GIFTS.

Following is a schedule of legacies and gifts to June 30, 1917:

1899—	Henry E. Harris, Bayonne, Hudson Co.; gift.....	\$50 00
1900—	Emily S. Sayre, annuitant, Woodstown, Salem Co.; legacy; half her estate	2,285 74
1902—	Mary G. Lindsley, annuitant, Morristown, Morris Co.; gift; balance of annuity due estate; Thro. her sister, Miss H. Anna Lindsley	33 00
1905—	Carrie B. Runyon, annuitant, Plainfield, Union Co.; legacy	100 00
1908—	Lydia V. Marden, annuitant, Trenton, Mercer Co.; legacy; ten shares of stock of New Jersey Interstate Fair Association, par value, \$10.00	100 00
1912—	Edward Kelly, annuitant, Jersey City, Hudson Co.; legacy..	500 00
1912—	Rachel H. Strong, annuitant, Waterford Tp., Camden Co.; gifts; balance annuity due estate; Thro. Miss Sarah E. Wilson, of Westmont	1 61
1913—	Minnie Whitehead, annuitant, Rahway, Union Co.; gift; balance annuity due estate; Thro. Miss Adelia Oppelt, executrix	36 43
1914—	Alex. P. Kerr, annuitant, Lambertville, Hunterdon Co.; gift; balance annuity due estate; Thro. Miss Annie F. Stout	32 04
1914—	Lizzie H. Kaighn, annuitant, Camden, Camden Co.; legacy	500 00

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1915—Clara V. Havens, annuitant, Hoboken, Hudson Co.; gift; balance annuity due estate; Thro. Miss Louise S. Winter, executrix	8 90
1917—Jessie B. Mikels, annuitant, Newark, Essex Co.; legacy; one-third her residuary estate; Lathrop Anderson, executor	3,069 20
Mrs. Elizabeth Hughes Tatler, Trenton, Mercer Co.; member of Fund; legacy	1,000 00
Total	<u>\$7,716 92</u>

NEW LEGISLATION.

Chapter 180 of the Laws of 1918, (Bill introduced by the Honorable Edward P. Stout, of Jersey City, at the request of Mr. William J. Field, Chairman of the Investment Committee of the Fund Board of Trustees), permits the temporary investment of surplus funds, so that same may be sold when and if money is needed to pay annuities. This will increase income from interests some \$5,000.00 a year. Theretofore surplus funds in bank drew 3%. Money invested went into the "Permanent Principal," and became permanently unavailable for payment of annuities.

ACTUARIAL INVESTIGATION.

Mr. David Parks Fackler, of Messrs. Fackler and Fackler, who made an actuarial investigation of the Fund at the expense of the New Jersey State Teachers' Association, reported to that organization at a meeting held in Dickinson High School, Jersey City, on November 3d, 1917. The substance of Mr. Fackler's report was that the Fund could run for about nine years on its present free cash balance of some \$200,000.00, and about thirteen years on its entire reserve of about \$500,000.00.

STATE COMMISSION ON PENSIONS AND RETIREMENT
FUND.

The 1917 Legislature appointed a joint Senate and Assembly Pension and Retirement Fund Commission to investigate and report on all the various New Jersey pension and retirement funds for municipal, county and State employees. Assemblyman Arthur N. Pierson, of Westfield, is Chairman. The other members are Senator William E. Florance, of Middlesex; Senator William B. Mackey, Jr., of Bergen; Assemblyman Elmer H. Geran, of Matawan, and Assemblyman A. Dayton Oliphant, of Trenton. The Trustees of the Teachers' Retirement Fund had a conference with the Commission on October 3, 1917, at the State Chamber of Commerce offices, Clinton Building, Newark, which was confined to an informal interchange of views. The Commission made a preliminary report to the Legislature of 1918, and is expected to introduce bills in the next session.

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RECEIPTS AND DISBURSEMENTS YEAR BY YEAR FROM BEGINNING TO JUNE 30, 1918, COMPILED FROM STATE TREASURER'S ANNUAL REPORTS.

The following Tables show by fiscal years: (I) The amount of Receipts and from what sources derived; (II) The amount of Disbursements, and for what purposes expended.

TABLE I.—RECEIPTS FROM BEGINNING TO JUNE 30, 1918, COMPILED FROM STATE TREASURER'S ANNUAL REPORTS.

Fiscal Year.	Members' Dues.	Interest.	Annuity Account.	Entertainments, Donations, Legacies, Duplicate Certificates, etc.	Investments Paid off.	Total Receipts.	Fiscal Year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1896-'97	\$9,835 95	.....	.....	\$1,375 35	.....	\$11,211 30	1896-'97
1897-'98	14,379 12	.....	.....	297 00	.....	14,676 12	1897-'98
1898-'99	14,522 13	\$608 22	.....	.....	.....	15,130 35	1898-'99
1899-'00	13,181 60	1,109 36	.....	6,799 23	\$8,000 00	29,090 19	1899-'00
1900-'01	15,852 77	1,705 00	.....	3,195 40	.....	20,753 17	1900-'01
1901-'02	16,008 67	1,833 67	.....	2,412 04	.....	20,254 38	1901-'02
1902-'03	22,686 50	2,485 45	.....	3,265 80	.....	28,437 75	1902-'03
1903-'04	20,945 63	2,673 53	.....	2,853 36	.....	26,372 52	1903-'04
1904-'05	22,669 34	3,329 61	.....	2,793 13	.....	28,792 08	1904-'05
1905-'06	21,093 36	3,163 11	.....	10,501 51	.....	34,757 98	1905-'06
1906-'07	*35,095 19	4,258 15	.....	228 10	.....	39,581 44	1906-'07
1907-'08	52,523 48	3,842 85	.....	11 00	2,000 00	58,377 33	1907-'08
1908-'09	93,686 76	4,049 37	.....	6 00	.....	97,742 13	1908-'09
1909-'10	147,901 36	4,167 77	\$12 38	6 00	.....	152,087 51	1909-'10
1910-'11	166,138 27	8,670 31	.....	2 00	2,000 00	176,810 58	1910-'11
1911-'12	182,339 85	10,167 76	57 25	21 00	3,000 00	195,585 86	1911-'12
1912-'13	181,692 76	14,651 63	.....	554 04	1,000 00	197,898 43	1912-'13
1913-'14	216,888 14	15,014 61	.....	21 00	500 00	232,423 75	1913-'14
1914-'15	218,523 05	16,192 55	658 62	516 00	10,500 00	246,390 22	1914-'15
1915-'16	246,164 47	17,811 19	139 20	14 00	14,500 00	278,628 86	1915-'16
1916-'17	264,908 12	17,245 55	719 54	4,080 20	37,000 00	313,953 41	1916-'17
1917-'18	‡259,464 67	17,343 32	726 75	9 00	22,500 00	‡300,043 74	1917-'18
Totals..	\$2,226,461 19	\$150,323 01	‡2,313 74	\$38,961 16	\$101,000 00	‡2,518,999 10	Totals

*Col. 2.—The advanced rates of dues under the Acts of 1906 and 1907 first show in the receipts for 1906-'07.

†Col. 4.—Annuities repaid to Fund on account of decease, overpayment, etc.

‡It is estimated that at least \$12,099.11 members' dues were receivable on June 30, 1918.

TABLE II.—DISBURSEMENTS FROM BEGINNING TO JUNE 30, 1918, WITH ASSETS AT END OF EACH FISCAL YEAR, COMPILED FROM STATE TREASURER'S ANNUAL REPORTS.

Fiscal Year.	Annuities.	Rebates.	Dues Deducted in Error and Re-funded.	Administrative Expenses.	Investments.	Legal Investment and Miscellaneous Expenses.	Premium and Accrued Interest Paid on Investments.	Total Disbursements.	Assets End of Year.	Fiscal Year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1896-'97				\$1,024 01				\$1,024 01	\$10,187 29	1896-'97
1897-'98	\$879 01			1,381 22				2,260 23	22,603 18	1897-'98
1898-'99	2,058 85			1,449 44	\$8,000 00		\$99 30	11,607 59	34,125 94	1898-'99
1899-'00	5,867 18			1,681 27	37,000 00			44,548 45	47,067 68	1899-'00
1900-'01	8,190 88			1,772 64				9,963 52	58,457 33	1900-'01
1901-'02	13,975 62	\$100 55		1,782 65	16,500 00			32,358 82	62,852 89	1901-'02
1902-'03	14,865 45	210 73		1,892 15				16,966 33	74,322 31	1902-'03
1903-'04	19,174 50	164 82		1,603 54	10,000 00			30,942 86	79,751 97	1903-'04
1904-'05	22,166 97	130 57		1,523 27				23,820 81	84,723 24	1904-'05
1905-'06	27,340 09	208 09		1,511 93	15,000 00			44,060 11	90,421 11	1905-'06
1906-'07	35,624 55	117 14		1,652 14				36,393 83	93,608 72	1906-'07
1907-'08	53,473 33	58 43			3,000 00	**\$1,160 08	58 61	57,750 45	95,235 60	1907-'08
1908-'09	64,068 17	103 74	\$12 15	32 60		**404 85		64,621 51	128,356 22	1908-'09
1909-'10	86,648 81		153 43		45,250 00			132,052 24	193,641 49	1909-'10
1910-'11	111,733 63	27 73	120 76		50,000 00		412 25	162,294 37	256,157 70	1910-'11
1911-'12	131,560 97		171 00		66,000 00		3,998 09	201,730 06	313,013 50	1911-'12
1912-'13	154,354 75		259 46			1 00		154,615 21	355,296 72	1912-'13
1913-'14	183,494 50		268 82		25,000 00			208,763 32	403,457 15	1913-'14
1914-'15	206,946 92		216 90		14,000 00			221,163 82	432,183 55	1914-'15
1915-'16	230,290 19	86 52	255 28		18,500 00		370 49	249,502 48	465,309 63	1915-'16
1916-'17	256,542 72		83 80		35,000 00	†\$1,389 35		293,015 82	484,247 52	1916-'17
1917-'18	274,451 72				135,664 70	†\$964 98		412,454 32	497,100 17	1917-'18
Totals..	\$1,903,708 76	\$1,208 32	\$1,541 60	\$16,306 86	\$478,914 70	†\$3,920 26	\$6,311 66	\$2,411,912 16	\$497,100 17	Totals

†Col. 5.—The State appropriation to pay administrative expenses became available November 1, 1906. All administrative expenses charged to the Fund after that date are on account of liabilities previously incurred.

*Col. 7.—Legal expenses.

††Col. 7.—These items (\$1,389.35 and \$964.98) are legal expenses, taxes, etc., on the Arvine H. Phillips loan, foreclosed.

ANNUITY RECORD YEAR BY YEAR FROM THE BEGINNING TO JUNE 30, 1918

The following table shows for each fiscal year from the beginning to June 30, 1918; (1) Number of annuities granted; (2) Total annual value; (3) Average annual value; (4) Average age on date annuity began to accrue; (5) Average period of service, including private school; (6) Number of deceases; (7) Total annual value of deceased annuities; (8) Average annual value; (9) Average age at date of decease; (10) Period decedents drew annuity; (11) Number of annuities living and in force on June 30 of each year; (12) Total annual value of living annuities; (13) Average annual value. (*Col. 6 includes one annuitant, \$313.80, who resumed teaching April 6, 1914, and another, \$297.60, who resumed November 5, 1917; annuity payment suspended.

Years.	Number, Total and Average Annual Values of Annuities Granted.			Average Age on Date Annuity Began to Accrue.		Average Period of Service, Including Private School.		DECEASES (INCLUDING TWO ANNUITANTS WHO RESUMED TEACHING).						Annuities in Force at End of Each Fiscal Year.					
								Number.	Total Annual Value.	Average Annual Value.	Average Age at Date of Decease.		Average Period Drew Annuity.			Number.	Total Annual Value.	Average Annual Value.	Years.
											Years.	Months.	Years.	Months.	Days.				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		(10)		(11)	(12)	(13)					
1897-'98	8	\$2,669 92	\$333 74	59 4	35 11	1	\$247 48	\$247 48	65 0	0	0	0	7	\$2,422 44	\$346 06	1897-'98			
1898-'99	10	3,012 96	301 29	58 1	33 10	0			0 0	0	0	17	5,435 40	319 72	1898-'99				
1899-'00	12	3,162 08	263 50	56 2	31 4	1	247 48	247 48	57 0	0	10	24	8,350 00	298 21	1899-'00				
1900-'01	12	3,813 84	317 82	52 4	33 1	5	1,451 52	290 30	55 0	1	3	20	35	10,712 32	306 06	1900-'01			
1901-'02	10	3,073 84	307 38	53 4	25 5	3	888 48	296 16	51 8	1	8	22	42	12,897 68	307 08	1901-'02			
1902-'03	17	5,845 16	343 83	59 1	33 3	5	1,895 80	379 16	68 7	2	10	8	54	16,847 04	311 98	1902-'03			
1903-'04	18	5,625 76	312 54	57 3	31 6	4	1,410 72	352 68	63 9	3	5	3	68	21,062 08	309 73	1903-'04			
1904-'05	19	6,467 40	340 38	55 10	27 10	4	1,228 52	307 13	67 9	1	10	1	83	26,300 96	316 87	1904-'05			
1905-'06	22	7,149 00	324 95	59 5	35 10	3	1,014 72	338 24	62 9	4	1	10	92	32,435 24	352 55	1905-'06			
1906-'07	40	14,830 16	370 75	56 7	35 6	5	2,088 88	417 77	62 9	5	5	20	137	45,176 42	329 75	1906-'07			
1907-'08	35	16,525 24	472 14	60 9	37 2	12	4,181 68	348 47	62 9	2	11	25	160	57,520 08	359 50	1907-'08			
1908-'09	33	15,650 00	474 24	57 8	36 5	11	4,389 76	399 06	63 2	3	7	9	182	68,780 32	377 91	1908-'09			
1909-'10	74	34,105 44	460 88	55 8	33 7	8	2,707 52	338 44	56 3	2	9	1	248	100,178 12	403 94	1909-'10			
1910-'11	51	23,945 16	469 51	57 7	34 10	6	3,464 04	577 34	64 4	3	0	3	293	120,673 64	411 85	1910-'11			
1911-'12	54	25,866 80	479 01	55 7	33 8	9	4,061 84	444 64	67 0	3	8	26	338	142,498 68	421 59	1911-'12			
1912-'13	63	32,570 56	518 99	58 3	34 3	19	7,427 56	390 92	64 10	6	3	9	382	167,681 72	438 96	1912-'13			
1913-'14	71	36,291 08	511 14	58 3	35 9	*14	6,522 28	465 88	64 6	3	6	29	439	197,450 52	449 77	1913-'14			
1914-'15	49	26,187 32	534 43	57 1	34 9	15	6,845 88	443 06	67 6	5	6	4	473	216,391 96	458 76	1914-'15			
1915-'16	74	40,439 52	546 48	59 2	38 3	27	14,504 40	537 20	65 7	4	3	17	520	242,912 68	467 14	1915-'16			
1916-'17	58	33,339 28	574 81	59 0	36 5	20	9,102 08	445 10	66 11	6	10	1	558	267,149 84	478 76	1916-'17			
1917-'18	48	26,983 24	562 15	60 2	37 8	*19	*9,116 16	479 79	67 11	4	6	24	587	284,405 50	484 50	1917-'18			
Totals	778	\$367,553 72		44,660 Y—8M—17D	27,260 Y—8M—25D	*191	*\$82,223 00		12,284 Y—3M—17D	867 Y—8M—15D		587	\$284,405 50			Totals			
Averages		472 43		57 Y—4M—25D	35 Y—0M—14D		430 48		64 Y—7M—25D	4 Y—6M—24D			484 50			Aver.			
*Includes annuitants who resumed teaching. (\$313.80 in 1914; \$297.60 in 1917).																			

*Includes annuitants who resumed teaching, (\$313.80 in 1914; \$297.60 in 1917).

OFFICERS AND TRUSTEES.

President—HON. CALVIN N. KENDALL, State Commissioner of Education.

Vice-President—HON. BLOOMFIELD H. MINCH, of Bridgeton; Banker, former State Senator.

Treasurer—HON. WILLIAM T. READ, Treasurer of the State of New Jersey, ex-officio. (The State Treasurer collects, has the custody of and disburses all moneys belonging to the Fund, and is custodian of all its securities).

Secretary—MISS ELIZABETH A. ALLEN, Principal, Hoboken Normal and Training School.

MISS SOPHIE M. BRAUN, Principal, School Number One, Elizabeth.

MR. JAMES E. BRYAN, Superintendent, Camden Public Schools.

MR. WILLIAM J. FIELD, of Jersey City; Vice-President, Commercial Trust Company of New Jersey; Secretary, New Jersey Bankers' Association.

MR. JAMES FITZPATRICK, of Paterson.

MR. ALBERT MONCRIEF, Principal, School Number Twenty-five, Jersey City.

MISS S. EMILY POTTER, Vice-Principal, Washington Street School, Newark.

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