

PLAINSBORO SCHOOL

FOUR CLASSROOMS, AUDITORIUM-GYMNASIUM, SHOWER BATH, KITCHENETTE FOR COMMUNITY USE

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

1920

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TRENTON, N. J.  
PUBLISHED BY THE STATE

1921

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## State Board of Education.

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1919-20

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

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1920-21

MELVIN A. RICE, *President*, .....Atlantic Highlands  
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THOMAS W. SYNNOTT, .....Wenonah  
ROBERT LYNN COX, .....Montclair  
OSCAR W. JEFFERY, .....Englewood  
CALVIN N. KENDALL, *ex-officio Secretary*.





PART I

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REPORTS OF  
PRESIDENT OF STATE BOARD OF EDUCATION  
AND  
COMMISSIONER OF EDUCATION

For year ending June 30, 1920

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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, 1919, to June 30, 1920.

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

STATE OF NEW JERSEY  
DEPARTMENT OF PUBLIC INSTRUCTION

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REPORT OF  
COMMISSIONER OF EDUCATION

TRENTON, December 4, 1920.

*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, 1920.

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The population of the State, according to the 1920 census, was 3,155,374. The total enrollment of pupils in all the various departments of the public schools in 1919-20 was 623,284. Of these pupils, over 53,000 were enrolled in the high schools of the state. The total school enrollment was approximately one-fifth of the total population of the state. To teach these children and youth 18,873 teachers were necessary.

The children were housed in 2,106 school buildings. Over 600,000 children were furnished, free of cost, books, supplies, and the necessary apparatus for teaching. Nearly 300,000 of them were given some form of manual or industrial training. Approximately 13,000 boys, men, girls and women were given some form of vocational education. There were 21,727 children transported to schools at public expense because there were no schools suitable for them in their neighborhood.

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

The per capita cost of the schools, based on the number of pupils present, was 36 cents a day; for these children—actually

present—this was approximately 6½ cents an hour for each child.

While the aggregate amount is large, in terms of the actual individual child 36 cents seems a moderate cost per day, particularly in view of the very high cost of living, which affects the conduct of schools as well as the lives of individuals.

How many parents—especially mothers—are there in the state who would not be willing to contribute 36 cents a day merely for the care-taking of their children for five or five and a half hours a day, to say nothing of the benefits received by the children from the positive influences of education.

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

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

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

Important facts in the report are summarized as follows:

During 1919-20 the current expenses for operating the schools amounted to \$30,854,795.53. This was an increase of \$5,403,781.10 over the preceding year. Over \$20,000,000 of this amount was expended for salaries of teachers, superintendents, and principals. Salaries of janitors and engineers cost \$1,980,108.66. Salaries of attendance officers cost \$228,739.70, and fuel \$1,172,039.77.

The expenses of the Department of Public Instruction and the State Board of Education were \$110,586.88, which is about one-half of one per cent. of the current expenses.

There were enrolled in the schools, including evening schools, 623,284 pupils. Of this number 31,486 were in the evening schools. In the day schools were 299,815 boys and 291,983 girls, making a total of 591,798 enrolled in the day schools. This was an increase of 20,364 in the day school enrollment.



## COMMISSIONER OF EDUCATION.

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Of this total of more than one-half million pupils, 40,282 were enrolled in the kindergartens, a decrease of 146 from the preceding year. There were 276,498 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 181,864.

The total number registered in high schools was 55,243, an increase of 3,864. Our high school registration for the past seven years has been as follows:

1914	1915	1916	1917	1918	1919	1920
38,099	44,314	50,030	50,726	51,048	51,379	55,243

The total number of day school pupils reported as neither absent nor tardy was 15,398, an increase of 1,120 over the preceding year.

The total number of pupils enrolled in one-room rural schools was 18,995, an increase of 418. The number in two-room schools was 15,424, an increase of 1,203. There was a decrease of 37 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 453,946, an increase of 11,459. The average absence of pupils was 17 days, one day less than the preceding year.

There was an increase of men teachers in all the schools of the state of 309, and an increase of women teachers of 557.

## SCHOOL REPORT.

## CHIEF DISBURSEMENTS FOR THE LAST FIVE YEARS

	1916	1917	1918	1919	1920	Increase or Decrease	I
Salaries of teachers, .....	\$13,545,693.37	\$14,449,414.81	\$15,785,310.12	\$18,487,036.04	\$20,916,549.51	\$2,429,513.47	I
Operation of school plant, including janitors' services, .....	2,078,377.11	2,349,927.80	2,779,047.66	3,267,910.58	3,709,351.42	441,440.84	I
Maintenance of school plant, repairs, etc., ....	743,027.96	830,955.10	937,625.02	1,137,692.30	1,478,169.94	340,477.64	I
Purchase of land and erection of buildings, ...	5,056,143.72	5,657,609.69	5,440,048.39	2,772,218.06	5,467,458.29	2,695,240.23	I
Transportation of pupils, .....	412,405.38	430,728.71	529,527.27	655,882.72	781,259.14	125,376.42	I
Medical inspection, .....	230,958.34	258,436.04	284,703.56	320,717.11	410,003.38	89,286.27	I
Manual Training, .....	587,979.48	661,213.04	741,146.64	787,212.14	*975,542.59	188,330.45	I
Vocational Training, .....	206,156.68	211,274.49	276,226.01	252,339.41	*331,395.97	79,056.56	I

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

## 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, ..... 696,006.26
3. Appropriation from State Railroad Tax, .... 4,564,879.27  
Apportioned to counties on basis of ratables
4. State School Tax, ..... 8,235,046.53  
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, ..... 28,480.12  
Apportioned to districts by county superintendents on general plan
6. Local Appropriations, ..... 24,155,265.89  
Used for current expenses, buildings and repairing, etc.
7. Other Sources, ..... 1,382,893.80  
Appropriated for special purposes

## SCHOOL PROPERTIES

The reported valuation of school properties increased during the year from \$83,000,000 to \$102,000,000. Reported valuations for the past ten years are in round numbers as follows:

1911, .....\$44,000,000	1916, .....\$69,000,000
1912, ..... 53,000,000	1917, ..... 74,000,000
1913, ..... 53,000,000	1918, ..... 79,000,000
1914, ..... 58,000,000	1919, ..... 83,000,000
1915, ..... 64,000,000	1920, ..... 102,000,000

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

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

July 1, 1919, to June 30, 1920

State Administration of the Schools .....	\$118,426.89
	½ of 1%
Current Expenses of the Schools .....	28,848,420.65
	99½%



## ANALYSIS OF STATE ADMINISTRATION EXPENSES

State Board of Education Expenses .....	\$3,361.34
Salaries .....	82,565.05
Operation .....	15,432.14
Miscellaneous .....	17,068.06

Total ..... \$118,426.89

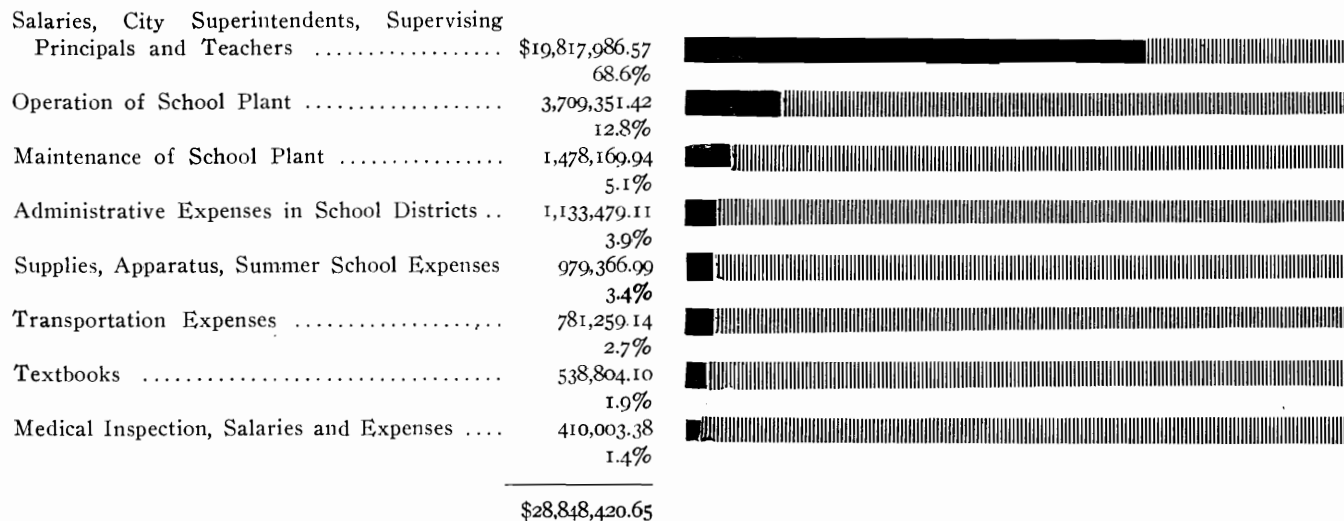
## ANALYSIS OF CURRENT EXPENSES

Salaries, Superintendents, Principals and Teachers .....	\$19,817,986.57
Operation of School Plant .....	3,709,351.42
Maintenance of School Plant .....	1,478,169.94
Administrative Expenses of School Districts ..	1,133,479.11
Supplies, Apparatus, Summer School Expenses .....	979,366.99
Transportation Expense .....	781,259.14
Textbooks .....	538,804.10
Medical Inspection, Supplies and Expenses ...	410,003.38

Total ..... \$28,848,420.65

## GRAPH OF CURRENT EXPENSES FOR EDUCATION

July 1, 1919, to June 30, 1920



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

	1916	1917	1918	1919	1920	Increase or Decrease	
Total enrollment of pupils in all schools, day and evening, .....	578,931	579,243	595,413	596,994	623,284	26,290	I
This enrollment divided—							
Day schools, .....	540,287	544,281	561,825	571,434	591,798	20,364	I
Evening schools, .....	38,644	34,962	33,588	25,560	31,486	5,926	I
Boys in day schools, .....	273,079	274,701	282,789	287,909	299,815	11,906	I
Girls in day schools, .....	267,208	269,580	279,036	283,525	291,983	8,458	I
Boys in evening schools, .....	23,488	20,260	19,675	14,909	19,311	4,402	I
Girls in evening schools, .....	15,156	14,702	13,913	10,651	12,175	1,524	I
Average daily attendance in day schools, .....	421,884	427,874	423,750	435,209	453,946	18,737	I
Average absence of each pupil in days, Enrollment—	17	14	18	16	17	1 day	I.
Kindergarten, .....	37,784	36,694	39,858	40,428	40,282	146	D
Primary schools,* .....	256,602	259,187	267,746	272,358	276,498	4,140	I
Grammar schools,* .....	157,718	161,892	167,529	174,695	181,864	7,169	I
High schools,* .....	50,030	50,726	51,048	51,379	55,243	3,864	I
One-room rural schools, .....	23,668	21,494	20,015	18,577	18,995	418	I
Two-room rural schools, .....	15,634	15,207	13,962	14,231	15,434	1,203	I
Teachers, total number, .....	16,741	17,296	17,743	18,007	18,873	866	I
Men, .....	2,414	2,493	2,414	2,233	2,542	309	I
Women, .....	14,327	14,803	15,329	15,774	16,331	557	I
Teachers—							
One-room rural schools, total, ...	720	684	614	562	529	33	D
Men, .....	107	78	49	55	62	7	I
Women, .....	613	606	565	507	467	40	D
Two-room rural schools, total, ..	444	460	419	425	421	4	D
Men, .....	69	60	48	33	49	16	I
Women, .....	375	400	371	392	372	20	D
Kindergarten, total, .....	659	661	693	703	718	15	I
Primary schools,* total, .....	5,806	5,938	6,079	6,222	6,420	198	I
Men, .....	13	11	6	5	4	1	D
Women, .....	5,793	5,927	6,073	6,217	6,416	199	I
Grammar schools,* total, .....	4,158	4,283	4,495	4,578	4,687	109	I
Men, .....	269	256	217	173	196	23	I
Women, .....	3,889	4,027	4,278	4,405	4,491	86	I

\* Primary schools include grades I to IV. Grammar schools include grades V to VIII. High schools include Grades IX to XII. These figures do not include junior high schools.

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

	1916	1917	1918	1919	1920	Increase or Decrease	
Teachers—							
High schools,* total, .....	1,852	1,928	2,009	2,047	2,132	85	I
Men, .....	714	733	714	674	735	61	I
Women, .....	1,138	1,195	1,295	1,373	1,397	24	I
Manual training, total, .....	379	412	460	473	516	43	I
Men, .....	173	190	194	209	242	33	I
Women, .....	206	222	266	264	274	10	I
Salaries of teachers, total, .....	\$13,545,693.37	\$14,449,414.81	\$15,785,310.12	\$18,487,036.04	\$20,916,549.51	\$2,429,513.47	I
Average salary per year, day schools, .....	872.34	895.69	948.29	1,083.27	1,177.20	93.93	I
One-room rural schools—							
Men, .....	553.32	552.02	614.01	679.95	787.54	107.59	I
Women, .....	481.42	497.72	544.22	643.09	769.00	125.91	I
Kindergarten, women, .....	760.04	779.57	813.49	903.02	1,023.17	120.15	I
Primary schools*—							
Men, .....	760.00	914.09	869.66	856.00	1,082.50	226.50	I
Women, .....	737.00	756.04	791.09	880.67	989.55	108.88	I
Grammar schools*—							
Men, .....	955.01	963.40	1,046.44	1,156.67	1,251.17	94.50	I
Women, .....	831.43	850.64	888.52	986.86	1,097.51	110.65	I
High schools*—							
Men, .....	1,578.17	1,605.63	1,724.07	1,906.45	2,015.12	108.67	I
Women, .....	1,027.46	1,053.43	1,109.00	1,213.91	1,362.36	148.45	I
Schools in session, days, .....	184	172	178	166	181	15 days	I
School districts, number, .....	480	482	487	490	493	3	I
School buildings, .....	2,194	2,190	2,181	2,163	2,106	57	D
Buildings completed during year, ....	66	45	42	19	21	2	I
One-room buildings, .....	827	803	760	709	654	55	D
Valuation of school property, .....	\$69,293,017.86	\$74,144,551.94	\$79,999,965.93	\$83,580,432.05	\$102,852,397.54	\$19,271,965.49	I
Graduates of State Normal Schools—							
Trenton, .....	260	285	292	265	165	100	D
Montclair, .....	170	238	258	211	174	37	D
Newark, .....	313	323	452	386	18	368	D
Total, .....	743	846	1,002	862	357	505	D

\* Primary schools include grades I to IV. Grammar schools include grades V to VIII. High schools include Grades IX to XII. These figures do not include junior high schools.



## SOME NEEDS OF THE SCHOOLS OF THE STATE

Some of the needs of the schools of the state are as follows:

1. An increase in the salaries of the Assistant Commissioners of Education.

These salaries are now \$5,000. In the act of 1911, creating these positions, they were fixed at \$4,500. They have been increased once; an increase of \$500 was granted by the Legislature of 1919. This was an increase of 11.1 per cent.

In the past year the salaries of nearly all the teachers of the state and all school officials have been very substantially increased, and to a much greater extent than the meager \$500 granted the assistant commissioners two years ago.

The cost of living has increased during the period from 1911 to 1920 fully 100 per cent. These officials do not, therefore, receive nearly as much now, according to the present purchasing power of a dollar, as they did in the pre-war period.

Considering the purchasing power of a dollar, these men now receive the equivalent of \$2,500 in 1914. This is a ridiculous salary in view of the importance of the work which they do.

There have been five resignations in these positions since 1911. Every one of the men who has resigned has received elsewhere a larger salary than he did in his position as assistant commissioner.

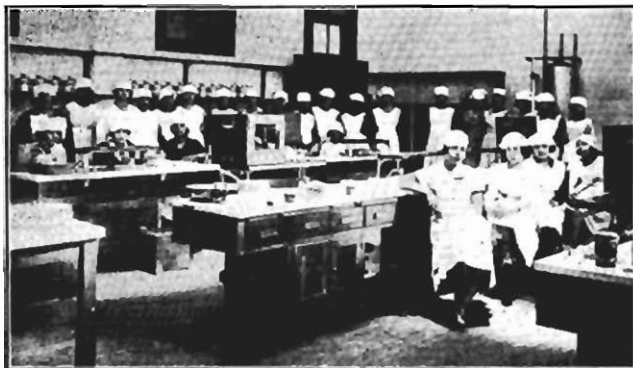
Whenever a vacancy occurs the Commissioner is greatly embarrassed to find a suitable man for the position, and this is largely because of the inadequate salary.

It is not well for the schools of the state to have too frequent changes in these positions. There have been too many changes in the past, largely because of the inadequate salaries.

In my judgment, these salaries should be fixed at \$7,000, and it requires an act of the Legislature to make this change.

Considering the purchasing power of a dollar, this amount would be the equivalent of \$3,500 in 1911.

In these times \$7,000 would be a modest maximum salary for the position that these men occupy and the important work they do. There are in the state 31 local school officials who



GRADE VII

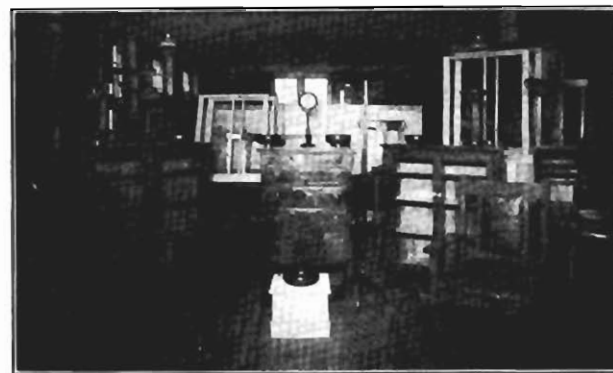


GRADE VIII

DOMESTIC SCIENCE IN CONTINUATION SCHOOL, CLIFTON



CONTINUATION SCHOOL EXHIBIT, MILLVILLE



EMERSON NIGHT SCHOOL, WEST HOBOKEN

receive upwards of \$5,000, or more than the assistant commissioners. Certainly the office of assistant commissioner of education deserves a more adequate recognition than it now receives.

These positions should be made as attractive as practicable in the way of salary because of the necessary travelling involved, and in most of the positions the necessary absence from home. To a great many the absence from home and the travelling do not, to my certain knowledge, make the positions particularly attractive.

I speak of this as a need of the schools of the state because the efficiency of the schools and the welfare of the children of the state depend largely upon the character of the men who are in these positions.

2. New Jersey should as a State attack the great problem of Americanization that exists here.

There is no other State in the Union, except New York and Pennsylvania, where the problem of Americanization is as great as in New Jersey. According to the New York Bureau of Immigration there are 106,000 persons in this state between the ages of 21 and 50 who cannot read, write or speak the English language. How many there are between the ages of 16 and 20 I have no means of estimating, but the number must be very large.

It is not necessary to point out what a menace this large mass of foreign-born illiterates is to the state and to the nation. Largely from the illiterate class are recruited the foes of democracy and of all that Americanization stands for.

It is true that we have a law authorizing evening schools for foreign-born residents. The attendance at these evening schools, however, is optional. Last year these schools were attended by 3,095 persons. The state expended during the year \$38,257.34 for these schools.

But this is a mere drop in the bucket. In the opinion of everybody whose opinion is entitled to weight, evening schools are not the solution of this problem. The solution must be reached by other means than mere evening schools.

The problem is so great in this state that it must be taken up sooner or later, as it has been taken up by the states surrounding us. In all the states in which the condition is similar

to our own, very serious beginnings have been made toward the settlement of this problem. This we have not done.

The plain fact is that New Jersey is backward in attacking this problem. Excellent work has been done in a few localities, but there are many localities in which Americanization is entirely neglected.

Amounts have been appropriated by various state legislatures for Americanization and allied activities as follows:

Connecticut, . . . . .	\$50,000 (for two years)
Delaware, . . . . .	15,000
Massachusetts, . . . . .	110,000
New York, . . . . .	260,000
Pennsylvania, . . . . .	500,000 (fund available)
Rhode Island, . . . . .	11,000
New Jersey, . . . . .	0

There should be established at once in connection with the Department of Public Instruction an Americanization Bureau; and at least \$100,000 should be appropriated by the state for Americanization.

### 3. Better school attendance.

In my last Annual Report I discussed at some length the question of better school attendance in New Jersey. I shall not enlarge upon that subject here; the situation now is practically the same as it was then.

Poor attendance—next to poor teaching, which we always have with us to a certain extent—constitutes the greatest waste in public school education in America. I say this deliberately. In dollars and cents the state loses between one and two million dollars a year because some children do not go to school and others attend very irregularly and infrequently, so that they are not educated. We have been deluding ourselves when we have believed that all our children were being educated.

It is not too much to say that thousands of children do not attend school one-half the time when schools are in session. As I have pointed out repeatedly, it costs no more to operate the schools when the children are present than when they are absent. Teachers must be paid, fuel supplied and buildings kept in repair.

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Not only are those children injured who do not attend school regularly, but those who do attend regularly are seriously hampered by the disorganization of the program due to poor attendance. The conscientious teacher makes an effort to help the absentees catch up in their work when they are in school. In doing this she necessarily takes time which should be given to class progress.

Sooner or later New Jersey will correct its enormous loss because of poor school attendance, but I may frankly concede that little progress has been made of late years in this respect.

The fact is that many parents—and not always foreign-born parents—are totally indifferent as to whether or not their children get an education. Of course it is a commonplace to say that education is a necessity in a democracy. If our children are allowed to grow up without an education they are likely to be a menace to American institutions.

The state imperatively needs a census of school children. It also needs a State attendance bureau, well organized and equipped, unless some other means can be devised to overcome the waste due to poor attendance. This is a matter of so great importance that definite steps for the solution of the problem should be taken at once.

It was a source of satisfaction to many in the state that in the report of the Russell Sage Foundation New Jersey ranked fourth in all the states of the Union. The Commissioner addressed a letter to Colonel Leonard P. Ayres, under whose direction the report was compiled, asking him why New Jersey, considering all the money it spends on schools, did not rank even higher than fourth. Here is a copy of his reply.

RUSSELL SAGE FOUNDATION  
NEW YORK CITY

June 2, 1920.

Dr. Calvin N. Kendall  
Commissioner of Education  
Trenton, New Jersey

Dear Dr. Kendall:

The greatest single improvement in the index number rating of the New Jersey schools would be brought about by a better record in the matter of school attendance.

There are ten elements entering into the index number, and in the combination of these elements New Jersey had an index number of 65.93, which gave it a rank of four among the States and territorial possessions. The three States ranking ahead of New Jersey were Montana, California, and Arizona. The index number of Montana was 75.79, that of California 71.21 and that of Arizona 66.19. Since the number of Montana was ten points above that of New Jersey and since there are ten elements, it follows that if New Jersey could increase its rating by one point, or one per cent., in each of the ten elements, she would equal the record made by Montana.

The State, however, already has a higher record than any of the other States in several of the items compared. New Jersey has the longest school term among these four States, and ranks high in the amount of money spent. She also has a high rating in the proportion of boys to girls in the high schools. The easiest way for New Jersey to better her present record is to increase attendance in the public schools, for it is in this item and in the other items that are based on the attendance records that New Jersey's showing is relatively lowest.

Sincerely yours,

LEONARD P. AYRES

*Director.*

We shall spend during the current year probably thirty-five million dollars on our schools. No great industrial establishment that spent thirty-five millions on its plant would hesitate long in stopping any known leakage, especially a leakage of over a million and a half dollars.

Why should not the State of New Jersey make an effort to do the same?

4. Use of the money raised by the school children of the state for the Soldiers' and Sailors' Memorial Building at Trenton.

Near the close of the war a movement was established—not by the State Board of Education nor by the Commissioner, be it said—to raise funds for the building of a Soldiers' and Sailors' Memorial Building at Trenton.

It was proposed to raise \$250,000 or approximately that amount to erect this building—not through the schools alone but through other agencies also. But with all the co-operation the State Board of Education and the Department of Public Instruction could give the enterprise, only \$64,521.45 was secured, of which \$51,770.32 was raised by the school children.

This money is now in the hands of the State Treasurer. It should be used for the purpose for which the fund was estab-



lished—the erection of a suitable building in Trenton, to be known as the Soldiers' and Sailors' Memorial Building. The use of this money for any other purpose would be a breach of faith with the school children of the state, which the Commissioner of Education will not consent to, if he has anything to say about it.

It is the opinion of the Commissioner that a suitable Memorial Building should be erected on the State House grounds. It should house the Department of Public Instruction. It might also contain the State Museum and the State Library. This would partly relieve the present congestion in the State House.

The building should contain a Memorial Hall, which could be used for assemblies and conventions. It should also contain alcoves, one for each county in the state, each alcove to contain the names of the New Jersey soldiers and sailors who lost their lives in the Great War.

In other words, the building should be a Memorial Building, but a Memorial Building which would be in constant use and which would contain features for which the building was originally designed.

Such a building can not be erected for \$65,000. The Legislature should make an appropriation to supplement the amount in hand—\$65,000—which has been raised by the school children and others for this purpose.

The building need not be of such a size or character as the education building in New York State, which cost \$5,000,000, but it should be large enough and commodious enough and attractive enough to be a suitable building for the state activities mentioned. It would probably cost from \$300,000 to \$500,000.

New Jersey is not a poor state. Certainly it is not so poor as to break faith with its school children.

5. Suitable and decent quarters for the Department of Public Instruction.

The Department of Public Instruction is now housed in extremely inadequate quarters outside of the State House, although the law plainly states that suitable offices shall be provided in the State House for this Department.



When the Department of Public Instruction was moved out of the State House the promise was made to the Commissioner that these outside quarters would be only temporary. Since that time three years have elapsed; the Department is still outside the State House, and no provision for better housing is in sight.

There is probably no local superintendent of schools in the state where offices are not better adapted for the work to be done in them than are the quarters provided for the Commissioner of Education and his associates for the work of the Department of Public Instruction.

Every Legislature, by its enactments, increases the demands upon the Department of Public Instruction.

The present quarters are dilapidated, inconvenient, and unsafe for the employees of the Department from the standpoint of health both in spirits and in body. They are a disgrace to the state in view of the importance of its educational interests.

I wish to put myself on record as calling the attention of the public to these quarters and as disclaiming any responsibility for any loss of life among the employees of this Department which might result because of the character of these quarters.

I wish also in this connection to call attention to the fact that should a fire destroy our present quarters the loss would be extremely serious to the thousands of teachers and others who have records on file here. There would be no way of replacing these documents, which are of very great value.

There should be in the new building adequate protection for these papers. Vaults should be built in for this purpose, or fire-proof filing cases should be provided.

6. Steps should be taken toward building an additional normal school in the northeastern part of the state—the metropolitan district near New York.

In the counties of Hudson, Bergen, Essex, Union and Passaic—the counties that constitute the commuting district for the city of New York—there are, according to the census of 1920, 1,951,157 people.

In the year ending June 30, 1920, there were 11,567 teachers in these counties, and 355,406 pupils were enrolled.

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In 1915, according to the census of that year, there were 1,719,977 people in these counties. There were 9,665 teachers and 312,649 pupils were enrolled.

The following table shows the enormous growth in each of the five counties of the northeastern part of the state during the past five years.

	1915	1920
Hudson, .....	571,371	629,154
Essex, .....	566,324	652,089
Bergen, .....	178,596	210,703
Passaic, .....	236,364	259,174
Union, .....	167,322	200,037
	<hr/>	<hr/>
	1,719,977	1,951,157

If the same per cent. of increase in population obtains during the next five years as during the five years just past, there will be 2,213,588 people in these five counties in 1925; 403,990 pupils will be enrolled and 13,843 teachers will be needed to instruct them, and with the completion of the tunnel under the Hudson River the population of northeastern Jersey is bound to increase still more rapidly.

This new normal school should be located by the State Board of Education, for this Board is more familiar with the needs of the schools of the state, or ought to be, than any other body of men.

It is the opinion of the Commissioner, however, that the school should be located in Hudson County. The objection may be raised that the northeastern section of the state already has two normal schools. So it has, but it needs a third one, and even if steps were taken now toward building another normal school it would probably be five years before the school would be available.

This would give New Jersey, when the school at Glassboro is finished, five normal schools, instead of three, as it has at present. Massachusetts, with a population not greatly exceeding that of New Jersey, has ten normal schools. Connecticut, with a popu-

lation one-third as large as that of New Jersey, has five normal schools.

As I have intimated above, it is none too early to begin to plan for the erection of this building, which is for the future education of the state.

I wish to reaffirm the statement I have frequently made, that in order to justify the annual expenditure of thirty or forty million dollars on our schools we must have more trained teachers than we have at present and in my judgment five normal schools are needed in order to make this possible.

7. More money should be distributed by the state to the local districts.

The expense of operating the schools of the state has very largely increased. This is especially shown in the year in which this report is written—1920-21. I estimate that the expense for this current year, 1920-21, will be thirty-five million dollars, most of which will go into teachers' salaries.

These expenses are bound to continue to increase unless we have a very radical change in industrial and economic conditions within the next few years.

According to the Annual Reports for the last ten years the total expenses of operating the schools have been as follows:

1909-10, .....	\$11,963,279.43
1910-11, .....	12,712,908.48
1911-12, .....	14,547,833.47
1912-13, .....	15,427,982.34
1913-14, .....	17,044,232.01
1914-15, .....	17,158,750.58
1915-16, .....	18,197,668.19
1916-17, .....	19,677,588.72
1917-18, .....	21,741,295.87
1918-19, .....	25,451,014.43
1919-20, .....	30,854,795.53

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The distribution to the local districts, together with its percentage of operating expenses for the last ten years, is as follows :

1909-10, . . . . .	\$2,613,229.58	22%
1910-11, . . . . .	2,655,394.40	21%
1911-12, . . . . .	2,772,714.26	19%
1912-13, . . . . .	3,466,696.79	22%
1913-14, . . . . .	3,286,740.57	19%
1914-15, . . . . .	3,034,355.10	18%
1915-16, . . . . .	2,873,963.32	16%
1916-17, . . . . .	3,276,905.41	17%
1917-18, . . . . .	3,255,683.37	15%
1918-19, . . . . .	3,449,468.19	14%
1919-20, . . . . .	3,493,323.93	12%

Many of the local boards find the school tax very burdensome and are making loud demands that more money should be distributed from Trenton.

It is my opinion that the state school tax should be increased from two- and three-quarter mills to six mills.

I am not unaware of the fact that the money eventually comes out of the people, but a state levy is not likely to be so unpopular as a local levy.

A six mill levy would mean the raising of approximately \$19,834,000 on the present assessed valuation, whereas the two and three-quarter mill levy means the raising of approximately \$9,100,000.

There may be a better way of increasing the state apportionment than this, but at present I do not know what it is. At any rate, something should be done about it.

It may be added that New York state increased its state revenues for the schools at the last session of the Legislature by \$20,000,000. Other states are increasing their state apportionment also for local schools. In the meantime, New Jersey is doing nothing.

8. New Jersey needs a state university, either a new institution or an enlargement of one of our existing state institutions.

Such an institution would pay for itself. It would cost a great deal of money, but it is an investment which would return large dividends in the future of the state.

There ought to be an institution of this type in the state with tuition free to every New Jersey boy and girl. There will be such an institution sometime. The time may be remote, but it will surely come.

New Jersey is one of the wealthy states of the Union and there ought to be a place in the state somewhere in which every boy and girl can receive a higher education with free tuition.

Every state west of the Allegheny Mountains has adopted this policy. If they can afford it, New Jersey can afford it also. In those states, however, the question is not raised as to whether they can afford it. Indeed, they could not afford to do otherwise.

In the state of California this current year there are upwards of 8,000 students in the state universities.

The dividends which such an institution pays are large. It is an investment that enables its citizens to produce more and add to material wealth. This has been demonstrated over and over again in the western states.

The state university pays large dividends in the greater intelligence of its citizens. It may be hard to prove this, but every discriminating man and woman knows it must be so.

The state university is an aid to the high schools and to the elementary schools. We are likely to have much better schools throughout the system if we have the leadership of the state university. The educational system of the state should reach from the kindergarten to the university, and include both.

This is not merely theory on my part. I have observed the work of state universities in connection with elementary and high schools in three western states where I have been, and I will say frankly that the educational uplift of the state university is missed in New Jersey.

9. The reserve fund which is now distributed by law by the State Board of Education to the counties should be distributed, in my judgment, to townships rather than to counties.

That is, the township should be the unit rather than the county.

I say this because in the counties receiving this money the rich districts as well as the poor ones receive aid and these rich districts do not need it.

For instance, there is one township in Bergen County which I have visited, which is so poor in ratables that it cannot maintain adequate schools for its children. This township is rich in children and poor in ratables. The richer districts which at one time formed a part of this district have been taken away, leaving this township poor in ratables, yet the township receives no money from the reserve fund for the education of its children.

These children ought to be educated just as well as the children in East Orange, or any other rich district, but they can not be educated properly under the present conditions.

How could we determine which these townships are? Briefly, without going into details, the county superintendents should make the recommendation to the Commissioner, and the Commissioner in turn should approve of this recommendation to the State Board of Education, and then the State Board could act.

In this way we would more nearly equalize the advantages of education for all children in the state, and this is one of our greatest needs in the state. The equalization of education is an extremely difficult thing to bring about, but the problem must be attacked sooner or later.

#### WHAT HAS BEEN DONE IN NEW JERSEY TO EDUCATE PUBLIC SENTIMENT IN REGARD TO THE VALUE OF SCHOOLS

It has been the constant effort of the Department to use every means in its power to educate public opinion in regard to the work of the schools. Toward this end the following things have been accomplished:

1. First, a monthly bulletin, the "Education Bulletin," has been prepared and sent out in very large numbers over the state. This periodical tells of the work of the schools of the state.

2. In October of each year, with the approval of the Governor, one Sunday has been set apart as "Educational Sunday." The following proclamation was issued by the Commissioner in regard to Educational Sunday in the fall of 1919.



EDUCATIONAL SUNDAY

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

There are two great organizations whose distinctive purpose is human betterment—the church and the school.

Their status in a community is a measure of that community's intelligence and of its progress in those things which make for better living.

If these institutions are generously supported the community is rich—rich not only in the goods of this world, but in those things which are eternal.

The spiritual contributions to human welfare of the two institutions are immeasurable.

The school and the church, then, have much in common. That child is fortunate who lives in a home where his upbringing is the first care and concern of mother and father; whose parents realize that the entire responsibility for the formation of his character must not be thrown upon the school and the church.

Year by year the school enlarges its influence.

The intelligence of the child is of paramount interest to teachers; but his health, or physical well-being, is assuming nowadays more importance.

Some provision is made for his industrial life, for hand competency, which was so important a part of his training under old-time conditions.

Teachers are not unmindful that the purpose of the schools in part is to furnish the child resources for his enlightenment and the profitable use of his leisure time.

Not only is he a citizen of a small republic called the school. His life there fits him in a degree for the larger life of the neighborhood, the county, the state and the nation.

Nor must it be overlooked that in practically every New Jersey school there is recognition of the truth that a "beautiful behavior" is the finest of the fine arts.

For where will be found a stronger, steadier insistence upon habits of obedience, of courtesy, of industry, of cleanliness, or respect for others' rights, of self-reliance, of honesty, and of truth, than in the schoolrooms of the state?

In thousands of schools here in New Jersey ambition is kindled, ideals of service are fostered, patriotism is nourished, contents of stimulating books are made known, standards of proper living are created, and divine ideals are encouraged.

To be sure, the work of the schools—of any single school—is imperfect, for it is a human enterprise.

The greatest need is better teaching, and always will be. A great need is an extension of educational opportunities by means of different kinds of schools. A great need is more vitality in all our educational processes and endeavors, to the end that in our noble republic intellectual life, physical life, industrial life, civic life and spiritual life may all be strengthened.

These truths are well known to our people in New Jersey. A tangible proof of this is found in the generous and cordial support of public education.



But more generous support must be had, and there should be more public interest in education.

The promotion of public education in this republic is a challenge to all forward-looking men and women.

As one means of arousing still greater interest in public education, "Educational Sunday" in our churches was established several years ago, and the idea has had widespread support on the part of the clergy and congregations throughout the state.

I therefore recommend that the second Sunday in October, October 12, be devoted to the great cause of education.

It is hoped that on that day sermons may be preached and addresses given relating to the importance of education. It is further suggested that in Sunday schools and similar assemblages it would be appropriate to impress upon the young that both the Sunday school and the day school are instruments for human progress.

Clergymen may secure information concerning the schools by applying to local superintendents and supervising principals.

Respectfully

CALVIN N. KENDALL

*Commissioner of Education*

Approved

WILLIAM N. RUNYON

*Acting Governor*

3. One week during the winter has been designated by the Commissioner as "Visit-the-Schools Week," in order to induce parents to observe the work of the schools and actually see what the children accomplish in the schoolrooms.

Thouands of visitors went to the schools during "Visit-the-Schools Week" last year and were much impressed with the work that the schools were doing.

In some of the cities, where it would have been impossible for the fathers to visit the schools during the day, the regular afternoon session of the school has been held in the evening. This has made it possible for a very large number to learn at first hand how modern schools are being conducted.

I trust that more of our wide-awake school men and women will realize the opportunity that this gives to bring more closely together the schools and the parents.

The following proclamation in regard to "Visit-the-Schools Week" was issued by the Commissioner to the schools of the state last January.

### VISIT-THE-SCHOOLS WEEK

*To Local Boards of Education, Superintendents of Schools, Principals and Teachers:*

During each of the past three years a week has been designated as Visit-the-Schools Week. Last year more than thirty thousand persons visited the schools during the week set apart for this purpose.

The week which is designated as Visit-the-Schools Week this year is the one beginning Monday, February 16. It is hoped that a larger number of persons will visit the schools this year than visited them last year.

This week comes at a time of the year when fathers are not so busy as they are at some other seasons, and they, as well as the mothers, can visit the schools.

A large number of schools held evening sessions last year and this brought out a very large attendance of parents and others. At these evening sessions the regular work of the school is carried on and in this work parents are greatly interested.

It is suggested that the ordinary session of the school go on and that no formal or unusual exercises be prepared for the visitors. The average parent—father or mother—likes to see the regular work of the school instead of exercises that are specially prepared for the occasion of the visits.

It is to be remembered that it is a long time since parents were in school themselves, and ordinarily they are much interested in what is going on in the schools.

It is suggested that committees of the older pupils be appointed to see that visitors are provided with chairs and that their wraps are taken care of.

The purpose in general of Visit-the-Schools Week is to interest the public in their schools, and nothing else interests them so much as a personal visit to schools. They will become acquainted with the teacher; they will see under what physical circumstances the teacher's work is done; they will appreciate more the difficulties of the teacher, and their regard for his or her importance will be increased. They will pay the school taxes more freely.

I hope that every teacher in the state, from kindergarten to high school, and both inclusive, will take such an interest in Visit-the-Schools Week that it will this year be a greater success than it has ever been before.

We are asking for larger salaries for teachers and for more money for schools in general, and Visit-the-Schools Week is one of the most forceful means of securing what we want.

The Commissioner has been impressed with a report of the observance of Visit-the-Schools Week last year from a rural district in the state. Extracts from this report follow:

"This school observed Visit-the-Schools Week in much the usual manner. Notes were written by the pupils asking the mothers to drop in informally at any time during the week.

"We advertised the fact that on Friday evening there would be a regular session of the school. The children brought pictures of many of the noted military men, such as Pershing, Foch, Haig, Wood, etc.; also prominent men, such as Wilson and Roosevelt. These, with a generous draping of flags, constituted our decorations. A great deal of work done by the pupils was

displayed. It was pleasing to watch the children point out their work to admiring parents, and to note the proud and happy expressions of the parents, even though the work was often crude. Every pupil had at least four specimens of some sort to exhibit.

"The main part of our working program was arithmetic—rapid oral drill on the tables, followed by blackboard demonstrations of a similar nature. Each class had an opportunity to recite orally, and also to work on the board. Time contests, blackboard relays, etc., furnished enthusiasm, interest and amusement for all. It was surprising how interested parents were in watching and hoping for their child to win.

"After an hour of good, solid work the visitors were asked to go into the primary room (the movable furniture had all been brought into the higher grade room and used by pupils during the lessons) and stand in rows close to the wall on three sides of the room, to watch the children at their games and play. Various games were played.

"To break the ice and to make for sociability, thirty pictures of prominent persons were pinned up on the walls and the guests were given pencil and paper and asked to write the names of those they knew. This was delightful for the pupils, as they felt they were testing the parents. The prize was a poster made by the pupils.

"There were sixty-two guests, and every family represented in school had at least one representative among the guests.

"All seemed pleased, happy, interested, and wonderfully proud of our school. It was, all in all, the finest meeting of the kind we have ever had."

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

Respectfully

CALVIN N. KENDALL

*Commissioner of Education*

Approved

STATE BOARD OF EDUCATION

4. Moreover, the Department has from the beginning urged the formation of parent-teacher associations and home and school associations. Thousands of these associations have been formed in every part of the State and by their means great interest has been aroused in the schools, and school betterment has been accomplished.

At the request of the Commissioner, Miss Laura M. Sydenham, helping teacher in Somerset County has prepared the following statement in regard to these associations in that county. This description of the work in Somerset County is reasonably typical of all the counties of the state. It is therefore presented merely as a typical report.

## SOMERSET COUNTY PARENT-TEACHER ASSOCIATION

You will observe that we of Somerset County are strong believers in the value of parent-teacher associations, since we have continued our campaign of organization until we have almost realized our goal of one association in each school district.

It is rather odd that parents should ever have to be urged to organize for the benefit of their children, but such is sometimes the case. A note written by the child as a school exercise inviting his parents to be present at school on the occasion of his taking part in public will usually insure a goodly attendance. This gathering presents the opportunity to talk with individual parents about the desirability of forming a society for the betterment of the school, to find out who would make the best leaders, and to decide upon a time for the organization meeting. To insure a sufficient number at this organization meeting personal invitations are necessary and transportation by automobile is most helpful. Once formed, our association must have some definite plans outlined, or interest will flag and the fledgling will die. To grow we must serve, for service is the secret of success.

The trend of our associations is to aid in the material welfare of the school, to raise money in various ways for shades, pictures, library books, phonographs, records or busy work. Perhaps this is the easiest service to render and certainly it is much needed. The opportunities for the self-expression thus presented make our parents more observant of school needs, develop individuals for leaders, and give to rural women a training for responsibility which they otherwise would not get.

A strong demand has come recently from parent-teacher associations in several quarters to know about serving the hot dish at noon in small schools. As a result of these inquiries several schools are equipped for the purpose, and results are promising. At the spring meeting of our County Council, pupils demonstrated the making and serving of cocoa to fifty or more. We felt very proud of the boy who was bookkeeper and who explained to the Council about the financial end of the proposition. Not only did he know his job but he could answer all the questions that were put to him about recipes, quantities required, the work of the cook, the housekeeper and the rest.

It was about two years ago that the pupils and helping teacher turned the desks in a certain two-room school to face in another direction. The desks were so old, cut and marred that it seemed too bad to expend the effort in changing them, but light conditions were much improved. We made the room as attractive as possible and that afternoon the parent-teacher association met. They discussed the age and condition of the desks and the necessity for new modern ones. As a result a committee called upon the local trustee to present their cause, and after a board meeting new desks were promised; but they did not come that year, nor the next. Then those parents rose up in indignation and sent for the County Superintendent to come and advise them what to do. He came he saw their position and diplomatically advised them. They conquered—the desks have been ordered. Two of these women in order to attend a board meeting were forced to walk home—four miles—at midnight because of the failure of their conveyance, and they were willing to do it again if thereby good could be accomplished.

The women of another community turned out in such numbers at an election that the children are now enjoying a fine modern two-room building with tennis court and various outdoor equipment in sight. This after the men had voted "No." In one of our larger communities their activities resulted in a supplementary school election this spring, at which a substantial addition to the budget was voted for increasing teachers salaries, in advance of increases already granted. The mothers feared for the stability of their school if many teachers left.

One progressive president started a sewing class on Saturdays, and also a Sunday School, attended by Protestants and Catholics alike.

I like the custom of one parent-teacher association, which, after calling for reports from various chairmen, calls upon each teacher to make a report. This consists of statements of health conditions, attendance, new books received, special exercises, conduct of pupils and kindred other subjects. This association always has a committee present at each board meeting, and it is welcomed. One of the teachers goes with the committee and so is present to answer any question regarding school conditions which may arise.

Parents owe a duty to pupils who have left rural schools either for high school or for work, and likewise to young farm hands, all of whom need recreation in home communities and under suitable conditions. Excellent results have been obtained by adults taking part in plays. They are pleased to do it and the community is entertained. A weekly or bi-weekly dance or entertainment properly chaperoned by a parent-teacher association committee at the school removes the excuse to go to a distance for pleasure, and incidentally gives the young teacher an opportunity to mingle with the young people of the community. One teacher on such occasions taught games and folk dances from the monograph on physical training. More fathers should be found taking an active part in social activities as did the one who played his "fiddle" for the dances. Parent-teacher association activities prevent parents from being placed "on the shelf."

So frequently the education of parents has come to a standstill and they are unable to be inspirational to their children. We cannot look for them to be progressive and helpful if they do not know what others are doing. With this thought in mind we have invited the members of parent-teacher associations to gather socially and inspect school work in other parts of the county, and have arranged for mothers to visit nearby schools which their children will later attend. This is a valuable means of creating public opinion for improving local conditions, and we hope to do much more of it.

We look to the parent-teacher associations of the future to have a more active interest in health conditions, to encourage continuation in school and regular attendance, to foster transportation and consolidation, and to accept as one of its special duties seeing that the teacher is comfortably and happily housed and that she has means of transportation provided *gratis* to attend teachers' meetings or to reach town occasionally.

5. The newspapers have been an efficient ally of the schools throughout the state. County superintendents and principals have been encouraged to make greater use of the newspapers in printing news of the schools. The newspapers have responded splendidly and great credit is due them.



## 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, 1920, with corresponding figures for the preceding eight years:

## NUMBER OF TEACHERS

	1912	1913	1914	1915	1916	1917	1918	1919	1920
Total number of new teachers entering the schools									
In schools outside of cities ..	1006	1055	1195	1201	1142	1144	1380	1315	1574
In city schools .....	721	763	916	854	811	814	851	996	989
Total new teachers .....	1727	1818	2111	2055	1953	1958	2231	2311	2563

This number was divided as follows

In high schools outside of cities .....	126	181	223	252	217	210	237	291	313
In city high schools .....	91	119	208	225	210	161	151	179	200
Total high schools .....	217	300	431	477	427	371	388	470	513

In elementary schools outside of cities .....	880	874	972	949	925	931	1136	1018	1256
In city elementary schools .....	630	644	708	629	601	641	683	811	779
Total elementary schools ...	1510	1518	1680	1578	1526	1572	1819	1829	2035

In vocational schools outside of cities .....	....	....	....	....	....	....	7	6	5
In city vocational schools ....	....	....	....	....	....	....	17	6	10
Total vocational schools ....	....	....	....	....	....	....	24	12	15

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

In schools outside of cities ...	14	24	39	47	36	41	67	60	70
In city schools .....	46	51	61	71	56	66	69	65	53
Total for industrial subjects	60	75	100	118	92	107	136	125	123

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

In schools outside of cities ...	23	55	18	28	36	46	47	64	78
In city schools .....	42	18	18	22	28	65	119	100	73
Total for special subjects ..	65	73	36	50	64	111	166	164	151

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## PREPARATION OF THESE TEACHERS

	1912	1913	1914	1915	1916	1917	1918	1919	1920
Graduates of New Jersey State Normal Schools									
Entering schools outside of cities .....	209	211	287	305	402	410	558	475	506
Entering city schools .....	84	112	211	231	281	307	267	403	390
Total .....	293	323	498	536	683	717	825	878	896
Graduates of City Training Schools in New Jersey									
Entering schools outside of cities .....	30	22	24	22	20	20	28	9	14
Entering city schools .....	232	228	231	171	120	123	153	153	114
Total .....	262	250	255	193	140	143	181	162	128
Graduates of Colleges, Universities and Technical Institutions									
Entering schools outside of cities .....	194	256	248	280	273	251	288	314	392
Entering city schools .....	161	174	200	196	209	202	217	188	199
Total .....	355	430	448	476	482	453	505	502	591
Graduates of Normal Schools without the state									
Entering schools outside of cities .....	367	384	387	315	223	213	275	286	349
Entering city schools .....	208	214	230	203	146	132	153	180	213
Total .....	575	598	617	518	369	345	428	466	562
With only partial or no Normal School, College or University Training, except one or two summer school sessions									
Entering schools outside of cities .....	206	182	249	279	224	250	231	231	313
Entering city schools .....	36	35	44	53	84	50	61	72	73
Total .....	242	217	293	332	308	300	292	303	386

It appears:

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

	1912	1913	1914	1915	1916	1917	1918	1919	1920
Whole number of teachers in State, .....	12,652	13,312	14,014	14,811	15,571	17,296	17,743	18,007	18,873
New teachers required, ....	1,727	1,818	2,111	2,055	1,953	1,958	2,231	2,311	2,563
Proportion of new teachers to whole number of teachers,	13.7%	13.7%	15.1%	13.9%	12.5%	11.3%	12.6%	12.8%	13.6%

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

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

3. That the number of new teachers entering the elementary schools outside of cities was nearly 500 more than the number of new teachers entering city elementary schools. This also reveals how much more numerous are changes in the smaller districts than in the cities, New Jersey being largely an urban state. It is difficult under such circumstances to give the country child advantages equal to those received by the city child.

4. That of the new elementary teachers, 896 were reported as graduates of our own normal schools. Out of the 2,035 teachers who entered these schools, therefore, 44 per cent were graduates of our own normal schools, or less than one-half of the total number of new teachers.

5. That in 1914—six years ago—our own normal schools turned out only 30 per cent of the trained teachers entering elementary schools. The increase to about 44 per cent is gratifying.

6. That in the high schools the number of new teachers who were graduates of colleges, universities or technical institutions was 89 more than last year. It should be again stated that practically all these teachers were trained in institutions outside the state. The number of graduates entering the high schools from higher institutions within the state was practically negligible.

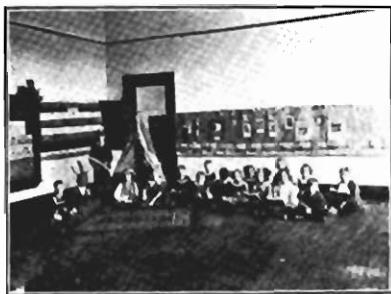
7. That the number entering the elementary schools from normal schools outside the state was 562. Six years ago the number was 617.

Six years ago, of the 1,115 normal school graduates entering our schools 55 per cent were trained outside the state and 45 per cent were trained by the normal schools within the state. It is gratifying to note that last year, out of 1,458 graduates entering the elementary schools, approximately three-fifths were graduates of our own normal schools.





DRAMATIZING A STORY  
CULVER SCHOOL, MILLVILLE



THE STORY OF HIAWATHA  
BRAYTON AND WASHINGTON SCHOOLS, SUMMIT



TERCENTENARY OF LANDING OF PILGRIMS  
RAHWAY PUBLIC SCHOOLS

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

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

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

#### THE SITUATION AS REGARDS THE TEACHER

There are nearly 19,000 teachers in the state. At the beginning of the year 1920-21 practically every school was supplied with a teacher. Teachers have been secured because of the use of war emergency certificates. A war emergency certificate may be issued to any person who has taught school anywhere. These certificates will expire at the end of the war by action of the State Board of Examiners and the State Board of Education. They are emergency certificates, as the name indicates. They were called into use by the scarcity of teachers.

In November, 1920, approximately 390 of these certificates were in force. Of this number the county superintendents estimated that not more than 270 were held by desirable teachers.

The county superintendents are unanimous in their opinion that these emergency certificates should be done away with at the earliest possible moment and that their operation has not worked for the best interests of the children and the schools.

We have been able to provide a teacher for every child in New Jersey at the beginning of the year 1920-21, but many of these teachers are inefficient and ought not to be in the schools.

In some districts of the state it seems impossible to impress upon the parents the fact that there is a wide difference between "teaching school" and "keeping school." The public often needs to be educated as to the importance of having good teachers rather than simply persons who can keep the schools open. When the best educational interests of the children are considered we are obliged to confess that many of these "emergency" teachers have but slender qualifications for the positions they occupy.

It is the purpose of the Commissioner to recommend the discontinuance of these emergency certificates at the end of the school year. It is believed that this step will lead to the demand for a better grade of teachers and that the school interests of New Jersey will be thereby advanced.

The danger to the public schools everywhere throughout the country is that teachers with inadequate qualifications may be employed in order to keep the doors of the schoolhouse open.

Lowering the standard of teaching in our schools is a movement filled with greater danger than would be the closing of some of our schools. If the public demands a high standard of its teachers and is willing to pay adequately for that high standard, enough young people will enter our training schools to fill all the positions.

It is safe to say that in November, 1920, approximately 120 teachers are holding emergency certificates in New Jersey who ought not to be in the schools. If the interest in the schools is paramount and if education is really worth while, we ought to be able to secure for the year 1921-22 fully licensed, well equipped teachers for every school in the state.

The twenty-one county superintendents of the state estimate that of the teachers under their jurisdiction 598 are now teaching on salaries of less than \$1,000. In behalf of the children of the state the Commissioner wishes to protest against any teacher's being employed anywhere in the state at a salary less than \$1,000.

In the fall of 1920, \$1,000 is really equivalent to \$500 in the fall of 1916, so greatly has the cost of living increased. No

teacher in the state should be employed at so meager a salary as this. As a matter of fact, the salary of every teacher in the state ought to be at least \$1,200, considering the high cost of living.

The bill introduced last winter in the Legislature, which provided that the salary of normal school graduates should be at least \$1,000, ought to have passed. It ought to have passed because an inducement would have been offered to many young women graduates of the high schools to enter our normal schools and become trained teachers.

We therefore still have the teacher situation with us and will have it until every teacher in the state receives a salary of at least \$1,000. This amount is little enough. The minimum should be \$1,200, as stated before, when one considers the work the teacher is called upon to do and the professional training she is required to have.

Thanks to the generosity of local communities, their interest in their schools, and the action of boards of education, salaries have been substantially advanced very generally in the state, but the advance has not been great enough.

This report will not be complete without the acknowledgment of the Commissioner of the efforts of the Committee of the State Teachers' Association, which presented the salary question to the public through the newspapers and otherwise. Mr. Alexander J. Glennie, formerly President of the State Teachers' Association, prepared, at the request of the Commissioner, a report on the work of this committee. It is as follows:

#### THE "SCHOOL AND TEACHER CAMPAIGN" IN NEW JERSEY

In September, 1919, this was the situation in which the public school system of the country found itself. Thousands of teachers had withdrawn and were withdrawing from service, and the normal and training schools throughout the country were reporting a greatly reduced registration of young men and young women preparing for teaching. Business and industry were outbidding the schools in the competition for men and women who were needed in the schools, and who ought to be teaching or preparing themselves for teaching. Disaster threatened the public schools of the country unless something were done and done quickly to hold trained teachers and to attract the best sort of new material to teaching as a profession.

The facts were well known to administrators of school affairs; the import of the facts was clear to anyone, once the facts were known. The important thing then, obviously, was to bring the facts concerning the teacher situation in the schools so insistently to the attention of the people that they would realize what was happening. Then responsibility would rest upon the people themselves if they had the facts of the situation and failed to find the remedy. With this in mind, in early September, 1919, a group of Newark teachers resolved to make an effort to put before the teachers of the State a proposition that the corps of teachers of the State itself organize and conduct a campaign whose primary purpose should be to acquaint the people with the facts concerning their schools, the shortage of teachers, and the prospect of worse to come unless something were done. Such a proposition was put before representative teachers from all parts of the State, and met with prompt and almost unanimous approval.

A Committee on Plan was appointed, whose report was adopted by the general body. Twenty-two thousand copies of this plan were printed, with the purpose of putting a copy into the hands of every teacher in this State.

The plan covered these points:

1. Organization of the teachers of the State; governing and working committees.
2. Financing the campaign.
3. Objectives of the campaign.
4. Methods of attaining these objectives.

Work began at once upon enrolling and organizing the teachers. Committees representing the State were created in accordance with the plan. Over all was an Executive Committee, representative, as nearly as possible, of all teaching grades, and all sections of the state. Other committees were Solicitation (for membership), Enrollment, Publicity, Printing, Finance, Information, Schedules, etc.

Organization completed, the campaign was formally launched, November 7, 1919, in Newark, at a dinner of the Supervising Principals' Association of the State. At this meeting were present the newly-elected Governor, the Commissioner of Education, the Assistant Commissioners of Education, members of the State Legislature, members of boards of education, representatives of the press, and a large number of superintendents, principals and teachers from various parts of the State. The Commissioner of Education of the State fired the opening gun of the campaign. The Governor-elect, the Speaker of the Assembly and others all voiced the realization that an emergency existed, and that action was needed. Throughout the whole campaign the Commissioner of Education and his staff were active and powerful allies, co-operating in every way, and giving valuable aid to the work.

It was part of the adopted plan that the campaign should be financed entirely by the teachers of the State themselves. In the printed copies of the plan sent out to the teachers was this proposition:

That teachers receiving less than \$2,000 annual salary contribute \$1 to the campaign; that teachers receiving more than \$2,000 and less than \$3,000 contribute \$2; that those receiving \$3,000 and less than \$4,000 contribute \$3;



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above \$4,000, \$5. That the response was general, though not unanimous, is evidenced by the digest of the Comptroller's report given herewith:

Total contributions to the campaign, .....	\$14,119.00
Cost of campaign, .....	12,454.74
Balance on hand, .....	1,664.26

As indicated, there remains in the hands of the Campaign Comptroller a balance of \$1,664.26, subject to the disposition of the Executive Committee.

Headquarters of the campaign were established in Newark. Because no teacher could give the time necessary to directing the campaign, one of the first decisions reached in the preliminary plan was that the campaign should be conducted by paid experts, working under direction of the Executive Committee. To bring the facts about the schools to the full attention of the three million people of the state was held to be a business proposition, demanding business methods and a business staff. At the season of fullest activity the campaign headquarters had a force of fifteen publicity workers, stenographers, clerks and typists. Over all were a publicity director and campaign manager of national reputation. In the office, devoting full time to the work, were a state campaign manager and publicity director.

Printing and distribution were important items of expense. Frequent news-letters were sent out to the teachers, telling what was being done, and suggesting what might be done. The plan had suggested that everywhere there be local organizations after the pattern of the state campaign. Much of the effective effort must function locally, as schedules in New Jersey are local and not state affairs. Interchange of ideas proved an excellent thing. The state organization also provided speakers wherever local committees asked for them. The figures presented above indicate only the amount of money contributed for the purposes of the state part of the campaign. Local organizations in many cases asked and secured from their teachers larger per capita sums than were contributed by individuals to the state fund.

It was made clear from the first that the campaign was not a "Teachers' Union" movement. While every effort was made to put the case of the schools and the teaching profession before the public, there was no threat of using any means of coercion. The facts themselves were held to be sufficiently alarming to bring about remedial action. The obvious action expected was, of course, better financial rewards to retain teachers in service, and to attract those who ought to be entering upon training.

Boards of education were considered partners in interest in the purposes of the campaign. As the agents of the people in the management of the schools, it was assumed that the boards would be glad to do for the schools all that the people would sanction. Always it was stressed that the shortage of teachers was a matter of public concern, not primarily a bid on the part of teachers for higher pay. As a matter of public concern we felt that the situation had become the business of public-spirited men and women; of civic and semi-civic organizations; of bodies anywhere and everywhere that were interested in public affairs. Our speakers addressed audiences wherever opportunity offered. They spoke before church clubs, literary clubs, fraternal organizations—meetings of every kind. Always there was a cordial reception, and thanks for calling attention to the situation.

The newspapers gave liberally of their space. The facts of the teacher situation were translated into the foreign languages in which newspapers are published in New Jersey, in New York and Philadelphia. Moving picture trailers were used, school exhibits given, evening sessions of schools held; local advertisers donated space. In brief, the facts were set forth and fixed in people's minds by whatever dignified and legitimate means offered.

In definite figures it is difficult yet to assess results. The salary increases for the year 1920-21, instead of the usual \$100 or \$200, are generally from \$300 to \$600. Salary maxima are being put at figures never before reached. The idea has gained wide acceptance that a salary of \$1,200 is the least for which a professionally trained teacher should be asked to serve. Probably more than fifty municipalities of the state have set \$1,200 as the minimum. Some have a \$1,300 minimum—Newark among them; some have a \$1,400 minimum. With the idea of a minimum salary is linked up the idea that the successful teacher should receive about a ten per cent. increase yearly, and that the maximum should be double the minimum. Perhaps the relation between minimum and maximum has not yet been generally worked out, but it has received attention, and is likely to be applied to schedule making in the near future.

One of the aims of the "School and Teacher Campaign" in New Jersey was to bring about a revaluation of the service of the teacher in the social and economic life of the community; to bring about a better understanding of what the teacher can do, what must be brought to the teaching service, and what relative compensation there must be to get and hold the right kind of teacher.

Another result of the campaign already appears in the reports of increased registration in the normal schools of the state. There can be no better evidence that the trouble with the schools is on the road to cure. The "School and Teacher Campaign" does not claim all credit for a healthier situation. If it has helped the other agencies at work, or helped to focus the effort of the forces at work for betterment, its work has been amply vindicated.

The thanks of the public and of the teachers of the state are due this committee for the splendid work they did in educating public sentiment and in bringing about better salaries for teachers. If this work had not been done probably many schools of the state would have suffered far more than they have on account of the teacher scarcity.

### 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 \$20,916,549.51, which was an increase of \$2,429,513.47 over the preceding year.

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The average salary per year paid to all day school teachers in the State (17,066), not including superintendents, assistant superintendents or evening school teachers of any kind, was \$1,177.20, an increase over the preceding year of \$93.93.

Corresponding averages for the past six years were as follows:

1914	1915	1916	1917	1918	1919	1920
\$851.42	\$861.86	\$872.34	\$895.69	\$948.29	\$1083.27	\$1177.20

This indicates that for the period beginning with 1914 and ending with 1919—seven years—the increase in salaries of the teachers of the State was 38.3 per cent. The cost of living in the same period increased at least 100 per cent.

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

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

	1915	1916	1917	1918	1919	1920
Men .....	\$522.72	\$553.32	\$552.02	\$614.01	\$679.95	\$787.84
Women .....	477.19	481.42	497.72	544.22	643.09	769.00

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

	MEN	INCREASE	WOMEN	INCREASE
Kindergartens .....	.....	.....	\$1,023.17	\$120.15
Grades 1 to 4 .....	\$1,082.50	\$226.50	989.55	108.88
Grades 5 to 8 .....	1,251.17	94.50	1,097.51	110.65
High Schools .....	2,015.12	108.67	1,362.36	148.45
Special Teachers, Ungraded and Backward Classes .....	1,507.14	148.81	1,277.13	204.21
Manual Training .....	1,542.80	200.22	1,151.07	90.06



# STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

TEACHERS RECEIVING	1918			1919			1920		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
Less than \$300, .....	5	18	23	1	14	15	2	1	3
\$300 to \$399, .....	5	18	23	2	7	9	.....	3	3
400 to 499, .....	13	427	440	4	74	78	4	10	14
500 to 599, .....	26	1594	1620	13	402	415	4	12	16
600 to 699, .....	48	2800	2848	37	1827	1864	12	211	223
700 to 799, .....	45	2232	2277	33	2720	2753	43	1680	1723
800 to 899, .....	63	2080	2143	29	2347	2376	35	2374	2409
900 to 999, .....	65	1399	1464	37	2002	2039	47	2775	2822
1000 to 1099, .....	103	1202	1305	51	1599	1650	60	2234	2294
1100 to 1199, .....	76	895	971	44	1024	1068	43	1444	1487
1200 to 1299, .....	104	662	766	85	640	725	97	1260	1357
1300 to 1399, .....	82	595	677	72	865	937	66	776	842
1400 to 1499, .....	104	151	255	68	240	308	69	542	611
1500 to 1599, .....	107	93	200	122	713	885	95	967	1062
1600 to 1699, .....	91	99	190	74	150	224	107	397	504
1700 to 1799, .....	69	40	109	74	56	130	90	191	281
1800 to 1899, .....	90	63	153	115	140	255	129	262	391
1900 to 1999, .....	43	23	66	63	22	85	57	67	124
2000 to 2499, .....	256	68	324	262	113	375	316	205	521
2500 to 2999, .....	140	6	146	196	32	228	211	41	252
3000 and over, .....	125	.....	125	161	10	171	239	8	247

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

COUNTY	NUMBER RECEIVING \$800 OR MORE			TOTAL NUMBER OF TEACH- ERS IN THE COUNTY		
	1918	1919	1920	1918	1919	1920
Atlantic .....	320	374	487	542	530	548
Bergen .....	640	898	1384	1358	1389	1474
Burlington .....	50	107	265	400	394	421
Camden .....	424	511	851	914	934	996
Cape May .....	41	68	101	181	176	174
Cumberland .....	52	94	223	361	367	376
Essex .....	2487	3054	3471	3314	3437	3540
Gloucester .....	31	64	200	280	283	308
Hudson .....	2062	2536	2827	2626	2741	2854
Hunterdon .....	35	55	128	195	195	195
Mercer .....	410	526	607	750	751	764
Middlesex .....	334	487	692	752	803	845
Monmouth .....	308	409	585	672	676	695
Morris .....	193	257	381	448	459	475
Ocean .....	35	52	80	172	170	171
Passaic .....	681	848	1295	1261	1293	1322
Salem .....	23	47	121	217	227	231
Somerset .....	92	139	263	283	279	288
Sussex .....	34	42	96	171	173	176
Union .....	605	768	972	985	1020	1074
Warren .....	37	70	175	243	243	259
Totals .....	8894	11406	15204	16125	16540	17186

## THE HELPING TEACHER

At the last session of the Legislature the following bill in regard to salaries of helping teachers was introduced:

1. Whenever the Commissioner of Education shall, in his opinion, deem it advisable, he may appoint a helping teacher to aid and direct the teachers in the schools of two or more districts, and with the approval of the State Board of Education shall fix the salary of such helping teacher, and shall fix an allowance for traveling expenses, which shall not exceed five hundred dollars a year; *provided*, that no such appointment shall be effective until it is approved by the State Board of Education.

2. The county superintendent shall apportion annually out of the state school moneys appropriated to his county the amount of salary, together with the amount as fixed for traveling expenses, to remain in the hands of the county collector for the salary and expenses of each helping teacher so appointed, subject to the orders of the county superintendent of schools as hereinafter mentioned.

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3. The salary and expenses of each helping teacher shall be paid in ten equal monthly installments by orders issued by the county superintendent drawn on the county collector and paid out of the money apportioned to him for that purpose; *provided, however*, that the expenses of each helping teacher shall not exceed the sum of five hundred dollars for the school year; *and provided, further*, that in order to entitle any helping teacher to be paid expenses, such helping teacher shall submit a duly certified monthly expense account, with vouchers whenever possible, which shall be kept on file in the county superintendent's office.

4. Should the Commissioner of Education deem the pay of any helping teacher during the present school year to have been inadequate for the services rendered he may, with the consent of the State Board of Education, grant such a helping teacher a bonus, which shall not be in excess of thirty per centum of salary received; such bonus shall be set aside by the county superintendent from the next apportionment of school funds to the county by the State Comptroller, and shall be paid immediately upon receipt of such funds.

5. All acts or parts of acts inconsistent with the provisions of this act are hereby repealed.

I am glad to say that this law was passed by unanimous vote of the Legislature. This indicates some appreciation of the splendid work that the helping teachers have been doing throughout the state for the betterment of rural schools.

In my judgment, no movement has taken place anywhere in the United States that has been so helpful to the welfare of the rural schools as this helping teacher movement in New Jersey. For the year 1920-21 we have thirty-two helping teachers. We shall need at least forty of these teachers in the state eventually.

Miss Maud C. Newbury, helping teacher in Hunterdon County, at the request of the United States Commissioner of Education, prepared a statement in regard to the helping teacher in New Jersey. This statement follows:

Four years ago only those adults under contract to do so entered the rural schools of Hunterdon County. To-day the rural schools are fast becoming centers of community interest. During the same week various activities may be taking place. The adults in one rural community may be enjoying an Americanization program arranged by a local committee; a second rural school is the scene of a dance; in a third the grown-ups are giving a play to earn money for a school piano; a fourth community is enjoying pictures from the state museum projected by the school hallopticon; a fifth community is witnessing an evening demonstration of teaching so that the fathers may see that the modern school isn't all fads and fol-de-rols; a sixth is enjoying a spelling bee for grown-ups or playing kid games; a seventh

group has borrowed from the county superintendent's office the county school moving picture machine and everyone is enjoying movies in the little red schoolhouse.

Parents and other adults to the number of three thousand attended the first county rural school festival held in June, 1920. The same crowds attended thirteen local township festivals for two years. They witnessed with interest the contests in spelling, arithmetic, four-minute speaking, and athletics, and entered automobile parades in an attempt to win the money prize offered toward purchasing a school library. They swelled with pride over honors won by their local schools and talked about it for weeks afterward.

Twenty-five parent-teacher associations organized during the period 1916 to 1920 have placed in the thirty-five rural schools of South Hunterdon twenty-eight phonographs, five pianos, sixteen blue-flame oil stoves with accompanying equipment for serving hot lunches, forty-six subscriptions to good current literature such as *Youth's Companion*, *St. Nicholas*, the *National Geographic*, and much other equipment that makes for the enrichment of the country school. During the past year these organizations raised more than \$1,750 for such purposes, and were responsible for holding 180 afternoon and 95 evening community meetings.

Nearby towns no longer attract our teachers. Changes in personnel in 1916-17 represented 65 per cent. of the 42 teachers in the southern end of Hunterdon County. Changes in 1919-20 had dropped to 18 per cent of the group. Salaries paid to Hunterdon teachers now represent average increases of 140 per cent. on those paid in 1916-17. Teachers receiving \$410 in one-room schools in 1916-17 receive \$1,000 to-day. Those receiving \$500 in 1916-17 in one-room schools receive \$1,200 or \$1,300 to-day. Boards of education are not only paying fairly liberal salaries, but they are responsive to requests for basic and supplementary texts, and are liberal in providing seat work materials. Many town schools are to-day not nearly so well supplied with books and seat work material as are our rural schools.

Needless to say, the Hunterdon County teachers have grown during the past four years in leadership, in teaching skill, in devotion to the rural school problem. Fifty per cent. of the South Hunterdon group attended the Saturday Extension School at Flemington, organized and taught by the County Superintendent, local supervisors and helping teachers. All teachers are emphasizing more and more the formation of those habits which make for right living or good citizenship by organizing health and other clubs; by encouraging pupil leadership in morning exercises, in class discussion, in games and gymnastic drill; by using problems closely related to the children's lives rather than books as guides in teaching; by teaching children to read good books and good current literature; by encouraging them to prepare dramatizations of reading and history for the entertainment of others in community meetings; by leading children to cook and serve lunch to others and to help serve refreshments to their parents; by encouraging pupils to join the Junior Red Cross, invest in thrift stamps and respond enthusiastically to Uncle Sam's calls for help. Almost without exception the teachers show a fine spirit of co-operation. For three years each township group has elected a representative to meet once each month with the

## SCHOOL REPORT.

county superintendent and two helping teachers to assist them in shaping policies, and to co-operate with them in putting across policies determined upon. What this group, "The Hunterdon County Rural School Council," has agreed upon the whole group of teachers has carried out cheerfully.

How have the changes indicated been brought about? The county superintendent and helping teachers have nothing to do with the appointment of teachers in Hunterdon County. They are appointed by township boards of education. But we have power to create conditions which will serve to train and hold in the rural schools the type of teacher capable of winning enthusiastic community support. With this power we have endeavored to bring about the following conditions:

First, a democratic type of supervision. We enter schoolrooms as helpers, not as directors. The teachers, through the organization of the Rural School Council, are invited to help us.

Second, a change in the status of the teacher in the community. By organizing parent-teacher associations, by emphasizing the teacher's value to the community and her need of support, we have helped to move the teacher from the outer fringe to the center of the social group. A teacher who occupies a position of leadership in a rural community is not eager to change.

Third, opportunities for professional growth and contact with other teachers whose problems are similar. Demonstration teaching by the helping teacher followed by discussion of the good and weak points, all day demonstration teachers' meetings twice each year and all day meetings more frequently, extension courses on alternate Saturdays, problems in teaching outlined during blizzard periods by the helping teacher, all have provided opportunities for professional growth.

Fourth, a type of organization and management that simplifies the task of the one-room school teacher. By combining classes, having class periods in most subjects but three times each week, and alternating the teaching of subject matter by years, we have decreased the number of teaching periods almost 50 per cent, and have lengthened teaching periods so that the shortest period is 15 minutes, while the longest may be 40 or at least 30 minutes.

Fifth, an increase in salaries that takes into account not only the increased cost of living, but also the fact that Hunterdon County teachers are worth more than they were four years ago, and that some are worth more than others. By helping to make teachers worth more and by advertising their worth on every occasion, we have helped to boost salary increases.

Sixth, a very liberal increase in the number of books and the amount of materials supplied. Five township boards now buy all that the teachers ask for. We have led boards of education, committees, and in many cases teachers, to appreciate the need for spending much more money for books and supplies.

Seventh, a suitable boarding place. We have taken girls to the communities in which they were to teach and have secured boarding places for them.

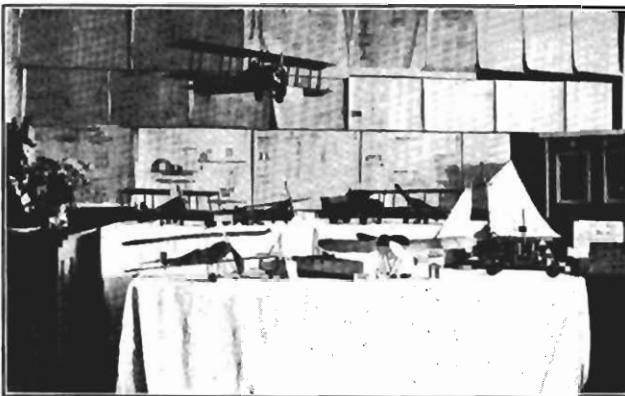




A WINTER PROJECT IN NATURE STUDY  
BRAYTON SCHOOL, SUMMIT



SCHOOL GARDENS  
WESTERN SCHOOL, MILLVILLE



HOME PROJECTS  
BLOOMFIELD



SEVENTH AND EIGHTH GRADE BOYS MAKING A PLAYHOUSE  
FOR KINDERGARTEN CHILDREN

## COUNTY SUPERINTENDENTS

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

Louis J. Kaser, Burlington County, September 1, 1919.  
 Daniel T. Steelman, Gloucester County, October 18, 1919.  
 Jason S. Hoffman, Hunterdon County, November 8, 1919.  
 H. C. Dixon, Salem County, December 20, 1919.  
 Robert G. Sanford, Warren County, February 1, 1920.  
 A. L. Johnson, Union County, February 7, 1920.  
 J. Howard Hulsart, Morris County, June 27, 1920.  
 Austin H. Updyke, Hudson County, September 1, 1920.

## TEACHERS' INSTITUTES

Teachers' Institutes were held as follows:

Atlantic County, at Atlantic City, November 13 and 14, 1919.  
 Burlington County, at Mount Holly, October 23 and 24, 1919.  
 Cape May County, at Cape May Court House, September 25 and 26, 1919.  
 Cumberland County, at Bridgeton, October 23 and 24, 1919.  
 Essex County, at Glen Ridge, February 13, 1920.  
 Gloucester County, at Woodbury, October 13 and 14, 1919.  
 Hudson County (boroughs), at West New York, January 9 and 10, 1920.  
 Hunterdon County, at Flemington, October 6 and 7, 1919.  
 Mercer County, at Trenton, November 14, 1919.  
 Monmouth County, at Long Branch, October 16 and 17, 1919.  
 Morris County, at Morristown, November 6 and 7, 1919.  
 Ocean County, at Lakewood, October 16 and 17, 1919.  
 Salem County, at Salem, October 13 and 14, 1919.  
 Somerset County, at Somerville, October 6 and 7, 1919.  
 Sussex County, at Newton, October 9 and 10, 1919.  
 Warren County, at Phillipsburg, October 9 and 10, 1919.

The institutes were conducted in part on the sectional plan, namely, different sections for primary grades, grammar grades, high school, industrial education and rural school.

## SCHOOL GARDEN WORK

The following extract is taken from the report of Donald J. McIntire, Assistant Regional Director of School Garden Work for the Northeastern States. This territory comprises Connecticut, Delaware, Maine, Maryland, New Jersey, Pennsylvania



## SCHOOL REPORT.

and Rhode Island. The report is for the period January to July, 1920.

## NEW JERSEY

New Jersey has done the best work of any State under my direction, due principally to the attitude of the State Department and the co-operation given me by the superintendents. All sections of the State are represented and many cities and towns are giving the children school instruction in garden work. About 60 cities and towns have reported so far.

The Normal Schools of the State are co-operating by giving the teachers now in training special instruction in teaching, correlating and supervising School Gardening.

CITY OR TOWN	GARDEN SUPERVISOR	NUMBER OF CHILDREN ENROLLED IN U. S. S. G. A.	NUMBER OF CHILDREN HAVING HOME GARDENS	NUMBER OF SCHOOL GARDENS	TYPE OF SCHOOL INSTRUCTION
Blairtown .....			171 .....		
Bloomfield .....	P	625	2,325	2	Special courses
Bound Brook .....			479		School help
Buena Vista .....	V	52	60		Some club work—large home gardens
Camden .....	P	1,000	100	900	Elementary Science
Cedar Grove .....		75	75		
Clifton .....		114			Correlated with other work
East Orange .....			200		
East Rutherford .....		30	400	4	School subject
Elizabeth .....	P	1,000	100	900	Correlated
Elizabeth Township .....		800	800		
Englewood .....		150	140		Correlated
Fairview .....			100		
Flemington .....	V	52	52		Report incomplete
Folsom .....		42	42		
Garfield .....		1,263	1,332	1	Some school instruction
Glassboro .....		109	109		
Glen Garden .....		40			
Hackensack .....		224	984		
Hackettstown .....			57		
Haddonfield .....			104		
Hopewell .....		12	9		
Landis Township .....			300		Principally club work
Leonia .....			25		School instruction—experi- mental plots
Linden Township .....		814	814		
Long Branch .....		648	286		School subject
Lyndhurst .....		125			

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CITY OR TOWN	GARDEN SUPERVISOR	NUMBER OF CHILDREN ENROLLED IN U. S. G. A.	NUMBER OF CHILDREN HAVING HOME GARDENS	NUMBER OF SCHOOL GARDENS	TYPE OF SCHOOL INSTRU- TION
Madison .....		99			
Matawan .....		300	200	1	School subject
Metuchen .....		225	225		School subject
Millville .....			300	15	
Moonachie .....			60		
Newark .....					No figures—work taken over by Department of Parks
New Brunswick .....	P				School subject
New Egypt .....			7		Club work
North Bergen .....		80			
Nutley .....		30	10	20	School subject
Ocean County .....	V		185		
Oxford .....		25			
Passaic .....	V	791	1,519	297	With school subjects
Paterson .....	P	2,390	2,390		Correlated
Penns Grove .....		157	157		
Pennington .....					Number not reported
Pleasantville .....		80			
Port Monmouth .....	V	12			
Prospect Park .....		100			
Princeton .....	P	224			Special subject
Red Bank .....		300			
Ridgewood .....		109	109		
Ringwood Manor .....	V	50			Correlated
Roselle Park .....		4	108		
Rutherford .....		31			
Shrewsbury .....	V	12	12		School instruction
Springfield .....			50		
Summit .....			550	4	
Titusville .....		20			
Trenton .....	P	1,216	1,216	9	Special instruction
Upper Freehold .....			185		
Upper Penns Neck .....			50		With nature study
Verona .....		75	75		
Washington .....			50		
Westfield .....		185			
Whippany .....		78			
Woodbine .....		135			
Woodbridge .....			797		Some school instruction
Woodstown .....		6			
.....		13,909	17,319	2,153	

P—Paid Supervisor on full time.

V—Volunteer or part-time supervisor.

## EXTRACTS FROM ANNUAL REPORTS OF COUNTY AND CITY SUPERINTENDENTS

### COUNTIES

*Henry M. Cressman, Atlantic County*—The schools of Atlantic County during 1919-20 have had the following extra school activities:

Exhibited work in manual training, etc., at the County Fair.

Practically all the schools were engaged in the health crusade. It has been the means of improving the physical condition of children not only in appearance but also in actual health conditions.

Twenty of the schools earned the Junior Red Cross Certificate by having raised their quota.

The schools were active in the sale of thrift and war savings stamps. Twenty-eight clubs were formed.

County contests were held in spelling, rapid calculation, singing and physical training. These contests are of inestimable value from both a social and an educational standpoint. The various districts are keen to win and the teachers and pupils alike exert their utmost to furnish a creditable performance.

A community festival was held in Galloway Township at Leeds Point. Galloway Township has ten rural schools. An exhibition of the work of the schools of the township was held in connection with the festival.

Club work is in its ninth season. It has given boys and girls a new interest in the things surrounding them and in their work at home. For many it has meant private ownership, resulting in a small personal income; for others it has meant a development of self-confidence and ability to speak and perform intelligently in the presence of an audience; for others it has meant opportunities to travel and to win prizes. During the last year there were enrolled all together about four hundred children in the different forms of club work. . . .

Fortunate is that community which has a board invested with the responsibility of educating children, wise enough and courageous enough to so maintain its school building and equipment that the teacher can point to it as a building properly kept and maintained from the point of view of economy, beauty, cleanliness, seating, hearing, ventilation and sanitation. No board of education should fail to put into practice what science has demonstrated and to imitate the most progressive districts. . . .

Too many of the Atlantic County teachers are temporary; changes are too numerous and frequent to obtain the best results; the salaries are not yet sufficiently high to command teachers of desirable qualifications; for schools in remote districts salaries must be as high or higher than in those where accommodations are better; an injustice is frequently done to teachers of proved ability and long experience because their salaries are little if any larger than those paid teachers of inferior preparation and qualifications.

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For example, in one instance a primary teacher of more than twenty years' experience, with a first grade county certificate, was paid \$90, while a salary of \$100 was paid a young woman just out of high school after attending one session of the summer school and holding nothing more than a temporary elementary license.

*B. C. Wooster, Bergen County*—At the beginning of the year we agreed to stress three lines of school work. First, to make the school attractive to children; second, to have better and more effective reading methods, and third, to bring about pupil initiative.

All these efforts were more or less successful. There were some very noteworthy accomplishments. Under the first head may be noted a quite general cleaning up and painting, showing a greater interest on the part of board of education. Because of help from community workers recently released from Camp Merritt some excellent music entertainments or "sings" were held; then in May and June a large part of the schools held some kind of outdoor festival. We hope the physical training of the year has benefited the health of the children. We *know* it has added zest and interest to the school day.

Reading methods were taught by competent demonstrators in group meetings and followed up by helping teachers and to some extent by supervisors.

In several schools the closing exercises were planned and conducted by pupils.

The great regret is that in helping teacher territory most of the work will need to be done again from the beginning because of annual change of teachers.

*Louis J. Kaser, Burlington County*—We have had difficulty in filling some of the teaching positions. Six or eight positions were not filled until late—about the first of November. This in the main was due to the board of education's not paying sufficient salaries. After the rural boards of education were made to realize that a salary of \$1,000 to \$1,100 must be paid for an inexperienced teacher and more for an experienced teacher, we had no trouble in filling the positions. . . .

Hot lunches have been established in seven different schools during the past year—Marlton, Medford, Masonville, Bridgeboro, Crosswicks, Vincentown and Lumberton.

Each of the helping teachers held a very successful play festival in her territory. An additional play festival was held for the townships of Bass River and Washington. I might add that from 60 to 80 per cent of all the school children in the Pines attended these play festivals. . . .

The physical training law has been well observed in Burlington County. In the majority of cases the teachers and pupils are enthusiastic about it. I wish that we might have more visits from Miss Packer and Dr. Maroney. They are an inspiration to both teachers and pupils. . . .

Five boards of education reduced from nine to five members the past school year. . . .

For the coming year, Burlington County will not have sufficient school moneys, by \$12,000, to apportion \$200 per teacher and 75 per cent of the cost

of transportation. I am enclosing one of the apportionment sheets for next year. As you will note, we lack approximately 8 per cent (over \$12,000) of having sufficient money to pay the amount guaranteed by the School Law, namely, \$200 per teacher, \$400 per high school teacher, 75 per cent of the cost of transportation, etc. Naturally the boards of education feel that the State is not doing its part, and I really have no satisfactory explanation to give them.

*Charles S. Albertson, Camden County*—As shown in my report, the burden of local school tax is so unequal and so unjust that some remedial measures should be adopted.

In the table of comparisons given below four "favored" and four "suffering" districts are given:

	<i>Enrollment excluding "pupils received"</i>	<i>Tax valua- tion for each pupil enrolled</i>	<i>Local district school tax-rate</i>	<i>Cost per capita on enrollment</i>
Camden City .....	19,130	\$6,076	80	\$49.25
Gloucester City .....	1,559	5,020	77	38.54
Merchantville Borough ..	502	5,719	95	45.97
Haddonfield Borough ..	1,104	4,555	1.51	66.22
Berlin Township .....	558	1,676	2.17	28.22
Waterford Township ...	485	1,305	2.17	32.51
Winslow Township .....	951	1,349	2.10	31.49
Magnolia Borough .....	301	1,713	1.79	34.76
Average for County .....				47.61

You will see that while the "tax valuation" for *each pupil* in the districts of the first group averages \$5,442, in the districts of the second group it averages but \$1,511.

You will also see the wide variation in the local school tax rate and that in spite of the very high tax rates the districts levying them are able to furnish to their children only "cheap" education, measured by comparative "cost per capita" and this "low" cost per capita will show much lower if we eliminate the high school pupils transferred to "favored" districts at tuition rates that are in most cases excessive.

The "tax valuation" back of each pupil in a district is his educational support, and this support, varying so widely in different districts, should be made equal by other means than burdening taxpayers with taxes far in excess of those in other districts—sometimes adjoining districts.

The present plan of collecting and distributing the state school tax has ceased to function as an "adjuster of state aid" because the "favored" districts employ more \$200 teachers and many more \$400 teachers and supervisors per pupil, and they are thus enabled to furnish the superior high priced per capita cost of education.

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The state subsidies for high school teachers and supervisors should be abolished or modified and the money saved thereby distributed on "attendance" or on "enrollment."

This, however, would not be sufficient to produce the desired end. The "railroad tax" or the "reserve fund" or a part of the "state school tax" might be apportioned on a uniform plan of the inverse ratio that the "tax valuation back of each pupil" bears to the total valuation of the county.

Of course a four or five mill state school tax distributed on the present plan with slight modifications would go far toward equalizing the tax burden as well as educational opportunity. For obvious reasons it has been impossible to secure the increase of the state school tax.

It is well then to consider some rather drastic plan of distributing the present state school funds, with a view to equalizing tax burden and educational opportunity.

It is probable that a plan of this kind would not be opposed as would a proposition to increase state taxation.

*Aaron W. Hand, Cape May County*—The growing success of the vocational school and the county's appreciation of it are very gratifying. I believe we have conferred upon the county a most valuable assistance to the growth of its agricultural communities and production, the effect of which is very far-reaching and beneficial. We have established a regular monthly meeting of vocational teachers and require the presence of one or all at the county-seat on Saturday mornings, to be available to farmers who desire to confer with them and to render our county library in agricultural subjects also available to those who are interested. . . .

We have women members on two of our township boards and on two of our borough boards, and I am favorably inclined to this innovation. Women, in many cases, understand children and schools better than men and look after the details of equipment more carefully. When women of the right sort can be secured they are desirable additions to the membership of our boards. . . .

I have realized, also, upon another project which I have been urging for years, at Cape May, a free public library. We have it in active operation, and it is serving regularly some hundreds of people. We have the earnest and helpful support of the City Commissioners, and shall ask for a vote of the people and a regular appropriation soon. Our summer population is "taking notice" and I have had from several of them most complimentary statements of appreciation and promises of substantial aid and co-operation.

*J. J. Unger, Cumberland County*—I feel quite confident that a great deal of good was accomplished during the year through the informal conferences held with teachers after a day's visit at each of the larger schools of the county. It has been my practice for many years to spend from a half-hour to an hour after school with the teachers of a building of three or more rooms, and talk over the work in an informal way. At these informal conferences we might talk over the methods of teaching oral composition, or the devices that might be used to motivate the arithmetic drills, or how we might improve the writing of the pupils, or what might be done besides



reporting to the attendance officer, to secure more regular attendance, or how the physical training work might be improved. A number of subjects would suggest themselves during a day's visit. A few caution, however, must be observed so as to make these meetings result in the greatest good. They must not be lengthy. They should not appear to emphasize any teacher's mistakes, but rather emphasize the high points in the teaching observed. It is well also if the teachers are notified to close school, say a half hour earlier than usual, so as not to keep the teachers much beyond their usual time of leaving. These conferences should leave teachers happy in their work and with a resolve to do the work under discussion better than they did it before. . . .

I feel sorry to report the lax enforcement of the compulsory education law. Every district had an attendance officer, at least for the greater part of the school year, but some of these officials would not do their duty in enforcing the law. In most cases there was not so much trouble in getting the officers to make a first visit to delinquent parents, but it was exceedingly difficult in some cases to get them to serve the legal five-day notice, and when it came to the question of making the legal complaint which would bring the offender to court, the attendance officer would in some cases lack courage entirely, and the delinquent parent would continue to keep the pupil out of school. So long as attendance officers are selected locally to serve in their own communities, this condition will not be greatly improved. In about half the districts of the county the law was fairly well enforced. In the other half there was either too much leniency shown to offenders, or there was no effort made at all to bring parents of children of thirteen to fifteen years of age before the court, or to compel them to procure age and schooling certificates before taking fourteen year old children out of school. I have urged attendance officers so earnestly to enforce the law that a few have refused reappointment and it is getting increasingly difficult to find persons who are willing to undertake the work. The remedy lies in a law that will provide a county attendance officer for each county without requiring that the county support an attendance officer for three years through private funds before a county officer is provided by the state, as is the case under the present law. . . .

It is hard to imagine how the schools would have fared without the splendid work done by the helping teachers. We had a large number of beginning teachers without any training except that received in one session of summer school. In spite of this meager professional equipment these beginning teachers, with few exceptions, did very satisfactory work with the aid of the helping teachers. They worked unselfishly for the advancement of the schools, not always receiving the encouragement from boards of education that was due them, though generally receiving their co-operation. I have nothing but praise for their splendid work.

*Oliver J. Morelock, Essex County*—During the fall months of 1919 the shortage of teachers became truly alarming, over two hundred teachers having resigned in the schools of Newark alone by the end of December. The County Superintendent decided that he could probably make his best contribution to the state wide campaign for higher salaries for teachers by laying



the facts as to the general teacher shortage in the country and the significance of these facts before each board of education in the fourteen districts under his general supervision. During the month or six weeks in which each board was considering the budget for the coming school year he arranged to be present in person at twelve board meetings. At many of these meetings a tentative salary budget was suggested and in all cases the budget discussion was on the basis of a \$1,200 minimum salary and a prospective \$100 annual increase for each year of satisfactory service, looking toward an eventual \$2,000 maximum for the elementary teacher. The adjustment of the salaries of teachers who had been employed in the district for a longer or shorter term of years to the new salary schedule was left to the boards to work out with the advice of the supervising principal. To ease up somewhat the effect of the big increase in the school tax the County Superintendent recommended a gradual application of the allowance for length of service so as to make the change to the new salary schedule by several steps a year apart, rather than by a rigid application of the \$100 allowance for each year of satisfactory service to make the change all at once in the big step. This principle was generally adopted. While this method of arriving at the new salary level was justifiable on the ground of economic expediency and showed a proper consideration for the taxpayers who were confronted with higher living cost on every side, there is danger that now the acute stage of teacher shortage has passed in this county, boards may fail for one reason or another to take the succeeding steps necessary to put the salaries of elementary teachers really on the \$1,200 to \$2,000 scale.

To the great credit both of boards of education and of the people it should be said that when they realized the genuineness of the menace to the public schools and the reasons for it, the people, without exception, whenever they had opportunity to express their sentiments, and the boards of education with only one or two exceptions were ready to give the teachers the salaries which they themselves asked for. There was no necessity for attempting coercion on the part of the teachers because there was no disposition to be niggardly on the part of the public. . . .

There are two things in particular that mark growth in this work. The first is the carrying over to the teachers, pupils and parents of the newer conception of physical education, namely, that it is for the purpose of stimulating the health and normal growth of the vital organs rather than for the purpose of increasing the size of the muscles or developing the ability to do deeds of physical agility and prowess.

The second is the successful introduction in certain districts of supervised play during recess period. The teachers have discovered not only the advantage to the children of encouraging and regulating the playing of the children during the recess period, but they have also discovered the beneficial effect upon the spirit of the class in the classroom that arises out of the feeling of comradeship induced in the children by the teachers playing with them and from the fact that practically all the unfortunate incidents such as accidents, quarrels, and fights which unfit the children for resuming the peaceful work of the classroom and which are bound to occur when the playground is unsupervised, are eliminated by supervision. Thus the teachers come to

realize that their work is actually lighter by being with their children during recess. . . .

The clearest proof of all that the industrial school meets a real educational need is the rapid increase in enrollment in the County Vocational School for Boys. The increase last year was about a hundred per cent and the indications are that the enrollment would double again this year if we could provide the facilities. The boys are coming to the school in most instances of their own volition because they have come to learn what the school is and what it will do for them. The five hundred enrollment in the boys' schools which we looked forward to as an eventual probability seems now to be near at hand and will probably only mark a milestone on the way to a still larger development.

*Daniel T. Steelman, Gloucester County*—The new sixteen-room grammar school building at Glassboro is nearly completed and it is expected that it will be ready for occupancy when the schools reopen on September 7. This building is constructed of stone and presents a good substantial appearance. . . .

Deptford Township has voted an appropriation for the erection of a two-room building at Blackwood Terrace; a two-room building, for colored pupils, at Jericho, and a one-room addition to the school at New Sharon. . . .

Nine regular monthly meetings of the supervising principals and principals have been held during the year. Standard tests and measurements, particularly in reading and arithmetic, have had a large place on the program. Two of these tests were given throughout the county, one in the fall and one in May. . . .

The teaching of this important subject has been urged throughout the year and the practice of thrift and economy has been encouraged in many ways, with the following results: 17 of the 22 districts in the county report savings invested in thrift stamps to the amount of \$3,767.39.

Our pupils were not encouraged to give large sums to "America's Gift to France," but were requested to give from one to ten cents. Fifty-five schools collected \$287.88 from 3,051 pupils. . . .

The fourth annual May Day festival was held on May 24. It is estimated by the park management that at least 5,000 persons were in attendance. The pupils demonstrated in a highly satisfactory manner the training they had received during the year in physical training and in the various drills, dances and athletic events. The prizes were offered by a friend who has contributed to this cause for the fourth time. Local festivals were held in Glassboro, Gibbstown, Paulsboro, Woodbury and Franklin Township. . . .

The County Council of Parent-Teachers Associations is doing some real constructive work and is a helpful agency in promoting interest in our schools. At the last regular meeting of the Council plans were completed for financing a free scholarship in the Trenton Normal School. This scholarship has been awarded to a graduate of the Clayton High School.

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*Austin H. Updyke, Hudson County*—The following tables show the growth of the schools during the last five years:

<i>Year</i>	<i>No. of pupils enrolled</i>	<i>No. of teachers employed</i>	<i>Operating expenses</i>
1916 .....	98,484	2,841	\$3,555,650.67
1917 .....	97,742	2,928	3,968,669.79
1918 .....	98,884	2,966	4,433,691.49
1919 .....	99,426	3,039	5,626,840.77
1920 .....	101,780	3,263	6,079,362.70 . . .

<i>Year</i>	<i>Cost of education per pupil based on average attendance</i>	<i>No. of class rooms</i>	<i>No. enrolled in High School</i>
1916 .....	44.59	2,197	8,098
1917 .....	49.34	2,231	7,880
1918 .....	56.46	2,248	7,746
1919 .....	70.33	2,308	7,453
1920 .....	74.28	2,301	8,418 . . .

A course in scientific measurements was given by Professor Crow, of the State University, in West Hoboken, Jersey City and Bayonne. In West Hoboken the Board of Education voted \$250 toward the expenses of the course. About 150 teachers took the course with but very little expense to themselves. . . .

Of the 2,964 day school teachers employed in this County, 1,229 are normal graduates. Of these, 424, or more than one-third, are graduates of normal schools in other states. There are 1,035 City Training School graduates. The majority of these teach in Jersey City. College graduates number 376, while 324 are reported as not graduates of higher institutions. This is not really the true condition since most of these are teachers of manual training or other special subjects and are graduates of institutions that specialize in those subjects.

*Jason S. Hoffman, Hunterdon County*—The teacher shortage during 1918-19 was met by concessions that materially affected the welfare of the schools. A careful analysis of the situation convinced me that the salary question was the principal cause of the shortage in our county, and that the tendency was to lower the standard of teaching rather than to meet the conditions required in a higher wage. With this conviction in mind, I advised all boards of education early in April, 1919, to provide budgets sufficient to meet the increased salary demands, and to begin early to secure competent teachers for the coming school year. My advice was heeded in most of the districts in the county, and at the opening of the school year 1919-20 every district that had met the required salary demand of about \$100 a month was provided with teachers. Two rural districts without effort to secure teachers had fixed salaries at the minimum of \$70 per month, and at the opening of school were without sufficient teachers to meet the situation. Under my refusal

to permit unlicensed teachers to run these schools as they had done the previous year the boards of education began to offer increased salaries, and I made a special effort to secure teachers for them, so that by November our schools were running with qualified teachers.

I feel that this policy has been fully justified, for at the opening of schools in September, 1920, every school in the county was supplied with properly licensed teachers, and three small schools that had formerly been closed, and in my judgment should not have been opened, have teachers for the coming year. The policy of holding up the standard for teachers has subjected the county superintendent to considerable criticism in the rural sections of the county, where sentiment seems to be opposed to any movement to bring the schools abreast with modern educational ideals.

Perhaps the most outstanding spectacular feature of the school year was the first consolidated school festival ever held in the county. During the previous years we had held thirteen of these festivals in various central localities throughout the county, but by the aid of the Rural School Council composed of the teachers of the rural schools, we planned to consolidate these festivals in one big event to be held on the fair grounds near the county seat. The result was beyond our most hopeful expectations, and we believe that this will be an annual event, stimulating the children in the various rural schools of the county, and creating increased intelligent sentiment for better school conditions. . . .

I believe we should have a much larger state school tax, a radical change in the method of distribution, and a consolidation of weak districts under some modification of the county unit plan. The best laid plans of the state educational authorities break down at the point of contact with the child because the final administration is very frequently in the hands of disinterested, incompetent and narrow-minded members of boards of education.

*J. M. Arnold, Mercer County*—There are at present 24 parent-teacher associations in the schools throughout the county, all of which are active and helpful. Several of these were organized by the teachers during the past year.

One of the most active of these associations is that connected with the Rowen-Wiley schools in Hamilton Township. This association secured a community playground, provided the necessary equipment, and engaged an instructor for the summer months. It assisted in bringing about the employing of a school nurse for the district and has arranged for a community nurse who will co-operate with the school nurse in the Broad Street Park section during the coming year.

A committee of two mothers is appointed for each schoolroom, to whom cases of non-attendance are reported by the teachers. These mothers visit the homes, learn the causes for irregular attendance, and report to the principal. From these visits conditions in homes have been learned which have resulted in giving needed assistance and bringing about better attendance on the part of many children. The association has given these schools assistance in their Red Cross work; has helped in the purchase of pianos for the schools, presented pictures to the different rooms, bought plants and shrubbery for the beautifying of the school grounds, offered prizes for good at-



## COMMISSIONER OF EDUCATION.

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tendance, and supervised the canning activities in connection with the club work. Through their meetings the teachers are given an opportunity to meet the parents and to offer suggestions as to how the associations may be of service.

The parent-teacher associations at Princeton and Pennington have taken charge of the noon lunch. The associations generally throughout the county have been of great assistance to the teachers in providing hot lunches, in securing equipment needed for the schools, in creating a neighborly spirit and in bringing about a community organization with the school as the center.

In your letter, addressed to school officers and teachers, at the opening of the school term last September, you requested that certain phases of our work be stressed during the year. This, I feel, has been done by very many of our teachers and especially in the matter of throwing more responsibility upon the children, the sale of thrift stamps, emphasis upon the practice of physical training, that schoolhouses be made community centers, that every teacher be a student of something, and in better health.

A principal of one of our larger grammar schools says as follows in regard to the responsibility thrown upon the pupils in her school:

"The opening exercises were managed entirely by the pupils, each having charge a week at a time. The one in charge read the Bible, lead in repeating the Lord's Prayer, announced the songs to be sung, the pieces to be recited, etc. It was also the duty of the leader for the week to see that there was an interesting program arranged for each morning. No pupil was excused from taking part in the program when asked.

"Monitors were appointed for a week at a time for the following: temperature, telephone, blackboard, desk, hall duty, school notes for the local paper. Blackboards, desks, halls, etc., were also entirely in charge of the pupils, assisted by teachers only when absolutely necessary.

"We found that the above mentioned duties gave the pupils more confidence in themselves, made the school their school, and relieved the teachers at the same time."

The following came from a teacher of a one-room school:

"In my one-room school, with its numerous classes, time-saving devices are very necessary in order to carry through the daily program and do the many little extras which are always being created as the work of the day progresses. Life was a continuous hurry for me until I saw my pupils could do many things for themselves that I was doing for them, just as the older children in a home can be trained to relieve the mother from much of the pressure of the household duties.

"My pupils have become co-workers with me in keeping a tidy room, an orderly library, a neat yard, and outbuildings not to be ashamed of. They always manage the three-minute drills and the book and the desk inspection. I feel quite sure that our prompt and regular attendance is largely due to pupil aid.

"Last year we set out to have a hundred per cent week. That meant a whole week in which every child was present every day and no tardy marks. Through pupil interest, we had three such weeks recorded in the register and many one-hundred per cent days." . . .

## SCHOOL REPORT.

From the reports that came to me at the end of the year, the amount invested in thrift stamps, including the amount deposited in savings banks, was as follows for the different districts:

	<i>Savings Bank</i>	<i>Thrift Stamps</i>	<i>Total</i>
East Windsor .....	\$940.82	....	\$940.82
Ewing .....	....	\$69.69	69.69
Hamilton .....	4,979.95	1,372.12	6,352.07
Hopewell .....	....	1,149.51	1,149.51
Lawrence .....	1,914.78	75.52	1,990.30
Princeton Borough .....	1,877.77	169.25	2,047.02
Princeton Township .....	....	43.84	43.84
Washington .....	....	33.11	33.11
West Windsor .....	....	263.99	263.99
	<hr/>	<hr/>	<hr/>
	\$9,713.32	\$3,177.03	\$12,890.35 . . .

Forty-eight teachers and supervisors, representing every district in the county, were enrolled for the course in Standard Measurements given by Miss Bessie L. Gambrill of the Normal School. This class met each week at the Normal School, beginning in February and continuing until June. Credit was given toward graduation to those who may later complete their Normal School work.

During the course every teacher was supplied with material for giving tests in her school in those subjects in which she was particularly interested. These were brought into the class and discussed. The boards of education paid the expenses incurred for materials and in some instances the travelling expenses of the teachers.

*H. Brewster Willis, Middlesex County*—There has been raised over \$2,000,000 in this County, within a year and a half, for school accommodations. By reason of unsettled building conditions we have not been able to complete many of the buildings in the process of erection. This delay has affected alike the cities, boroughs and townships.

We have completed during the year, notwithstanding the embarrassing building conditions, an addition to the Nathan Hale School, in the City of New Brunswick, at a cost of \$45,000, and an elementary school in the Township of Plainsboro, which we have reason to believe is one of the finest in this state. . . .

Our county vocational schools, two for boys and one for girls, have had a very successful year. The Board of Chosen Freeholders will give us \$50,000 for the maintenance of said schools for the ensuing year and the County Board of Estimate has voted \$135,000 for the erection of additional school buildings in the City of Perth Amboy.

The Board feels that they are opening the way to teach industry and American citizenship to a very large army of school boys, and American home-making to a large number of girls, who find little or no interest in the traditional school which they are compelled to attend after completing the primary years of work.





FOLK DANCE CONTEST  
ANNUAL FIELD MEET, CAPE MAY COUNTY



JAPANESE DANCE



MASS DRILL

FIELD DAY, OCEAN CITY



VENTNOR CITY FIELD DAY

*C. J. Strahan, Monmouth County*—One bank is offering thoroughbred poultry, and another thoroughbred pigs upon the promise to pay of the children. Five or six other types of clubs have been formed. The next school year promises better than any previous one along club activities. We believe thoroughly in the educational value of this work and its importance in making a happier rural people for the future. . . .

Our big county-wide festival reached, if it did not surpass, those previously given. We have forty school districts in Monmouth County, three of which do not have schools; they transport their pupils to schools in adjoining districts. Of the thirty-seven with schools there were thirty-two districts which participated in the fete. We believe in this county-wide fete, in that it brings to the children and adults a county consciousness. The citizens of the county see in the highly trained physical culture work and play spirit the ideal toward which we are aiming, to carry out the spirit of the physical training law.

The athletic features bring into friendly rivalry the boys and girls from all our districts, while the historical pageant gives the co-operative spirit in developing a large feature.

*J. Howard Hulsart, Morris County*—The scarcity of teachers was a serious drawback during the year. It was found necessary, in order to keep all positions filled, not only to use some regularly licensed teachers of inferior quality and to resort to war emergency certificates for former teachers, but actually in several places to allow positions to be filled for long periods by unlicensed substitutes. The prospect for the coming year, however, is considerably improved. My information is that for the reopening of the schools all positions are filled with at least legally qualified teachers, including the holders of war emergency certificates. . . .

Ten schools in Morris County have been serving hot lunches during the past year. For several years, not only hot soups, cocoa, etc., but a complete hot lunch has been served in the Mendham Borough school at cost price, a good nourishing lunch being furnished for from 15 to 20 cents. The lunches are prepared by the pupils of the cooking class under the direction of the cooking teacher.

*Charles A. Morris, Ocean County*—Schools were in session an average term of 175 days. The average number of days pupils were enrolled was 154 and they were present an average of 133 days; thus the average number of days absent from the full term was 42. Approximately half of these absences was due to pupils entering school late in the term.

These figures point to a great waste in schools. When school facilities are provided the best work is accomplished when all pupils are present regularly. When a pupil is absent the cost of the schools is not decreased but the waste which is more menacing than the financial loss is the impossibility of the school to teach and influence pupils who do not attend.

It can be shown that there was failure to take advantage of at least 12 per cent of the school facilities provided, due to pupils entering late in the term. This is reckoned on attendance at school as regularly from the be-

ginning of the term as they actually did attend after they did enter school, which was 87 per cent.

The total operating expenses of the schools, exclusive of payments on buildings and interest on funded debts, was \$263,680.76. If 12 per cent was wasted through not having the children in school, there was an actual money waste of \$31,642 in round numbers. . . .

The abilities of pupils in all the schools were measured during the year by the Nassau County scale in composition and the Courtis Tests in arithmetic. The following agencies contributed to the success of this work:

1. A special committee of the County Principal's Council in laying the plans and carrying on the arrangements.
2. The principals and teachers who gave freely of their time in grading the papers and working up the records.
3. The County Board of Chosen Freeholders in furnishing most of the material used.

The committee has made a report of the results to the principals, and the different supervisors have worked out the results for their own schools in detail. . . .

For two years we have had one play festival for the entire county. The Principal's Council decided this year to arrange eight community festivals which together included all the schools in the 28 districts of the county. These were held during May at New Egypt, Lakehurst, Toms River, Lakewood, Barnegat, Tuckerton and Pleasant Grove in Jackson Township. This arrangement brought a festival reasonably near all the people in the county and many people attended who would not have been able to go far from home. A much larger proportion of the children took part than heretofore.

A typical program consisted of:

- A parade of pupils and teachers
- A general meeting with singing and speaking
- Picnic lunch
- Class drills
- Folk dances
- Group relays
- Winding May Pole
- Track and field events

In one festival the events were so chosen and arranged that all pupils in a school must take part and attain appropriate standard performances to secure a perfect score for the school.

Competition was arranged between schools rather than among the individual contestants and awards suitable for use in decorating the schools were given.

The benefits assured to the schools through the plan festivals have much value, in my judgment, several of them being somewhat indirect. I list the following:

1. Motive furnished for physical training work.
2. Interest of the people secured in physical training.
3. Unusual initiative to work offered—especially for children in small remote schools. Many instances can be told of the difficulties overcome by pupils, parents and teachers in attending the festivals.

4. Opportunity created for a large number of children to assist as officials, thus enlisting more general interest for the schools.

5. Occasion created for people from several communities to meet together, thus fostering a tendency to break down provincialism.

6. Farmers, railroad men, fishermen, sea captains, merchants, lawyers, doctors and preachers all working together with the teachers for the children.

7. Initiative, originality, leadership, judgment, self-dependence and good sportsmanship developed in children.

8. Opportunity offered for teachers to measure their own work with that of others.

9. Appreciated value placed on the teacher in the community. Retaining some teachers and increasing their scanty pay have been direct results in a number of cases.

10. In short, getting people generally more interested than heretofore in the schools as the most important community institution. The above does not take into account the brightening up of the lives of many people who live in remote sections, who hesitated to mingle with others until especially encouraged under such circumstances. . . .

There are 25 parent-teacher associations in the county; four of these are connected with one-room rural schools, nine with two-room schools, and twelve with the larger schools.

In November, 1919, a home and school association was organized in Waretown, which is a one-teacher school. At the time of the organization interest in the school was at low ebb. Meetings were held regularly and an effort made to reach the indifferent parents. Through the influence of this organization, the board of education purchased table and chairs for the little folks. A fund is started to purchase an upright piano.

Entertainments and cake and ice-cream sales have been held. In one instance the church and school jointed together, built booths along the public highway, and sold cakes, pies, candies, fruits, nuts, etc., from which over \$100 was realized. The organization assisted by making costumes and encouraged the teachers in preparing for the May Day festival held at Barnegat.

Delegates attended the Council meeting held at Whitings. To one familiar with this town and its people, a commendable change in public sentiment toward education is evidences.

The County Council of Parent-Teacher Associations held two meetings, one at the time of the teachers institute in Lakewood and again in the spring at Whitings. The Council is pointing the way to the local associations to increased service for the schools. . . .

*E. W. Garrison, Passaic County*—Our rural schools, with the valuable work of Miss Clare Bartlett, helping teacher, have shown wonderful growth. Not only have we had better teaching, but the teachers themselves have grown educationally. There has been a pleasant atmosphere, a definite plan of work driving toward a certain objective, resulting in better individual work and better work generally. One of the most notable things is the arousing of the people to more effective and liberal methods of assistance. Parent-teacher associations and mothers' clubs have grown in efficiency and are lending their aid in better school facilities. Largely through the efforts of these

people we are approaching the day of consolidation in West Milford Township.

After our county superintendents' meeting in December, we started the hot lunch proposition in the schools of the county. It was a great success. Every child desiring to remain in school during lunch hour was served with something warm. In some cases the boards became so enthused over the matter that the service was free; in other cases the cost was charged.

*Henry C. Dixon, Salem County*—It may be of interest to add that all these various increases in expenditure have been made in the face of a decreased taxable valuation amounting to a little more than \$7,000,000, which is beginning to be felt in the county. Last year our taxable valuations were \$38,163,000. This year they have fallen to \$30,968,000 because of a decline in the powder making industry. The average school tax rate last year for all school purposes, state and district, was \$0.75, while this year it is \$1.195. Six of the fourteen districts are now paying more than half of all taxes raised for all purposes to support the schools.

But even with increased expenditure and with more liberal salary schedules the supply of teachers here is not sufficient to meet our immediate requirements. We still have a dozen places to fill for which we have been unable to get teachers who could meet the minimum certificate requirement, and in addition we still have a good many emergency certificates in the county. The teacher supply, in fact, is not far different from what it was a year ago. We are hoping the Glassboro Normal will be ready to function one of these days in the not too far distant future. It would greatly help the teacher situation, as well as help in other ways. At present it is difficult to get normal school graduates here.

*Henry C. Krebs, Somerset County*—Following is a summary of what has been accomplished during the past school year in Somerset County:

1. Parent-teacher associations have been established in all schools in the county except five.
2. There are phonographs in all schools except perhaps ten. There are organs or pianos in several of these ten.
3. There is a thrift society in nearly all the schools.
4. Health clubs are numerous.
5. In two-thirds of the schools *every pupil* is a leader in some school activity.
6. Our township graduation exercises were the best we have ever had.
7. Several visiting trips for rural teachers were arranged and conducted by helping teachers.
8. Tests and measurements were conducted in the rural schools by the helping teachers, and in town schools by supervising principals.
9. Play festivals were held in Bernards Township, Peapack-Gladstone, Harlingen, and Franklin Park.
10. Textbooks in all townships were supplied on my recommendation, based on data furnished by the helping teachers.
11. Physical training work was greatly improved over that of last year.



12. There were two good days of county teachers' institute, three meetings of the County Teachers' Association, six meetings of the Progressive Teachers' Club (with class demonstrations), monthly meetings of supervising principals, and two meetings of the County Council of Parent-Teacher Associations.

13. Efforts were made in all high schools to recruit teachers.

14. State traveling libraries were secured for many schools. . . .

One of the very satisfactory conditions in this county is the fact that practically all eighth grade graduates from rural schools enter high school. The percentage not going is no larger than that in town schools, in spite of the fact that some children leave home at 6 o'clock every morning and get back at 7 in the evening. The records made in high school by rural pupils are most gratifying.

One of the most interesting, and possibly pioneer, movements was the systematic endeavor to develop leadership among pupils by placing every pupil in a position of responsibility. Teachers were asked to see that every pupil had a specific work to do in the management of the school. Teachers were requested to post on the wall of the room a list of all pupils, together with the school duty for which each was responsible. This list was to be changed at certain intervals, so as to give each pupil a variety of experience. Practically every rural school was completely organized on this plan. While it is hardly possible to measure the results of this system it may be said that the fine spirit prevailing in rooms thus conducted was at once manifest to the visitor. It is also certain that a school thus organized not only develops leadership among natural leaders, but also among pupils of a retiring disposition. The school is also an exemplar of democratic society. In the old type of school the teacher is the be-all and end-all. She makes the laws, interprets the laws, and carries out the laws. This is training under a more autocratic system than ever prevailed in Germany or Russia. The new plan is the American plan of having government of, by, and for the pupils, the teacher being at all times adviser. This scheme requires more skill and tact on the part of the teacher than the old system of always keeping pupils in subjection; but it is just as much better a system as a democracy is better than an autocracy.

*Ralph Decker, Sussex County*—From the financial statement attached you will note that nearly all our districts are in excellent financial condition, closing the year with substantial balances, and only three of the twenty-three districts report deficits. With extra salary and bonuses for the teachers, and increased expenses along all other lines of our work it shows good financiering on the part of our boards of education to be able to make such a report. . . .

During the past year we have been making a drive for better attendance. Our fall and spring attendance was very good, but owing to a more severe winter our attendance then was very poor. We did the following things:

1. We had taken by the teachers and larger pupils a school census. This had several effects. It made the teachers in many instances acquainted with the parents of their children. It awakened a number of parents who had been



lax in sending their children to school. It gave us definite knowledge of just how many pupils were in each district and where they were.

2. We required a monthly report of attendance from each teacher, giving percentage of attendance, days of absence and the reason for such absence, tardiness, etc.

3. A certificate was given to the school having best attendance in each class, viz., one-room, grammar and high school.

4. At the end of the year a banner will be given to the school in each class having the best yearly attendance.

5. We take the monthly reports of each school and therefrom make reports for each district and for the county. A copy of this report is sent to each president of a board of education, district clerk and attendance officer, and they are printed in our county papers for the information of all.

6. We sought and obtained the hearty co-operation of the County Judge before whom delinquents are brought, also of the attendance officers of each district.

7. We addressed an open letter to the patrons of our schools, asking co-operation, also giving an extract from the School Law on compulsory attendance. . . .

Some of the things we have done this year are:

1. Educational Sunday. Requests were sent to all the pastors in the county asking them to preach a sermon on education on that Sunday. The response was good.

2. Go-to-School Week. Invitations prepared by pupils in their classes in drawing and English were sent out to the patrons and taxpayers as in previous years. The response to these invitations was good and a large number of the patrons availed themselves of the opportunity to visit the schools during this week.

3. Farmers institutes. At each of the annual farmers institutes held in our county the schools had some part in the program. This resulted in a larger attendance at the meetings and gave us an opportunity to demonstrate our physical training work, etc. Also at our request a speaker on community work was placed on each of these programs.

4. Agricultural talks in schools. At a number of central schools talks were given by the county farm demonstrator and the teacher of agriculture in the Newton high school. The talks were on "Insects and Diseases affecting Fruit Trees." Diseased branches, fruit, etc., were shown, pruning and spraying were emphasized. "Pure Milk and its Production" was a topic treated by the teacher of agriculture in the Newton high school and tests of samples of milk brought by the children were made by the use of the Babcock Tester. Older children from nearby schools were present and the people of the neighborhood were invited and many responded.

5. Get-Together Day—Farms and schools. Our second annual Get-Together Day under the auspices of the County Principals' Association and the Executive Committee of the Sussex County Board of Agriculture was a grand success. The attendance was estimated at 5,000 to 6,000. The program on the part of the schools in the morning consisted of an athletic field meet and in the afternoon was a pageant showing the history of Sussex County. About 300 school children took part. This was very successful

and showed careful preparation and training on the part of the teachers in charge. The boards of education who furnished free transportation for all their pupils taking part in the pageant and athletic events should be complimented on their interest as well. This has been a great factor in creating interest in the county.

6. Exhibit of school work. We held our annual exhibit of school work this year in connection with the Get-Together Day. As usual, all phases of work were on exhibit and filled the large auditorium and a number of the rooms of the Franklin School.

7. Grammar school commencements. We have found that getting all the graduates of a township together for graduating exercises has brought together large numbers of people. In our talks on these occasions we have been able to bring certain phases of school work to their attention that otherwise we have not had opportunity to do. We have increased the number of these commencements this year and crowded houses at each commencement were the result of this effort.

*A. L. Johnson, Union County*—Early in the year the Principals' Association began a study of retardation which resulted in the drafting of an age and progress table. This was printed and used in all districts. As a direct result of this study it was discovered that a large percentage of pupils were retarded because they were not physically fit to perform the assigned tasks. Another result was the humanizing of teachers. Many teachers, after a careful study of their pupils, developed more sympathy and used better judgment in lesson assignments. The frequent visits to parents made them more familiar with home conditions and the impossibility in many instances for children to do home work or to receive any inspiration or help from their parents was a matter of enlightenment. . . .

In a study and tabulation of the reports of medical inspectors for the previous year it was found that 21,000 children out of an enrollment of 34,000 had defective teeth. This condition seemed alarming, but after consultation with a committee of the Union County Dental Society it did not seem abnormal. It was their belief, however, that this was largely the result of parental neglect.

Through the co-operation of this Society it has been possible to establish five dental clinics, with a paid operator, who devotes his entire time to this work. There is a dental equipment in each one of the five districts. The operator spends one day in each district, and his salary and the expenses of operating are paid by the boards of education of the districts where he operates. The plan was tried first as an experiment, but it was so successful that there has been no disposition to discontinue it. . . .

There has been an effort to establish school lunchrooms and in some districts they have been successful. In this movement the parent-teacher associations have rendered excellent service. It is a movement which develops slowly because of general sentiment that such provision is unnecessary. There is a growing belief, however, which is quite certain to bear fruit.

We must rely very largely upon the parent-teacher associations for the necessary publicity and much of the work in financing and organizing. We have 25 of these organizations now and practically all these are active.

*Robert G. Sanford, Warren County*—In order to overcome, if possible, some of the delay and confusion occasioned by inadequate and unsuited textbooks and supplies, an attempt has been made to assist the various boards of education in the selection and purchase of this material. Early in the spring teachers were requested to submit on forms prepared by the County Superintendent lists both of the materials on hand and of that desired for the coming year. In order to encourage initiative and responsibility on the part of the teachers, they were asked to make recommendations. These lists were, in turn, checked up and revised by the County Superintendent and helping teachers. They were then sent out to the district clerks for their convenience in ordering. The plan offers many advantages and promises to remove many of the handicaps to efficient teaching, particularly in our rural schools. . . .

To me, one of the chief reasons for the retardation of the consolidation idea is the character of the transportation which is too often permitted when a one-room school is closed. I have spent considerable time in improving, wherever possible, our transportation. The appended letters which I sent to boards of education and the contractors for the year 1920-21 indicate one type of effort.

In order to establish a better understanding and a closer correlation between the elementary and secondary schools we have undertaken to revise our entire procedure as to promotion and gradations. We wish to make it possible for every boy or girl in a rural school not only to go to high school but to "make good" there. In doing this we do not propose to "lower standards," but rather to raise them by eliminating the eighth grade efficiency tests as a promotion standard and by substituting a follow-up system which will recognize real merit. We shall continue to give the efficiency tests, but as an aid and incentive to better teaching. . . .

#### RURAL TEACHERS (ONE AND TWO ROOMS)

Total number of teachers employed .....	64
Number of college graduates .....	2
Per cent of college graduates .....	.031
Number of normal school graduates .....	7
Per cent of normal school graduates .....	.109
Number having spent one or more sessions in summer schools .....	41
Per cent having spent one or more sessions in summer schools .....	.64
Number who have taken no professional training in last five years or more .....	14
Per cent who have taken no professional training in last five years or more .....	.219

While conditions with respect to trained teachers are improving from year to year, there is clearly a great need still of an awakened interest in this particular. In fact, I am strongly of the opinion that this is the underlying problem in the school administration of Warren County. Until public sentiment will demand trained teachers and until the public ceases to pay its untrained teachers salaries equal to those received by its trained teachers, there is little real incentive to professional improvement.

## CITIES

*Charles B. Boyer, Atlantic City*—The proposed new high school building should be erected during the next year or two at the latest. When this building is completed we shall have then the use of the present high school building for what might be called the junior high school, leaving all the remaining buildings for the elementary grades—kindergarten to sixth grade, inclusive. During the past three school years, 1916 to 1919, the pupils lost much valuable time due to the closing of the schools for long periods on account of prevailing epidemics and lack of fuel. While no time was lost in 1919-20, the effect of the time previously lost was still in evidence. This was noticeably true in the high school freshman class. To do the regular work of the grade required extra effort on the part of the pupils, who were still suffering from the handicap of former years. . . .

During the past summer a large number of teachers registered for professional courses in extension work at a number of the leading summer schools, and it is hoped that by another summer a still larger number may avail themselves of the opportunity to do professional work and thus keep themselves fully in touch with the developing professional knowledge and newer social movement of the times. In no other way can public education at this critical time move forward as safely as it should.

"Team work" of the highest order is as necessary for the greatest success in public schools as it is in any other enterprise. In order to stimulate such team work among teachers, principals and others directly concerned with instruction, it is planned to give definite attention to the understanding of the particular problems of each school unity, elementary and advanced, by the teachers and principals in the study of the project work in each school and to install as satisfactory a system of standard tests as is possible for the entire school system. Standard tests given during the past two years have done much toward the unifying of our work and the development of better classroom instruction.

The work will be continued during the coming year and future results compared with those of our former tests in order that we may more fully determine the standard growth in the various subjects of each grade.

In concluding this report, I wish to express my appreciation for the co-operation and assistance from your Department during the past year. The end of the year completes thirty years of service in the public schools of this city. It has been a source of pleasure to me to see the system grow from a teaching force of thirty-four teachers and about nine hundred pupils in 1890 to the present system of three hundred twenty-two teachers and an enrollment of ninety-seven hundred pupils. The system has developed along all lines of work and the standard of our schools is recognized by the State and by the many visitors that come to the shore from various sections of the country.

*A. E. Kraybill, Asbury Park*—During the past year a great many of our teachers took advantage of the visiting day which is allowed to each teacher.

A university extension course was given in Asbury Park by Teachers' College, Columbia University. The Board of Education paid the tuition for



all grade teachers who desired to attend. All except two or three took advantage of the offer. The work of this course was in the main satisfactory. . . . The course was attended by more than 150 teachers from Asbury Park and surrounding districts. Many of the Boards of Education paid the full tuition for the teachers who attended.

*P. H. Smith, Bayonne*—The average salaries for the present year, exclusive of the \$100 that is regarded strictly as bonus, are as follows: Kindergarten teachers, \$1,230.75; elementary grades 1-4, \$1,191; elementary grades 5-8, \$1,235; grades 9-12, \$1,833.

The new schedule will increase these averages by \$400. There is a feeling, however, held by experienced teachers, that those with 10 years or more experience would be granted a more advanced rating in the schedule.

Three phases of testing have been carried on through the efforts of the primary supervisor, the principals and the supervisor of special classes.

The tests of the supervisor have been given twice during the year in grades 1-6, the results forwarded to the teachers, and conferences of the teachers held on classroom needs as shown by the tests.

Standardized tests were given under the direction of the principals in grades 4 to 8 in arithmetic, geography, reading, spelling and penmanship. The results were carefully discussed in a class in field administration. It is the opinion of all participating that the work has been decidedly beneficial to the schools. We were thus enabled to see ourselves as others see us.

The Haggerty "Intelligence Test" and the "Binet Tests" were given in several grades with the view of determining their value in grading. By a study and comparison of the results of the various tests and teachers' ratings, many pupils have been advanced in grade. The principals will aim to grade their schools on this basis of the intelligence into rapid, normal and slow classes. . . .

Six Binet classes have been maintained—4 at Roosevelt School, 1 at No. 12 and 1 at Lincoln School; 143 have been admitted to these classes during the year; 18 left school either because of removal from the city or because they had reached the age of 16; 13 were returned to the grades, and 5 transferred to the institutions.

The benefit of centralization of these classes can be seen in Roosevelt School, where there are four classes. It is possible to grade them and to segregate the sexes. The girls had work in cooking, household duties and sewing, together with a small amount of academic work. The boys did some form of elementary work, made brushes and caned chairs. The boys at Roosevelt School earned \$130 caning chairs and have this amount to their credit in the bank. The boys also cultivated a garden and looked after the lawn at Roosevelt School.

It would be a decided advantage to have these children centralized in one school. This is in keeping with my recommendations in the building program. After all that we do, these people will not be able to accomplish much in the industrial world. They will in many cases be a menace to the community and propagate their kind. In our present enrollment 28 families furnish 75 feeble-minded children to these classes. Every time I look at these children I wish I had the means to establish a farm school where they

could be taken entirely away from their present environment. I believe that this is the only way by which they can be made independent and prevent their being a social menace.

A class of 21 crippled children has been maintained at Washington School in charge of a teacher and a matron. A mid-day meal was served. There was a decided gain in health for all of them and the advancement in academic work was marked. In grades the children ranged from first to fourth. It is without doubt the happiest class in the city. Great credit is due the teacher and the matron. Credit is also due to the jitney driver, whose care and kindness contributed in no small measure to the welfare of these little people.

A class for deaf children was supported at School No. 12. In a previous survey of the city we found 20 cases needing this instruction. Five of these entered the state institution at Trenton and consequently the enrollment was small. This proved a benefit. The instruction is necessarily individual. The value of the work is without question. However, as some of the children live in sections remote from the school it will be necessary to provide transportation if the class maintains an enrollment of 10 or more.

Two open window classes were conducted at Roosevelt School with an enrollment of 48. Seventeen of these have shown such marked improvement that the medical inspector declared them physically fit to return to the grades. Twenty-seven of these children report weekly at the clinic for observation. They will be sent to the country for three weeks during the summer.

Two lunches are served these pupils daily. The expense for food, tooth-brushes, etc., was \$918.99. Of this amount the Board of Education contributed \$552.10 for milk and the balance was contributed by the City Betterment Club and by the parents of the children.

*George Morris, Bloomfield*—Socialized recitations, where the subordination of the teacher and the activities of the pupil are made prominent, have been used successively. Recitations conducted in this way, as a summary review of topics studies in geography, history, spelling and English, have afforded many opportunities of developing self-confidence, initiative and clear thinking on the part of the pupil. Under the careful guidance of the teacher these recitations compel the child to face situations that demand careful organization of knowledge; also they incidentally create a bond of sympathy and courtesy between classmates, besides watchfulness for good English and critical discussion of good points as well as defects of the lesson.

Our aim in every recitation is to motivate the work, so that the pupil realizes the utilitarian value of the subject. "Four minute" speeches, debates, how to conduct a meeting along parliamentary lines, compiling class newspapers, planning programs for school entertainments, dramatizing historical and literary prose and poem selections, writing letters of sympathy to teachers and classmates who are out of school through illness or other trouble, are a few of the many ways that will demonstrate the types of motivation used.

Following are some events of interest of the year:

1. The adoption of a salary schedule presented by the teachers.
2. Granting of bonus of \$200 to each teacher in the system.



3. Plans adopted for addition to the high school.
4. Wider use of school buildings developed.
5. A strong interest in the War Memorial—a community house—developed. Pupils helped in raising money.
6. A great impetus given the thrift movement by the adoption of a mechanical device for distributing stamps, which are turned in to one of the banks. Nearly \$6,000 deposited in the bank in the six months beginning January 1, 1920. Enrollment is 4,372.

*D. C. Porter, Bridgeton*—The high school enrollment has been increasing steadily from year to year. From the reports already received we expect our high school to enroll more than 700 students next year. This will indeed be a remarkable growth. . . .

Among the tests used during the past five years are the following: Woody, Stone and Courtis Arithmetic Tests; Monore Silent Reading Tests; Trabue Completion Tests; Thorndyke, Ayres and Zaner Penmanship Scales; Ayres Spelling Scales, and the Otis General Intelligence Tests. We have also used the Binet-Simon and the Terman Intelligent Tests. . . .

The following table shows the comparative savings in thrift stamps and baby bonds during the past year and during 1917-19:

<i>School</i>	<i>1917-19</i>	<i>1919-20</i>
Academy .....	\$1,430.00	\$528.85
Bank Street .....	414.75	564.85
Irving Avenue .....	264.75	160.25
Monroe Street .....	972.75	824.44
Pearl Street .....	1,585.25	1,075.70
South Avenue .....	298.50	606.25
Vine Street .....	1,206.00	807.27
Totals .....	\$6,172.00	\$4,567.61

A course in vocational agriculture was established last September. In this department 35 boys were enrolled—the largest number I am told in any high school in New Jersey. Practical projects of all types were given to these students. Work on these projects will be continued during the summer and autumn months.

*James E. Bryan, Camden*—In the organization of the junior school we have attempted to keep in mind the development of the individual child as a general aim. In both the class work and the special activities we have attempted to bring such plans, methods and activities as will make the greatest contribution to the development of the initiative, self-control and special interests of the individual pupil.

The time limit for the various subjects in the curriculum is as follows:

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<i>Subject</i>	<i>Hours per Week</i>	
	<i>7th grade</i>	<i>8th grade</i>
English (including Penmanship and Spelling) .....	7	6
Mathematics .....	4	4
Geography, History and Civics .....	5	5
Science (including Hygiene) .....	3	2
Music .....	1	1
Drawing .....	2	2
Latin or Typewriting with Elementary Commercial Work .....		3
Cooking (Girls) .....	2	
Sewing (Girls) .....		2
Shop (Boys) .....	2	2
Physical Training .....	2¼	2¼
Total .....	26¼	27¼

The daily session is from 8:45 A. M. to 12:30 P. M. and from 1:10 to 3:25 P. M. This time is divided as follows: 20 minutes for opening exercises, five 60 minute periods for classroom work, a 15 minute physical exercise period in the morning, and a 12 minute physical exercise period in the afternoon.

The regular work (so far as possible) is conducted on the study-recitation plan, the first half of the period being devoted to recitation and the second half to supervised study. In the supervised study an attempt is made to have every pupil working at his maximum efficiency. Careful assignments are made for the supervised study which involves both a minimum and a maximum amount of work. The minimum amount is such that any pupil can complete it in the time given, and the maximum amount is such that no pupil can complete it in the time given. Care is exercised in making the assignment for supervised study entirely separate from assignments for home work. For home study work a definite schedule is followed by each teacher in order to insure every pupil's having not less than two and not more than three assignments of approximately 30 minutes each per day.

In the recitation period an effort is made to place as much responsibility as possible upon pupils. With this in view, various adaptations of the socialized recitation, problem, and project work are employed from time to time.

The work in physical training deserves special mention. We feel that this work contributes as much as, if not more than anything else toward the development of initiative and leadership. Having no gymnasium and no regularly employed teacher of physical training, the method of conducting this work is as follows: The city supervisor of physical training comes to the junior school periodically and instructs a group of boys and girls selected from the several sections as physical training leaders. These leaders in turn instruct their classmates and conduct the physical exercises throughout the building, supported and advised by the regular class teacher. We feel that this work, in spite of all handicaps encountered, has been one of the most successful phases of the entire school.

*George Smith, Clifton*—Units of school gardens were organized this year in a number of our schools under the provisions offered by the Department of the Interior. Talks were given by principals before the organization of the units. Then it was emphasized that the children should form habits of industry and regularity by utilizing their energies in the back yard and vacant lots. Posters which had been obtained from the Department of the Interior helped increase the interest among the children. We effected the formation of garden army companies in the grammar grades about the time of planting. The working unit for each grade consisted of not less than 15 pupils, each company consisting of a captain, a first and a second lieutenant and privates. The pupils of each company elected their own officers. A report of each organization was made to the Department of the Interior and an insignia was awarded to each member. Weekly meetings were held and reports were given. During the second week in June the teachers in classes where companies had been formed visited the gardens of the individual members and reported the results to the principal. In September it is planned to make a final inspection and to have pupils make a written report. If such report and record are considered satisfactory a certificate from the Department of the Interior will be awarded. The basis of reward will be—garden, 85 per cent; record and story written, 15 per cent.

*Superintendent E. C. Broome, East Orange*—A most gratifying thing in connection with the salary schedule was that the schedule adopted was the work of our own teachers through committees elected by themselves. It is an excellent example of teacher-co-operation. Moreover, the new schedule, with the adjustment plan was not only unanimously approved by the Board of Education and the Board of School Estimate, but were cordially approved.

The second important accomplishment of the year was the adoption of a building program for a ten year period. This program provides for the building of three junior schools to be located in the center of junior school districts. These schools will be planned to accommodate about a thousand pupils each, and besides making possible the introduction of a greatly improved course of study for the pre-adolescent age, these schools will relieve, in the most economical way possible, all the elementary schools, on the one hand, and the high school on the other. The site for one of the schools is already in the possession of the Board; the contract has been signed for another site to the cost of \$85,000, and negotiations are in progress for securing the third. This building program also had both the unanimous and cordial support of the Board of Education and the Board of School Estimate.

In recording the progress of the year we should also make mention of the new course in civics and citizenship which we have put into operation for the first time during the past school year. The particularly new features of the course are that for the first half of the eighth year the work centers around vocational civics, and the second half of the eighth year is devoted to a study of world citizenship. The objective of the first course is to give students at that particular age, just before they are considering plans for the future, as full a knowledge as possible of occupational conditions and opportunities,

and to create in them a sympathy for and an understanding of the industrial world. The work of the second half of the eighth year is to broaden the minds and sympathies of the children by a knowledge of conditions of world civilization and to impress upon them the importance of the interdependence of civilized peoples.

*Frederick E. Emmons, Elizabeth*—The foundation of any school policy should be its educational value. Consequently, the *raison d'être* for our summer school was primarily the worth it would show in advancing the education of our school population. Its saving in school expenditure, however, was an important consideration. In other cities the educational authorities are confronted by a large group. Often over 30 per cent, unable to keep up in their work, thereby lagging behind to repeat the work over and over again, crowding the classes for others, until, tired and disgusted, they leave school. Every effort should be and usually is made in their behalf, but part-time and large classes make individual attention difficult and too often impossible. To provide an opportunity for this group was the fundamental idea in the development of our summer school. Non-promotion as indicated by the report of June, 1919, was for the first grade 170, second grade 111, third grade 139, fourth grade 121, fifth grade 179, sixth grade 149, seventh grade 155, eighth grade 36, a total of 1,067. At the close of the regular school session in June pupils desirous of attending summer school and those who ought to were given tickets of admission, which were filled out by the teacher, giving school, grade, grade for which recommended, and the subject in which special work was recommended for promotion. Each teacher kept an accurate record of the work accomplished, and this record was available for the principal receiving the pupil in September, so that full credit for the work covered was available.

The attendance record of the summer school was as follows:

Grades I-VIII—Total enrollment, 2,056; total promotions, 1,454; per cent of promotions, 71; total non-promotions, 1918-19, 1,063; total non-promotions promoted by summer school, 798; average daily attendance, 1,844; cost per capita, \$2.72.

High School—Total enrollment, 390; average daily attendance, 325; cost per capita, \$4.97.

When we consider that the non-promotion group of June was almost eliminated by the work in the summer school, only the highest praise can be given to the principals, teachers and pupils for their splendid co-operation.

On account of the limited appropriation, grades 1-4 were in attendance from July 7 to August 1, grades 5-8 from July 7 to August 8, and the high school from July 7 to August 15.

*Winton J. White, Englewood*—The responsibility for the care of the room and for many of the details that go to make up the school day is put upon the children themselves. The working out of this plan is even illustrated in the absence of a teacher, by a non-interruption of the work, pupils themselves taking responsibility of the conduct of the recitation or the direction of the work in physical training and various other activities of the room. . . .

I think that the record of our Nordhoff School is especially deserving of praise. The total registration in this school has been 109. Eighty of these boys and girls have been depositors in our War Savings Society, and during the year have deposited \$1,175.45. This is an average of \$14.70 per pupil. There are approximately 35 of these pupils who have bank accounts in one of the local banks. When you consider that this school is located in one of the poorer sections of our city, I think that this really is a remarkable record. . . .

Your fifth suggestion was that the schoolhouses be made community centers. This year more than ever Englewood has carried out this idea. Three of our schools have been open practically every evening during the week except Sunday, for some community activity or other. There have been held public lectures, Americanization meetings, club work for boys, boy scouts and camp fire activities, and many other functions of public interest. In addition to this we have conducted an evening school for foreigners in our Lincoln School building with an enrollment of 53 and fair attendance each evening. We are planning to enlarge upon this work during the coming year with the expectation that we may do much better work. A splendid moving picture machine has been purchased with the thought that it can be used to great advantage with the work of the foreign-born in teaching them something about America and its ideals. . . .

There is being organized in Englewood at the present time a community forum, the purpose of which is to have one meeting per week in our high school auditorium. These meetings will be used for public lectures, entertainments, moving picture shows and other educational purposes. It is hoped that a keen interest may be aroused on the part of the citizens of Englewood that will result in much good from these meetings.

*R. L. Saunders, Irvington*—During the year a large number of our teachers availed themselves of the opportunities offered by nearby colleges and universities to improve themselves in the profession by taking courses in psychology, methods, and other academic, special, and professional subjects. A number of these teachers, working for college degrees, took the evening and Saturday courses. Still others attended the summer schools, while several have already signified their intention of attending the schools at Ocean City and New Brunswick during the ensuing summer. Some have signified their intention of attending Cornell and some of the colleges at more distant points, usually near their homes.

*Henry Snyder, Jersey City*—

Total number of pupils enrolled .....	43,343
Average register .....	38,520
Average daily attendance .....	34,907
Number of pupils enrolled in primary department .....	22,559
Number of pupils enrolled in grammar department .....	15,527
Number of pupils enrolled in high school department .....	4,259
Number of pupils enrolled in kindergartens .....	589
Number of pupils enrolled in special classes .....	345



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Number of pupils enrolled in normal schools .....	64
Number of teachers .....	1,166
Number of graduates from grammar schools .....	2,474
Number of graduates from high schools .....	474
Number of graduates from normal school .....	33

A vocational industrial school of high school grade was maintained for 89 evenings in the William L. Dickinson High School, in which instruction was given in machine shopwork, pattern making, carpentry, mechanical drawing, architectural drawing, freehand drawing, sewing, including dressmaking and millinery, cooking, home nursing, shop mathematics, algebra, geometry, electricity, applied physics, printing, ship building, blue print reading, and power plant operation. Branches of this school were established in schools No. 24 and No. 25. . . .

At the request of the director of the public health department, Dr. John J. Nevin, who has charge of the City Hospital, an evening class was conducted in the City Hospital for the instruction of nurses. The purpose of the instruction was to enable the nurses to meet the requirements of the State for certification. . . .

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

Three open-air classes have been maintained.

Two classes for deaf pupils, one for the blind, one for the over-age, or backward pupils, and one for delinquents, have been maintained. . . .

The classes in ship construction which had been established the previous year, with the assistance of Mr. Spofford of the State Department, were continued in the Evening Technical and Industrial High School and in Evening School No. 24. These were attended by large numbers of men, who were employed in the neighboring shipyards.

Besides the classes for foreign born residents in the evening schools, similar classes were maintained in a number of factories in the late afternoon, the adult pupils passing from their work into the classes for instruction. . . .

New School No. 4 and the new Lincoln High School were occupied at the beginning of the school year. Two new elementary school buildings are under construction, each containing about 45 classrooms. The amount of the contract for these two buildings involves an expenditure of \$1,987,365.

*Christopher Gregory, Long Branch*—The salary question, the discussion of which began with the state-wide movement in the early winter, was carried on throughout the year. Unfortunately it had not been long carried on before, in some unforeseen way, a bitterly personal element entered into the discussion. As the controversy progressed, for it became a controversy, the bitterness increased and continued to increase until the end of the year. No less than three schedules of salaries were adopted by the Board of Education. The first was absolutely unworkable. Persistence in holding to the second, which was better than the first, would have resulted in great injury to the schools. Finally, the first of June, the Board of Education, convinced that its



view of the situation was a mistaken one, passed the third schedule, which again placed the schools at the head, as regards salary, of the schools in Monmouth County. The present schedule is a fairly good schedule, but still much below what it should be.

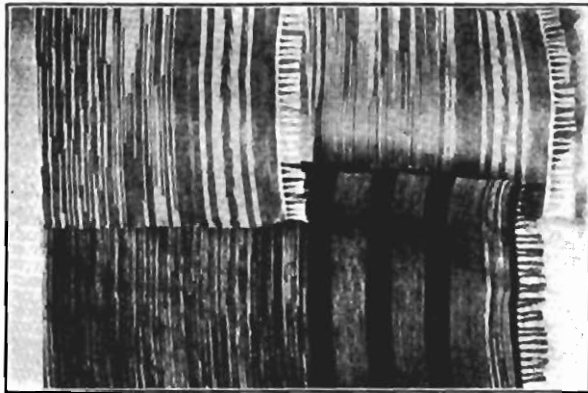
The salary unrest was responsible for the loss of a great many teachers during the year. In previous years we have seldom lost more than two teachers during the course of the year. Sometimes we have lost none. The past year we lost 15. Some of these were our best teachers and occupied important positions. At the close of the year we lost 37 more teachers. Much of this loss was due to the unpleasant feeling that developed in the salary discussion. By the end of the school year we had lost 42 per cent of the teachers who were on the payroll at the beginning of the year.

It is not possible to have schools as they should be when conditions like the above prevail. Plans for the improvement of the schools, which I had formed, some of which I mentioned in my last report to you, I was not able to carry out. In the fall we began our work in citizenship, with an effort to increase the efficiency of the work in language in the elementary schools and with an investigation into the work of the English department of the high school. All this was either dropped, or was carried out in such an intermittent fashion, owing to the absorption of my time in the difficulties arising from the loss of teachers and the spirit of unrest that prevailed among those that remained, that satisfactory results were not obtained. I congratulated myself on being, under the circumstances, able to hold the schools where they had been.

*Frederick James Sickles, Millville*—We are experimenting along new lines in our teachers' meetings. Once each month, at 3 o'clock in the afternoon, and lasting for one hour, each group of the three groups—grades 1-2, 3-4-5, 6-7 and 8—meet and listen to the teaching of a lesson by one of the teachers of the system. After the lesson has been taught questions and discussion follow. Such lessons take up socializing teaching, silent reading, oral English, poetry appreciation, lesson assignment, etc. In addition to this meeting once each month a building meeting is held in each school commencing at 3:30 and closing promptly at 4 o'clock. At this meeting discussion of educational subjects takes place. A definite program for the year with reference to the best sources is to be given out for the coming year with assignments made to certain teachers for the brief talks on the subjects. Our experience for the past year has brought modifications and we expect to find it necessary to make still further changes, but the idea is proving its worth in helping teachers and furnishing a medium of exchange for the best thoughts and practices of the classroom teachers.

The high school teachers have their meetings on the subjects pertinent to their work.

In the principals' meetings we are discussing what things we have a right to expect to find in the classroom along different lines. We hope, after careful and full discussion, to arrive at certain definite conclusions which we may put in written form and place in the hands of each teacher. Out of this we shall hope to develop a definite policy of supervision and training of the teachers of the system which shall not be narrow and cramp-



RUGS WOVEN IN RETARDED CLASS  
BLOOMFIELD



SEWING WORK EXHIBIT  
WOOD SCHOOL, MILLVILLE



OPEN WINDOW CLASS  
F. M. CORWIN SCHOOL, BAYONNE



HIGH SCHOOL GIRLS WEARING CLASS DAY DRESSES MADE IN  
SEWING CLASS  
BLOOMFIELD

ing in its effect but rather the calling out of the strongest and best that each teacher has to give to the educational work.

*David B. Corson, Newark*—Anyone familiar with the schools knows full well the cosmopolitan character of the children. They are literally the children of the world, representatives of all the races, creeds, climes, and social conditions. Their destinies are determined by individual capacity and ability more than by any other factors which influence their educational development. It is now a well-known fact that there are different intellectual levels which the school should consciously recognize, and that the age of an individual is not a reliable index of his intellectual level. Capacity and ability must in a large measure determine the place of a child in the educational scheme.

The scientific study of intellectual capacity is one phase of experimental psychology and is of comparatively recent origin and development. The first studies of the elimination and retardation of pupils assumed that age could safely be the basis of judgment for the gradation and classification of children. It was claimed that a change in the methods of organization and management of the schools would abolish retardation and reduce the elimination. There was undoubtedly reason for complaint against the rigid system, but it was not and is not now the real cause of the evil. It is now known and acknowledged by educators that varying intellectual capacity is the primary root of both elimination and retardation, and that intellectual capacity must be the acknowledged standard for grading, promoting, and classifying the children.

Since September, 1918, the children in the Newark schools have been classified as *bright*, *normal*, and *slow*, and promotions have been made at any time during the term. The schools are flexible in organization and administration, and a real effort is made to secure conditions which shall insure full opportunity for the children. . . .

The emphasis in the past has been placed upon the need of considering the inferior child, thereby ignoring the fact that his presence in the schools was the cause of retarding the bright child. The present plan of classification reduces this to a minimum in general and eliminates it altogether in those schools where there are enough pupils to make very close classifications. The use of these group tests makes possible exact grading for different rates of progress and the reduction in the number of failures to secure promotion by differentiation in elementary education. . . .

It is now known that all persons are not capable of taking a college course, even though there be many courses from which to make a selection; all are not capable of taking a high school course, although there is a wide choice; all are not capable of taking even an elementary academic course. Instead of eliminating the incapable from the elementary school and merely tolerating those hopelessly retarded, there must be curricula arranged to meet the needs of different intellectual levels.

Educational readjustment in the elementary and secondary schools seeks to correct defective vision, to overcome malnutrition, to remove physical handicaps of all kinds. It provides for proper grading, for special helping classes, and for special classes for the physical, intellectual, and moral defectives.

Segregation for these types is now common. There are still left in the regular classes after the feeble-minded are removed a large number of congenital illiterates who cannot profit except to a very limited degree by the academic course. The academic work which causes them so much effort must be reduced to a minimum and other work of a prevocational character in classes with the schools themselves must be substituted. These children are not all feeble-minded. Many are inferior normals, potentially illiterate. . . .

A study of 100 children, selected at random, who had been trained in these schools, revealed the fact that the training of 82 enabled them to earn wages ranging from \$4 to \$64 per week. Twenty-three of these received 23 different sums between the limits mentioned and the other 59 may be grouped as follows: 5 children, \$6 a week; 4 children, \$8; 13, \$10; 5, \$12; 5, \$13; 5, \$14; 13, \$15; 4, \$18; 4, \$19; 1, \$64.

Of the remaining 18, 5 are awaiting admission to institutions where they may have custodial care for the remainder of their lives; 2 are epileptics; 3 are in state homes; another was in such a home, but was released and is now an unmarried mother; 7 are married and have children and homes. One of this number has two children. She has been divorced and has remarried. She has just passed 19 years of age. Eighty-eight of the 100 are successful according to the standard of self-maintenance and of home occupation; 12 are the waste on the social sea. Surely 82 to 88 per cent trained is warrant for these schools and classes.

That the classes are expensive cannot be denied. They are less expensive, however, than the classes for the blind, the deaf, and the incorrigibles. The per capita cost for the blind is \$238; for the deaf, \$208; for the incorrigibles, \$143; for the mentally defective, \$115. The small classes, the expensive equipment—looms, benches, machines, and good special teachers are the means of saving these unfortunates and the expense should not be considered too great.

More of these classes must be established. The reasons for their maintenance are: (1) they relieve the classes of normal children from the retarding influence of the feeble-minded, and (2) they provide educational training suited to the minds of the feeble-minded. . . .

One of the objects in mind in the establishment of a school museum in 1917 was the development of a department of visual instruction. A number of slides had been collected and were owned by the Board of Education. A portable pathoscope machine was purchased and a film service established. For months several days a week were devoted to giving programs in the several schools. The work in visual instruction has been excellent in quality and satisfying in amount during the past year.

The following quotations from a communication to the committee on instruction and educational supplies will make clear the main features of a plan adopted by the Board of Education for the development of visual instruction:

"Visual instruction in the schools through the medium of the motion picture is a vitalizing agency with unlimited possibilities. Motion pictures should supplement the textbooks and should be available for use the same as stereographs and slides.



"In the alternating schools a larger and more constant use of the auditorium is involved than in the traditional school. It is necessary that the auditorium be equipped with projection apparatus so that motion pictures may be frequently shown. The projection outfit in the other schools should be greatly increased for the motion picture. All schools having a permanent booth in the auditorium should be equipped with a machine adapted to the size of the room. Principals should be allowed to purchase machines and pay for them out of the textbook appropriation for their schools.

"For the standard machine a licensed operator will be necessary. A license can be obtained by examination by any teacher or school employee above 21 years of age. Mr. Alexander, the projection operator employed by the Board in connection with the public lectures, can instruct any individual or group of individuals to operate a machine.

"The machine for the standard film according to a state law requires a fireproof booth which must be made of asbestos board. The smallest size allowed is 6x4x6 feet. This type of booth would answer for all schools. It could be fastened permanently in a gallery or could be put on rollers for an auditorium, and when not in use rolled to one side.

"There are six schools that now have permanent booths. In all other buildings where motion pictures are shown a booth must be supplied. Booths for the schools should be provided out of general appropriations for providing school furniture.

"A film service should be organized for the schools in connection with the school museum and the expense be met out of lecture and museum appropriations. The Board authorized the filming of the activities of field day for elementary schools. This is the beginning of a film library owned by the Board, and it should be added to from time to time by filming other school activities and by purchasing desirable films." . . .

If education be defined as learning to read, write and cipher, and if such definition be accepted and made the basis of practice, then all other efforts and activities in the schools are outside the set limits. But fortunately this narrow and warping view is the opinion of comparatively few persons. A more comprehensive one is held by a large majority of the people. It has been the efficient cause of the wonderful advance in education. The conception underlying modern educational procedure is the development of intelligent personality into rational freedom, the greatest possible for each individual. Because of this, every kind of effort and activity that can contribute to the realization of such an ideal is justified. Not only are the basic school arts—reading, writing and ciphering—taught in progressive modern schools, but also manual training, domestic art, domestic science, literature and the art of expression, drawing, music, geography, science, history and civics. This inspiring conception has caused, too, the introduction of the kindergarten into the American school system.

The kindergarten as developed by its great founder is a place of systematized play for young children. The games, accompanied by rhythm and song, are strong in their appeal and afford the means for social and moral training. But play as an educational means must not and has not stopped with the kindergarten. The background and the opportunity exist in our schools for a splendid movement that will prove to be a tremendous influence in the

development of national character. The French savant Cestre, in his "France, England and European Democracy," describes what the result of this may be when he says:

Our over-channel neighbors seek the strong emotions of the hunter or the warrior's rugged virtues in the practice of athletic sports. They depend upon these sports for the training of the muscles and will-power necessary to thoroughly develop the individual. In France we are beginning to understand how essential for the physical and moral development is the practice of great organized games; but we are still very little inclined to give them the importance which they have assumed in England for a century or more. Great Britain is the only country in which athletics have their full educational value, because they really represent a national training school. People of all ages and all classes devote themselves to some kind of sport. Children enjoy reserved quarters on the common or parish playground to practice the elements of football or the first steps of cricket. Elderly men organize their own matches when they are no longer able to compete with younger men. The adults of the country form club teams everywhere, to fit themselves, in their moments of leisure, according to preference or aptness or according to the season, for the noble practice of the national game. The outskirts of the towns are intersected with a network of meadows of close-cropped grass, where groups of young men in white flannel or variegated jerseys disport themselves. Twice a week the shops and factories cease work in the afternoon and release "all hands." Employees and workmen are soon transformed into nimble, daring and persevering players. At set dates matches permit rival teams to measure their strength, in presence of thousands of on-lookers. . . . The practice of sports thus organized and generalized finally becomes an institution and a national passion undoubtedly exercises a formative influence on the character of the race. And in fact the qualities that can be attributed to this influence are many. I shall mention physical endurance, the spirit of discipline, the devotion of the individual to the group, the sacrifice of personal vanity to the common interest, initiative, patience and authority. I shall particularly insist on fairness in combat and generosity towards the opponent."

With strong belief in play as an educational means, the schools of Newark are now making a test of the theory on a large scale. The old-time boisterous, romping recess has less vogue and organized play, under the guidance of teachers, is in its place. This does not mean that there is no free, spontaneous play, but rather that games and physical activities and athletics have been added to the free, joyous play of the olden days. Play now has a purpose and is an exercise calling into full use the powers—physical, mental and moral—of the children. Play in the open air, as well as in the classroom and gymnasium, must more and more be an accepted part of school practice, and must not be merely incidental or perfunctory. Every school should have its playground and every playground a teacher in charge. Children should be there in successive groups all day long and not merely for one brief period in the morning session. The loss of the old-time recess can be condoned if it proves to be but a step toward the incorporation of play into the school program as a very important educational activity. . . .



Within the last generation psychologists have taught that one of the great factors in education is physical training, and within a few years public sentiment has forced the admission of physical training into the schools everywhere. So great has been the demand for its introduction that some hastily considered requirements have been made, such as the provision of the New Jersey physical training law concerning the amount of time for teaching the subject. This might well be changed. This 150 minutes a week does not fit well into the scheme of things. In high schools the recitation period dictated by the accrediting agencies is "not less than 40 minutes." The usual period is 45, to insure 40 minutes of instruction and time for the pupils to change classrooms. Three such periods a week take 135 of the 150 minutes, leaving 15 minutes for instruction in the informational branches—"First Aid," "Domestic Hygiene and Home Nursing"—required by the state. Fifteen minutes a week to do this is not sufficient. Any other plan causes the same awkward condition of affairs. Other than in this respect the physical training law is an excellent one. The law should be made to read "not less than 120 and not more than 180 minutes a week." This would give flexibility in programming and would still insure the achievement of the purpose of the law.

For nearly a score of years physical training has been an important part of the work in both the elementary and secondary schools of the city. The state law has caused no change in the work or in the practice of our schools, except to increase the amount of time given to the subject. In 33 elementary schools it is carried on in gymnasiums for classes above the third grade. Usually in this grade and those below it is taught in the classrooms by the class teachers and by the supervisors. In 23 schools having no gymnasiums the subject is taught also in the classrooms by the class teachers, under the direction of the supervisors. There are gymnasiums in most of the special schools, and the subject is taught either by trained teachers of physical training or by teachers trained for their specialty, who are fitted also to teach physical training. Primary classes that cannot be scheduled for the gymnasiums are oftentimes sent there for unassigned periods and are given mass instruction in games, folk dancing, and athletics. It is a common practice in each school to use the gymnasium after school hours for athletics, folk dancing, and free play. On some days the gym is set aside for the recreation of the boys and on other days of the girls.

The course of study in physical training is scope, sequence, and distribution of material is modern and designed to meet all reasonable demands. It has not been possible to include swimming in the course of study because there are no swimming pools in the schools. Notwithstanding the lack of facilities, an attempt has been made to teach swimming. Some classes have been taken to the public bath houses to be taught this noble art. Whenever this has been done the children have been very appreciative of the change to learn to swim.

In some of the schools health leagues have been formed as an experiment in the formation of proper health habits. They have met with the approval of pupils and teachers, and show that health instruction by means of these leagues can be more successful in forming health habits than theoretical instruction in hygiene. Below the seventh grade physiology and hygiene can be better taught under this plan than any other way so far discovered. The placing of such health instruction under the care of the physical training

department by means of leagues is now under consideration.

The excellence of the course of study, the superior equipment, the ability of director, supervisors and teachers have won widespread commendation. There has never been stagnation, but always ready adjustment to new knowledge and to more inspiring and helpful ideals. The precision, vigor and general character of the work are excellent. . . .

No argument is necessary to convince anyone of the value of athletics in training the body and disciplining the mind, but the practice has been that only the few have had the benefit. Provision should be made in the school routine for all pupils to take part in competitive sports. Without criticising the efforts that have been made in the past, the fact remains that only a small number of pupils actually engage in regularly organized athletics. There should be more general participation by the student body, and that participation should be frequent enough to give pupils real and practical benefit.

The supervisor of athletics, with the teachers of physical training in the respective schools, could organize each school on an intra-mural basis. This is neither new nor revolutionary. Every teacher of athletics is familiar with the idea. He knows, too, that a practical scheme is what is needed—a plan, simple and workable. Such a plan can be illustrated in the organization of the high schools. Each high school has eight grades, 1 B to 4 A, inclusive. To organize the school on an intra-mural basis, each grade might be taken as a unit and might organize teams for seasonable competition in the several sports, using as many different pupils in the grade as possible.

Physical training should emphasize mass athletics. Athletics ordinarily take pupils into the open air, which is better than exercise in gymnasiums, although this has its place and value. Calisthenics and gymnastics, useful though they be, do not call into activity the same powers that athletics do. The necessity for quick and correct decision in the games and competitions, the self-control developed, the spirit of co-operation with others, loyalty to team mates, and courtesy to opponents make athletics of supreme value. The training should be given all students, and it can be done by means of such a system of obligatory mass athletics as that suggested. By this it is not meant that the "Varsity" teams and the interschool games should be discontinued. They are too important and too influential in school life to be abolished. It would be a calamity to even limit them beyond reasonable control. They develop school pride and loyalty and fix the standards. To make the "Varsity" team should be the honor to which each student should aspire. Those who lack the natural ability necessary for supremacy in athletics will not succeed, but they will be benefited by the effort to acquire the skill which such places require. The desired condition is to have "Varsity" teams in each school and to have each student in every school interested in one or more games in which he or she is seeking to perfect himself or herself, for girls as well as boys benefit by athletic training. There should be interclass competition, as well as competition between teams in the same class, and interschool competition, not competitive games for the mere love of winning, but for the love of the game. Physical development through play in the open air, recreation for the joy and the health it insures should be the motive. This makes winning a secondary although an essential object of each game. . . .

The aim for the community centers should be to encourage the participation of citizens, young people and children in the enjoyment of the facilities offered by the resources of the schools. The schoolhouse should be the community center, where intellectual, recreational and social opportunities are open to all who conduct themselves properly. The names *playground, gymnasium, library, moving pictures, clubs, lectures, debates, games, concerts, dances, pageantry and dramatics* suggest some of the activities which properly belong to community centers. The Monteith School may be taken as a type of many that should exist in different sections of the city. Its playground, shop, kitchen, evening and summer schools, public lectures and concerts, dances, gymnasium classes, clubs, community chorus, motion pictures and other forms of social activity suggest a very worth-while program to appeal to community interests. The work is not merely for amusement but for civic and patriotic instruction and training. Community centers have demonstrated their influence for better citizenship. They possess great possibilities for work in Americanization. There should be more community centers established. . . .

The schools of Newark have on their rolls the names of thousands of children born in other lands or whose parents were born in other lands. One school has an enrollment of several thousand composed entirely of such children, while all the schools in the neighborhood are largely of the same nationality. Only a few of the schools of the city have an enrollment composed largely of children born of several generations of native-born Americans. Even in these schools may be found some whose families are not yet fully Americanized. But lovers of America need have no fear for the future of these children. They study American history and the biographies of American heroes with zeal, thereby acquiring the American viewpoint, American loyalty and pride in American achievement. Community civics centers their attention upon proper conditions of living in the city. The work in domestic science and domestic art is influential in the homes to an appreciable degree. One school has influenced the dress of the children considerably. Another school has by means of a large doll called Genevieve taught a whole neighborhood valuable lessons in personal hygiene. Genevieve was as large as a two-year old. She was dressed each morning in clean garments in the classroom and put to bed for the day. This gave the teacher an excellent opportunity for object lessons in the care of beds, in cleanliness of the person, and in the proper garments to wear and the care that should be given them. Some child was allowed to take Genevieve home for the night. She was returned the next day, and the lessons were repeated. Genevieve's laundry bill was paid from a fund donated for the purpose. The results of this experiment were so satisfactory that it made clear the principle that Americanization must include not only the acquisition of American ideals but the formation of American habits.

At another elementary school there has been work in Americanization of great value. The principal of this school believes that most good can be accomplished in school government, not by any scheme of self-government, but through clubs actuated by co-operative spirit, thereby exemplifying a cardinal, democratic principle. Many clubs have been organized in this school. The teaching staff has given volunteer service after school hours in

the way of guidance through conferences. Each club has a faculty adviser, but the pupils themselves have charge of the government and management of the clubs. The purpose is to develop through practice a sense of responsibility for school and community welfare. These clubs, among other responsibilities, have that of furnishing programs for the school assemblies—the Orchestra Club furnished music, the Debating Club debates questions of general interest to the student body, such as “Shall examinations be retained?” “Is the all-year school desirable?” These debates develop skill in expression, in marshaling thought, in ease and pose of manner in public speaking, and they influence powerfully the public speaking, and they influence powerfully the public opinion of the school.

Among the other clubs may be found the Glee Club, the Dramatic Club, Girls' Handwork Club, Folk Dancing Club, and the Boys' Physical Development Club. The playgrounds in this section of the city also have a number of clubs and there are many private clubs among the young people. It is a very congested section and the club is a necessity because of living conditions. Many of the graduates of the school are members of the “neighborhood” clubs. They keep in touch with the schools; in fact, some of the clubs hold their meetings in the school building. They have shown their interest by offering medals for their younger brothers and sisters, still pupils in the school, to compete for in various contests. The foregoing illustrates the methods of instruction for Americanization in use in the schools and may be summarized under the following heads: Reading, study, discussion, illustration, participation in welfare organizations, assumption and discharge of responsibility for the general good. They make clear that Americanization is and must be more than merely learning the English language; more than passing resolutions emphasizing the need of good citizenship; more than a mere knowledge of American institutions and ideals. To teach the subjects of study well will not alone produce good citizens. The pupils must serve for the common good or act as good citizens do. The war activities demonstrated the tremendous latent talent and ability of the children and made evident the advisability of permitting these talents and abilities to have full opportunity for exercise.

The methods of discipline as well as the methods of instruction contribute much to the desired result. They develop a spirit of self-respect, self-reliance, self-restraint and of tolerance and good-will toward others. The stimulation of the school is effective in creating standards of American life, conduct and character. The children respond as the needle to the pole. There need be no concern felt for the result of the school influence upon the children, and in fact, ultimately upon the parents themselves, though necessarily to a limited extent.

*Ira T. Chapman, New Brunswick*—A junior high school has this year, for the first time, become a practical part of the public school system of the city. . . . Although the larger part of this organization has been very much handicapped by the crowded conditions at the high school building and the smaller—the seventh year or grade—necessarily separated from it, the results of the year have shown marked advances in the better grouping



of the pupils and more satisfactory differentiation of their work on the basis of interest and aptitudes. . . .

Exhibits of school work and field days have been much more frequent during the past year. Each grade building has had an exhibit of school work and school activities. The high schools have each had an evening session. There has been a special exhibit and a field day for the girls of the physical training department. There have been two field days for the boys. Through these varied exercises, parents and the public at large have had a better opportunity to know the public schools and their problems.

The following are some of the plans in Americanization and citizenship which have been tried during the past year in the day school:

1. The schools themselves in their class procedure are being reorganized in order that they may become a better training field for good citizenship, initiative, self-reliance, self-control, consideration for others, ideals of co-operation and service are now being more greatly emphasized. A greater attempt is made to have pupils feel the need of control and direction in homes, in schools and in government, and to make them conscious of the great dependence of one person upon another and of the great necessity for each to contribute to the community welfare.

2. While the necessary informational material about hygiene, safety, community affairs and government is in considerable measure available, it is recognized that citizenship here as in adult life is determined by attitude, service, accomplishment and the like rather than by the possession of information about how things should be done. To this end the course of study in citizenship for the first six grades is based largely on the recent publication—Dunn and Harris' "Citizenship in School and Out." The very satisfactory suggestions from the State Monographs on Social Subjects and Physical Training are also made available. In the advance years, laboratory work of a somewhat similar but advanced type is planned. Such texts as those of Turkington, Dunn, Winslow, Huges, and Ashley are used.

3. Since habits and attitudes toward good citizenship and ideals concerning it are fundamentally important, it has been thought advisable to recast the system of monthly or midterm reports to parents and that of a general record system. Habits and attitudes desirable for good citizenship modeled somewhat after that proposed in Teachers' College Record for January, 1919, have become a part of the marking system. Cleanliness, co-operation, courtesy, honesty, thrift, self-control and loyalty are a part of the pupil's record as well as reading, geography and arithmetic. Rating pupils on good citizenship in its positive aspect rather than on the negative phase of behavior or deportment would seem to be in line with progressive ideas.

4. Since the opening of the school year, pupils have been used for Americanization propaganda. Parents' meetings, particularly in the kindergarten and grades, are a part of the Americanization work. Pupils are made to feel that they have some responsibility concerning the enrollment and attendance of adults in the afternoon and evening classes.

5. In every school district of the city Americanization clubs have been formed. All pupils 10 years of age and older are enrolled. They are urged to influence parents and older brothers and sisters to become members.



Evening meetings have followed which have brought together large groups of people for entertainment, social and civic work. Such a plan of organization would seem to have great possibilities for benefiting the public day school and for increasing interest in the Americanization classes of the afternoon and evening. Certainly it can not help but lead to a better understanding.

6. The work of the Public Library and public schools is being co-ordinated through the employment of an intermediary agent known as the library teacher. Pupils are thus interested in the library and library material and are taught something about the selection of books and magazines. The circulation of library books among school children has increased 45 per cent during the year. Many of these boys and girls, particularly of the foreign element, have not been accustomed to going to the public library and have little idea about what is to be found there. One of the big results of this work already is that the library is readjusting itself to meet the requirements of the schools. Besides, as in Bayonne and Passaic, books on American literature and civics which have been translated into foreign languages are being secured for the Public Library in New Brunswick in order that non-English speaking adults may have accessible some information about American life and ideals.

7. Physical training, with its after school games, might be mentioned. Through the medium of the physical training activities of the school the State has added a powerful agent for direct Americanization.

8. The last in order presented here, but probably first in importance, is the attempt to broaden the point of view of all engaged in instruction, including the superintendent, principals and teachers. With the changing conception, relative to the field of social and governmental activities, it is certainly very important that there be larger information and a balanced judgment in regard to some of the varied and intricate questions of community and national life. To that end such books as Tufts' "Business of Living", Woodburn and Moran's "The Citizen and the Republic" and Farrand's "Development of the United States", have been made available. In various ways, teachers have been impressed with the tremendous importance of their work in the present social, industrial and governmental adjustments.

*M. F. Husted, North Bergen*—Our Board of Education has adopted a liberal salary schedule for September 1920. All present teachers are to receive \$400 salary increase and \$100 bonus the first week in September. The minimum salary is to be \$1,100 and the maximum is to be \$2,000 from kindergarten to sixth grade. The seventh grade teachers receive an extra \$50, and the eighth grade teachers receive an extra \$100 as an additional compensation. This is considered a proper method of quieting teacher unrest and of securing a return of the joyous and efficient service that North Bergen has been accustomed to receive from its teachers.

*James M. Stevens, Ocean City*—In common with other places in New Jersey, Ocean City has increased the salaries of all teachers. The plan adopted by the Board of Education was as follows: All salaries below \$1,500 were increased 30 per cent, all salaries from \$1,500 up were increased 20 per cent,

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with the proviso that no teacher should receive less than \$300 increase. It was also decided to add \$100 a year in the future until further notice by the Board, no maximum salaries being fixed at this time. This last part of the plan seems to please the teachers even more than the \$300 or more increase this year. Ocean City gives no bonuses, preferring to increase the regular salaries as much as possible instead. The Board of Education established these minimum salaries: Grade teachers, \$1,100; special teachers, \$1,300; high school teachers, \$1,500.

The plan adopted by the Board of Education was a little better than the teachers had asked for. As a result they were pleased, and Ocean City did not lose a single teacher this year on account of salary. This maximum paid in the grades this year is \$1,300, entirely too little if unexperienced teachers are to be paid \$1,100, but this matter will improve from year to year as \$100 is added, leaving the beginning salary at \$1,100.

*W. B. Patrick, Orange*—Dental service, efficiently rendered, has been a contributing factor to better attendance, closer application to work on the part of the individual pupil, and, in addition to serving its very useful purpose of aiding in promoting general good health, it has caused the pupil to direct his attention more forcibly to the value and beauty of good, sound teeth. The Orange school system is fortunate indeed to have a citizen who is so vitally interested in this subject that he provides this service and equipment without any expense to the individual pupil or to the taxpayers, and years hence, when the results of this work will be even more apparent to the pupil than they are now, I am sure there will be added to the present appreciation additional praises to the donor of this essential attribute to the system.

The record for this year is as follows: Appointments kept, 1871; fillings, 1432; extractions, 1792; cleanings, 1146; treatments, 170; total patients, 1,132; patients completed, 1,102; patients not completed, 30; previous patients, 603; new patients, 530. . . .

A special effort has been made this year to arouse more interest on the part of the parents in the public schools. Accordingly, at different times certain features of the work have been presented.

Mention has already been made of the physical training demonstration held in the gymnasium on May 7.

Flag Day exercises, consisting of singing, free-arm drills, dumb-bell drills and dancing, were held on the playgrounds of the different schools. Lincoln Avenue school utilized the public playground, and hired a band with money donated by the children of that school.

Another point of contact between parents and the schools was the exhibition of school work in each building during either an afternoon or evening session, or both. In all the buildings an opportunity was presented of seeing the children doing their regular work, and, in addition to this, a sample of each child's work appeared on the display space in the individual rooms.

In the Central school the auditorium was utilized for displaying articles made by the vocational students.

*John R. Wilson, Paterson*—During the year work was begun on the erection of two new elementary school buildings. In November ground was broken for a new building to replace School No. 7. The corner-stone was laid in May and the building should be ready for use about February 1, 1921. It will contain 17 classrooms, an assembly hall, a gymnasium, a kitchen, a manual training shop, and a special room for anæmic children. It will cost \$300,000. In April a new building to replace School No. 6 was started, and this building should be ready for use about September, 1921. It will contain 40 classrooms, a gymnasium, an assembly hall, four shops and a kitchen, and will cost \$688,000. Plans are now under consideration for the purchase of sites to replace Schools 2 and 4, both of which are old buildings, poorly adapted to the needs of a modern school. . . .

Two more nurses were added to the staff of school nurses at the beginning of the year. An appropriation has been granted for the appointment of two more next September. At the same time two additional medical inspectors will be engaged. There will then be eight medical inspectors and eight nurses working in the schools, with a total enrollment of about 2,750, and he will have the assistance of the same nurse in all three schools. This plan should increase the efficiency of the medical inspection. The school nurses continue their work during the summer vacation, making regular visits to homes in the school districts, meeting children and parents at the school buildings and assisting in the city playgrounds.

In February a dental clinic was opened at one of the school buildings in the center of the city. Two dentists are employed, one serving in the morning and the other in the afternoon. The clinic is open from 9 A. M. to 5 P. M. on all school days, and from 9 A. M. to 1 P. M. on Saturdays. It is also open during the summer vacation.

*S. E. Shull, Perth Amboy*—Twenty visits were made to the schools by commissioners, 849 by the primary supervisor, 1,295 by the superintendent, and 3,221 by patrons. This latter large number is the result of a strenuous attempt to get our people better acquainted with their schools. Go-to-school week netted but 524 of the total number of visits by citizens, while school-hour exhibits and an occasional evening session of the classes composed of pupils of the upper grades either appealed more strongly or was more convenient to the much larger number of visitants. . . .

One of the innovations made during the year was testing for general intelligence. We had been using standard tests in the grades throughout the system for some time. Until the beginning of the year we had not deemed it expedient to apply intelligence tests, and then in but one of the schools, a typical one. The results of the year show conclusively, we believe, that when used in conjunction with standard tests the general intelligence tests effect a considerable saving of time in the school life of pupils of a certain type, and also, in consequence, effect a saving in the cost of educating those pupils.

*Henry M. Maxson, Plainfield*—The year brought the long desired reorganization of the physical training department with a single director for all



KINDERGARTEN QUARTET



KINDERGARTEN ORCHESTRA



SELF-DIRECTED ACTIVITY



HURDLING IN KINDERGARTEN



HOP BALL IN FIRST GRADE



STORY PERIOD

THE WAY PASSAIC SCHOOL, NO. 10 DOES IT



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those agencies which make for the physical well-being of the child. Under this plan the head of the department is practically an assistant superintendent, directing the work of the physical training teachers, physicians, and nurses, as well as supervising all athletics. This permits a degree of correlation between the work of the doctor and that of the teacher which is otherwise impossible. Physical defects revealed by the medical inspection become the vital concern of the instructor, and exercises designed to correct the specific fault take the place of those of a general character.

The published results of the draft-examinations, with a high percentage of men unable to pass the physical tests, gain a fresh impetus to local interest in this whole question. Additional instructors were employed and in every school recreational activities were emphasized as never before. The department realized that many children, often those who were most in need of such training, had failed to participate in the regular athletic work of the schools. Accordingly, "Recreation Clubs," one for boys and one for girls, were organized in every building. By this means the natural instinct of youth to form a club or society was utilized. The aims of these groups were: (1) To furnish wholesome physical activities to a large number of pupils, not forgetting those under par, who are usually overlooked. (2) To teach self-government by utilizing and directing the gang instinct. (3) To develop school spirit. (4) To develop leadership and inculcate ideals of fair play and sportsmanship. (5) To create an organization that can be used by the principal to support various school projects. . . .

In the year's campaign those children who were more than 7 per cent underweight were singled out for special attention. On the basis of the first examination the percentage of children in the different schools who were below this arbitrary standard ranged from 21 per cent to 33 per cent. This represented approximately 1,200 children out of a total enrollment of a little over 5,000. To correct this condition it was evident that the first essential was the co-operation of the children themselves. A large chart was placed in each classroom on which appeared the names of the boys and girls in that room, with a star after each name. A red star indicated more than 7 per cent under weight. (This was considered a cause for special investigation.) A gold star represented those within normal health standards. A blue star indicated those more than 10 per cent over weight.

To secure the active co-operation of the home each pupil was given a corresponding star on his regular report card. This was followed by a brief folder explaining the significance of the star and suggesting what the parent could do to improve the condition. The motto was "A Gold Star for every boy and girl in Montclair."

Results were immediate and unmistakable. Only one school in the city failed to show a radical improvement. The maximum change was from 25 per cent of underweight children to 9 per cent. This is a change so large as to be almost unbelievable. It was due to an aggressive campaign by the principal, teachers and school nurse, both with the children and in the homes. . . .



The families from which the children come represent thirty different nationalities, as follows:

American	2,148	Greek	8
Italian	339	Canadian	7
Colored	261	Dutch	7
Hebrew	188	Norwegian	6
Polish	139	Swiss	5
Irish	106	Spanish	5
English	70	Bohemian	5
German	58	Belgian	4
Swedish	27	Syrian	2
Danish	20	Lithuanian	2
Scotch	18	Welsh	1
Russian	17	South American	1
French	15	Turkish	1
Czechoslovak	13	Latin	1
Austrian	9	Ukranian	1
Hungarian	8		

The minimum for new teachers without experience is \$1,200. Our highest-paid grade teachers will receive \$1,900. In the high school some of the women teachers will receive \$2,200 and the men \$2,800. These figures will undoubtedly be still further increased another year. It is a very gratifying feature of the increase that it was made by the Board without any "drive" by the teachers.

In our class drills we are giving special attention to the development of leadership among the pupils, believing that this work gives us a special opportunity to develop the qualities of independence, initiative and leadership in many of the children.

The cultivation of the habit of saving has always seemed to me to be a desirable part of the school training of the child, and the thrift stamp affords an easy way of doing it.

*William C. Sullivan, Pleasantville*—Every endeavor was put forth to improve the teachers in service. Several were assigned the work of planning and giving model lessons for the purpose of teaching other teachers how to teach and to improve themselves. These lessons brought about discussions as to the best methods and the value of the subject matter to the children.

*William F. Little, Rahway*—The nurse's report for the past year shows the importance of the work in that department of our school activities. During the year there was a total of 1,247 cases of more or less severity that came under her observation, in the schools, as against 753 cases the preceding year. In addition to this, she made 312 home calls, and 213 pupils were sent home because they displayed symptoms of a contagious nature. By careful attention and unceasing vigilance the spread of contagious diseases was greatly held in check; otherwise, the loss in attendance would have been far greater than it was. There were practically no

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epidemics of any kind during the year, because as soon as any form of contagion was discovered, not only was the pupil sent home, but the school nurse visited the home and gave instructions that minimized the chances of spreading the contagion.

*Oscar O. Barr, South Amboy*—Supervised study, a longer school day, and longer recitation periods have been instrumental in making the work of the school more effective. At first parents objected to the longer school day—from 9 in the morning until 4 in the afternoon, with one hour and a quarter recess at noon, but when they realized that home study was eliminated because of longer sessions, and that more opportunity was given for manual activities, the objections soon were removed. . . .

A teacher shortage in South Amboy was averted by the far-sightedness of a liberal Board of Education. Although not paying the highest salaries in the State, yet we are far above the median. During the year just passed, the Board raised each teacher's salary \$25 a month, which in addition to an increase of \$75 a year last September gave each teacher an annual increase of \$325. Beginning next September the maximum salary in the elementary grades will be \$1,650 and the minimum will be \$1,250. We have not employed any teachers without experience. If necessary to do so a minimum salary of \$1,000 will be paid them.

The maximum in the intermediate school and the high school is \$2,000 and the minimum \$1,325.

*H. A. Sprague, Summit*—About 78 per cent of the high school graduates have entered colleges and universities or institutions of higher education.

Although many types of lectures have been given during the year, special emphasis has been placed upon vocational guidance for both boys and girls. . . .

The public schools were visited by over 280 parents during "Visit-the-Schools Week," which was held in the early spring. The teachers and principals were highly pleased with this co-operation. . . .

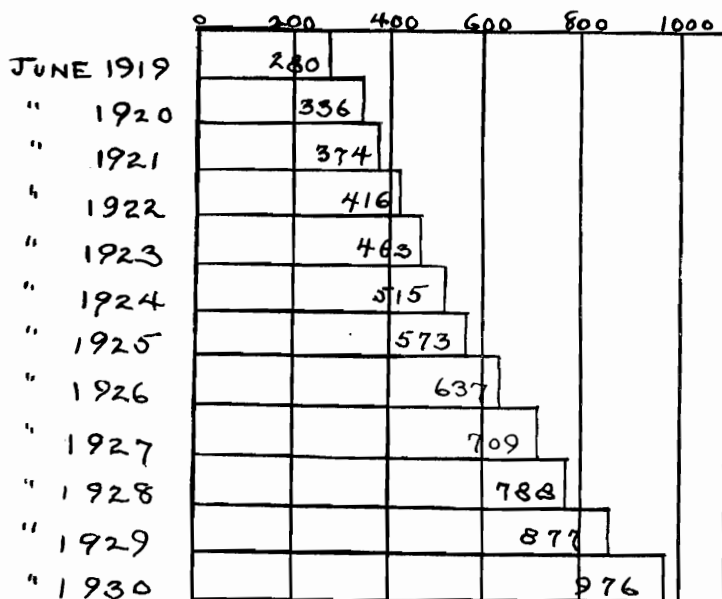
The old high school building was completed in 1878. At that time there were 135 pupils in the Summit public schools. In 1890, the approximate enrollment was 555. In 1905, the enrollment amounted to 886, and in 1915, to 1,658.

The city of Summit has had a growth amounting to 85 per cent per decade.

## SCHOOL REPORT.

## HIGH SCHOOL, ENROLLMENT

## FORECAST FOR TEN YEARS



*Zenos E. Scott, Trenton*—Perhaps one of the most valuable features of the conferences with principals and supervisors was that all surveys made in the schools, such as the results of the spelling tests, the results of the age-grade survey and the forecasts on promotion were freely discussed. Through these discussions the educational and administrative values were organized and made a regular part of the experiences of those engaged in the work. In this manner the results were applied to improve our work. . . .

In the schools about \$7,000 worth of thrift stamps were sold. In July, 1920, there was also on hand in the school bank \$103,181.17 as against \$83,878.57 on January 1, 1920. This is an average saving of \$5.80 per child enrolled for the school year. No greater evidence could be given to show how teachers and principals have worked to inculcate habits of thrift in our pupils. . . .

In practically every line the work of the school has been motivated. Topics of local and city-wide interest have entered into the life of the school to such an extent that the results have been particularly gratifying.

Clean-up Week, a mother's club entertainment, the celebration of a holiday, and many other features have each in their way been made the basis of vitalized teaching in the schools. In fact, one of the leading features of the year's work has been the growth made by the school in taking the problems of the community into the school and in having the community respond to the interests of the school. . . .

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One of the largest problems was the making of a scow to be used as a means of transportation at the Kiddies' Camp at Park Island. By means of these the pupil was given a definite training in manual arts. During the winter and early spring, under the direction of the supervisor of gardens, the children tested seeds and planted flats for school and home gardens. Talks with the aid of the lantern on proper planting and the care of plants were given to the classes. The exhibit of garden products at the Inter-State Fair won considerable praise. Through the efforts of the garden teachers and supervisor of gardens, the gardens have already yielded large enough returns to pay for seeds and plants used. Several of our gardens which are market gardens have become very popular in various communities. . . .

Much of the enthusiasm of Dr. Goldberger's course was carried into the evening schools, which opened October 6, 1919, and closed March 25, 1920. Particular emphasis has been placed this year upon the work of Americanization among the people of foreign birth. The culminating feature of the work was the Americanization night exercises held June 19, 1920, in the auditorium of the State Normal School. A fine program, consisting of patriotic drills, songs and an address by Judge Peter F. Daly, of Middlesex County, was given. Seventy-seven Government certificates were awarded to the men who had been in attendance at the evening schools and had completed their citizenship examination this year. . . .

Each principal early in the year chose one or more problems on which the greatest effort was to be placed during the term. Many of the foregoing items are the results of their particular efforts. Such problems as "Better Health," "Student Participation in the Organization and Care of the School," "Vitalizing the Morning Exercises," "Better English," "The Use of Standard Tests," "Silent Reading," "Wider Use of the School Plant," were selected. Much and lasting good has resulted from the combined work of the different principals and their teachers and pupils upon these large and vital phases of schoolroom and community interests. . . .

The reports of the medical inspectors and nurses show that 93 per cent of the pupils enrolled have been examined. The following statistics show the work of the health department for the year: Number of nurses, 10; number of medical inspectors, 9; visits by medical inspectors, 520; number of examinations made by doctors, 16,651; number of cases or recommendations for treatment after examinations, 3,112; number of exclusions, 21; number of nurses' visits to schools, 3,818; number visits made by nurses to classrooms, 16,744; number pupils inspected by nurses, 24,462; number examinations made by inspectors, 16,651; by nurses, 15,147; dispensary visits, 691; number of cases taken to dispensary, 1,538; number children examined—height, 8,992; weight, 3,304; lungs, 3,664; ears, 67; eyes tested, 11,331; defective vision, 3,367; number procuring glasses, 208; number visits to homes, 3,730; number pupils inspected in homes, 228; number treated, 43; number pupils treated in school, 10,562; number dental appointments, 552. . . .

A special study was made of retardation. It was found that in many cases the retarded pupils were below normal in ability. Eighty-nine pupils were

placed in special classes. The report on promotion seem to indicate that there is need for opportunity classes in addition to the classes formed for the pupils whose mental ability is below normal.

At present there are 17 classes for mentally defective children, with an enrollment of 312. This year there has been an attempt to eliminate academic work, except of a very elementary nature, and to substitute in its place more industrial work. Through the assistance of the manual training and domestic science departments it has been possible to use the shops and kitchens when such rooms are not used by other children. The plan has been unusually successful.

*Luther N. Steele, Union*—We are particularly fortunate in our physician, who is making an exhaustive study of conditions and health of school children. During the winter we inaugurated a custom of giving out cow milk each morning in the different schools to undernourished children. At first only a few children availed themselves of the opportunity to receive milk, but as we continued more children presented themselves. At the end of the season we were furnishing milk to most of the pupils in our school system who were undernourished. Our physician is at present working on a circular to be issued to the parents for the undernourished pupils. In September, 1920, we are expecting to take a class of 25 to 40 pupils who are undernourished, select the right food for them, weigh them each week, and announce the result to the parents week by week in order to demonstrate that it is not the quantity of food that the child takes but rather the quality and kind.

*Arthur O. Smith, West Hoboken*—On Thursday and Friday, May 27 and 28, we held the second annual exhibition of *regular school work*. This proved the greatest success of any we have held, as we were pleased to welcome between 1,200 and 1,500 parents and friends of the school on this occasion—in my estimation the greatest feature we have yet had to gain the co-operation of the home with the school.

## EXTRACTS FROM ANNUAL REPORTS OF HELPING TEACHERS

*Cora Schaible, Atlantic County*—It has been interesting to watch the growth of some of the beginning teachers. I was very glad to accompany Mr. Cressman to a school in May and show him the work of a teacher whom we had both voted a failure the first part of the year. After seeing no results from my work with her early in the fall, I wrote down the things I wanted her to look for and sent her to a school where I knew she would find in operation the things I had been trying to help her with. From that time she seemed to have a clearer conception of what I expected of her. After that I always *wrote* a summary of whatever help or suggestions I had given her and on each visit I found her work showing the results of the efforts she was making to improve. . . .



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As a result of our health work, which was that outlined by the Red Cross, cleaner, more attractive rooms, and cleaner, more wholesome looking children are seen in our schools. In a school where nearly all the children are from German families the teacher has succeeded in substituting a bottle of milk for the bottle of coffee which formerly accompanied every lunch. Interest in the health work has been stimulated by visits in some schools from the Red Cross visiting nurse. On some occasions she accompanied me to several schools and was the means of bettering the home conditions of children who were brought to her notice. . . .

Perhaps you may be interested in knowing what the Parent-Teacher Association at Folsom has done this year. This is the small, two-room school you visited last fall with Mr. Cressman and me. I am enclosing a summary of their work, which was sent me by Miss Chalmers.

## MATERIAL PROVIDED BY ASSOCIATION

Cocoa, postum, milk, soup, etc., for hot lunches  
One oil stove purchased and oil stove loaned for lunches  
Volley ball and baseball  
Fence to enclose shrubbery  
\$5 toward children's fund for Memorial  
Lamps and brackets for assembly room

## FROM INDIVIDUAL MEMBERS

A table for kitchenette  
Towels and dishes, spoons, etc.  
Boxing gloves, ball, mask and glove  
Use of ball field for boys  
Hammer, raffia  
Treat for school picnic—cake, cream, prizes for contest  
Poles for playground; cement for fernery  
Books for library; magazines

Amount raised at novelty social given April 17.....	\$25
Amount raised at cover supper given May 29.....	28
Total in treasury to commence next year, about.....	62

*Agnes E. Brown, Bergen County*—In the early fall, with the help of Mrs. D. W. Cooper (president of the National State Congress of Mothers and Parent-Teacher Associations), and the enthusiastic teachers and townspeople, two more wide-awake associations were formed, which have proven a great source of pleasure and help in each community. Each association has been our main support in time of need. They have piloted the hot lunches during the cold months, given several entertainments and dances during the year, added interest in increasing our library funds, and, best of all, have taken the greater part of the burden in costume making and work required to run off pageants for our closing exercises.

The community gathering, or sing, has been both popular and successful in my territory this year in school and out of school. Most encouraging and

praising remarks have come to my ears at the close of the evening, such as: "Wasn't it fine?" "If we could have more of them." "How did you come to think of it?"

We owe thanks to Mr. Emerson Stone, song leader, for the Community Service in Englewood, and Mr. Crystal Brown, of Paterson, for their assistance in making such a success.

Pupil leadership has been emphasized and carried out most effectively, even in most remote districts. It is surprising what pupils can do if only given the opportunity. Excellent opening exercises have been conducted by pupils, which were planned by them and given as a complete surprise to teachers and pupils.

To continue in promoting pupil leadership and initiative, I met the fifth, sixth, seventh and eighth grade teachers to give the following announcement: At the end of each month during the year, excluding the winter months, I offered an automobile ride (being fortunate enough to have a car) and visit to another corresponding grade, to a girl and a boy whose report ranked the highest, or to the boy or girl who showed the best class spirit and co-operation in all school work toward his or her teacher and classmates. This was left for the individual teacher's decision and judgment. I cannot speak too highly of the result of this scheme. Each pupil was considered a delegate from his grade, a report was required and delivered before his or her classmates. Interesting discussions followed. Visiting pupils were very critical and sensed very quickly and keenly situations, while making comparisons of grade work.

Principals and teachers receiving such visitors took a greater responsibility in preparation of their school work and general appearance of the schoolroom, not knowing what day a visitor might arrive.

*Melvia M. Wormuth, Bergen County*—Where possible general faculty meetings were held by townships because my territory is so varied. School problems and the monographs were discussed and several model lessons taught. All through the following have been emphasized: (1) Better preparation of the class teacher; (2) vitalizing of all classwork; (3) more outdoor games and supervised play; (4) singing.

I have prepared and taught lessons for the individual teachers and have tried to impress the value of preparation, not only for lessons, but for between-the-recitation period. My greatest difficulty has been with the non-growing teacher, often under tenure, with the constant tendency of making the recitation a testing exercise rather than a teaching one.

The vitalizing of school work has been done through class clubs with good leaders. Problems of school, community, county, etc., have been discussed; magazines, papers, etc., have been used with geography and history; five schools have sent delegates to the Hackensack library to report on historical exhibits; four classes have visited Bronx Park and written letters to less fortunately situated schools.

Many schools have been interested in projects of geography and history. Much interest was aroused in one rural school over a fourth and fifth grade sand-table project of the clay industry of New Jersey. Each class

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contributed until a final product was produced by the eighth grades—flower jars, painted and decorated, involving the art work of the eighth grade. . . .

I have held final meetings with most of the teachers and have checked up our many failures. We have decided to work along three different phases of school work next year—namely, how to take care of the retarded pupils; what to do with our mental deficient, and closer co-operation of parents, teachers, community and helping teacher.

*Ethel J. Hartung, Bergen County*—During Visit-the-School Week 90 people were present. One school held a night session of classwork, thereby enabling the fathers to come, and that evening 50 parents were present.

In January, Community Service workers began in my territory and the results of their activities were most commendable. Some of the benefits derived from Community Service were (1) Hot school lunch (furnished necessary circulars, suggesting many helpful items to make the project self-supporting, etc.); (2) assisted in the production of two plays; (3) organized two dramatic clubs; (4) assisted in field days; (5) gave weekly sings in five schools and occasional ones in the others; (6) organized three boys' musical clubs; (7) conducted volunteer institute. I took this work so that I might be a volunteer when necessary. I considered the course in dramatics one of the most worth-while features of the institute. (8) Community sings; (9) organized local Community chapters.

There were two field days—the first held in my territory—and they were located so that my entire section could be covered. The two days were somewhat cloudy, but this did not daunt the enthusiasm of the pupils, teachers or parents. There were nearly 700 spectators and they were very enthusiastic about a repetition next year.

*Caroline B. LeConey, Burlington County*—I feel that possibly one of the most important things that we have accomplished is the school spirit. This, with the development of pupil leaders, has led far beyond what we would have expected some years ago. As Dr. Carr, of Kentucky, said when visiting a health inspection in one of our schools, "There would be a riot in a Kentucky school if anyone made such an inspection."

Pupils lead in assembly, in physical training, and have charge of the general conduct of the building. They lead in school songs and yells, and these pupils are not always in the highest grades.

Attendance has been better than ever before, although it improved in some schools a great deal last year. At least two Boards of Education have expressed their intention to work on this next year.

The Willingboro school leads in this. About 97 per cent of the pupils are transported. Thirteen pupils did not miss a day of school this year. One pupil has not missed a day for four years, and one has not been absent for three years. During January and February the seventh and eighth grades, about 20 pupils, had a percentage of 97 for attendance. I was very glad to be the one to announce this at Commencement and present the county certificate to these pupils.

Three schools worked very hard on school lunches during the winter. The work took pioneer effort; but I'm sure the lunches will be permanent in each case.

The Marlton school lunch was the largest undertaking. The teachers began by using the one vacant room for the kitchen and a donated oil stove. The pupils furnished their own dishes and contributed supplies, and a number of Home and School Association members furnished ready made pots of soup. As there were about 80 bowls of soup demanded this was too much to be carried on with the equipment.

An appeal was made to the Board of Education and they responded by furnishing tables, a sink with running water and a new stove. The Home and School Association also bought some bowls and utensils. Up to this time the teachers and pupils had been doing the work; but for a few weeks they were able to get a woman to help. Next year the board will equip a room in the basement. The small amount earned from the sale of the soup has been invested in stock for soup for next winter. It was hard work, but the interest has been so great that I know it has been worth while.

At Masonville one hot dish, cocoa or soup, has been furnished. This has been done entirely by a committee of girls. One girl did the buying, kept accounts and made her report at commencement. With the small amount earned they bought bowls and other useful utensils. . . .

In order that the pupils might have more state and local pride, we have endeavored to get these country children in touch with local history. Several of the schools have visited nearby historical spots, and Mr. William Slaughter, of Mount Holly, spoke in two schools concerning Indian lore. The Mount Laurel school has taken particular pride in this and a start has been made to gather relics for a small museum.

*Margaret McLean, Burlington County*—The most important single result of these two years of effort will be seen in the changed aspect of my primary rooms next fall. In 1918 I found no schools where teachers of the youngest children planned to get the new little ones into second grade their second school year. The primary rooms became increasingly crowded as the children received less and less individual attention and fell further and further behind. Further, the content of the first two years, even as taught, was wretchedly meager; one primer toiled through, a mass of wholly irrelevant phonetic material memorized, and the acquiring of deplorable habits of writing, comprised the first year's work; for the second year, more phonics, a first reader, a great deal of spelling and of mechanical drill in numbers—and this was called "first grade."

Last year (1918-19) the teachers and I worked on reading. They were a wide-awake group who grasped the situation and worked hard to remedy it. While we are far from satisfied with what we have accomplished, we do feel that substantial progress has been made.

This year approximately 75 per cent of children entering in September are promoted to second grade after having read an average of five books. At the same time, the average "first grade" children were led on as fast

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as they could go, and most of them accomplished the work of a standard second grade.

While ability to read is the thing we work hardest for, every phase of primary teaching has improved. Formal arithmetic in these grades is disappearing. Where children used to stand in rows chanting, "Two ones are two, two twos are four—" one now finds them weighing and measuring one another and solving problems growing out of their health work; they play store, measure and record the length of shadows and other weather and seasonal changes; they keep account of thrift stamp sales. Methods in writing are better. In singing, the quality has improved a little, and the character of the songs used, very much. The period known as "language," formerly full of inanities, has become a significant and delightful part of the day's work. Each month until April 1 sent out a bulletin suggesting for this period material which had the qualities of unity, timeliness and availability. It seemed helpful and was used in rural schools throughout the county as well as in my own.

*Alice R. Shreve, Burlington County*—The general plan as worked out with the school principals, included:

## A. Better teaching

Group meetings emphasized

- a. Certain school subjects
- b. Importance of school supplies
- c. Morning exercises
- d. Nature work

## B. Health club work

## C. Co-operation between parents and schools

## D. Play festival outgrowth of year's work

## E. Suggestions for improvement in work

The new monograph, "Special Days and their Observance," came to us just at the right time. We were awakening to the possibilities of the morning exercises. After group discussion, we realized and attempted to put into practice morning programs that stimulated organization, imagination and responsibility on the part of the children. The morning exercises in some schools became the joy period of the day; in two schools they caused tardiness to decrease 46 per cent over last year's records. . . .

The parents helped the teachers and pupils to purchase the following schoolroom equipment: two pianos, five phonographs, framed pictures and series of pictures, books, six sandtables, new song books in three schools, the State Library aid of \$75 duplicated in twelve schools.

While such, as outlined in the report already given, has been the effort for work, yet much more work remains to be accomplished.

For the educational development of the teachers it is proposed: (1) to make use of the county library; (2) to continue our teachers' meetings.

Instead of group meetings as held heretofore, it is necessary to call township meetings because many of the teachers cannot afford the cost of transportation to the group meetings.



## SCHOOL REPORT.

For the best development of both teachers and pupils it is proposed:

- A. To see that the five points already stated are carefully fulfilled, namely,
  1. Continue the drive for better thought reading
  2. Offer monthly suggestions for correlation of primary language and handwork
  3. Help interpret, outline and correlate fourth grade history and geography, as suggested in the monograph
  4. Assist in the selection of material for American leaders for fifth grade history by means of which "the child can begin to interpret the leaders and movements of history
  5. Offer suggestive projects for eighth grade civics
- B. To "carry on" all nature work
- C. To improve the health club program
- D. To require more project teaching
- E. To require more oral English work and less written English
- F. To create more interest in physical training, so that next year's spring meet shall enlist the undivided attention of parents as well as children.

Then with greater co-operation between parents and schools, the real life of the school shall become the foundation for good citizenship, and good men and women.

The results achieved so far have been made possible by the hearty co-operation and assistance of the co-workers of the county and of the state officials.

*Helen A. Ameisen, Camden County*—The policy of work planned for the rural schools was similar to that of former years. Renewed emphasis was placed on certain phases of work relating to pupil activity, as corn clubs, homemaking clubs, health clubs, thrift clubs. A hearty effort was made toward the development of the larger aspects of educational practice with reference to actual schoolroom procedure in the use of the project method and in the standard tests in spelling and in silent reading; and the arousal of community interest in public school affairs was sought through parent-teacher associations, county councils, community festivals, township grammar school commencements. . . .

Commencing September 2 a series of visits to beginning teachers was made. This first series had in view careful organization of classes, observation of work to determine strong points in teaching ability, demonstration work to illustrate theory and devices, followed by conferences, with recommendations to use a daily plan and progress book and the attacks to be made on problems confronting the individual teacher.

Subsequent visits provided for the "follow-up," and good teaching was stimulated by group meetings, exchange visits, circulation of professional literature, visits made by County Superintendent Albertson, supervisors, state officials and parent-teacher workers, and "Visit-the-School Week" propaganda. . . .

The health club in each school played an important part in the daily schedule. Teachers quickly realized its practical value. The county chapter

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of the Red Cross inaugurated a "Health Week" for the county, beginning April 26. Health club work was discussed, and "Cho-Cho," the famous "Health Clown," was engaged to boost it. His services were given to the helping teacher district for two performances on April 27, one held at the West Berlin fire hall and the other at Atco school.

Schools were assembled from surrounding territory. Cho-Cho illustrated and explained health habits in a way to arouse and attract attention. It was a gala day for about 800 rural children, and almost as good as the circus coming to town. Once again communities responded, and children came in trucks, vans, motor cars, and there were school yells, health club slogans and singing of familiar songs. Cho-Cho, in his clown "make-up," and the helping teacher rode back to the Camden armory, reviewing the day and wishing much more money were available to do similar work. . . .

At the October meeting, Kilpatrick's monograph on the project of teaching was used as the basis of study, followed by a discussion by the teachers of plans to use the project method. A motion was made to have reports given on what had been done during the intervening month at the January series. There were many volunteers willing to tell their experiences. A valuable collection of data was thus made and the January meetings were all "too short." The spring meetings planned details for community festivals and compiled lists of textbooks and supplies needed for the next year.

The first township festival was held Saturday, May 29, at Blue Anchor Grove, and the thirteen schools of Winslow Township participated.

*Roxana S. Gandy, Cape May County*—Special means for the improvement of teachers in service: (1) early institute (in September), (2) more teaching for teachers, (3) group meetings.

Both Mr. Hand and I are much pleased with the idea of an early institute, just as early in the school year, in fact, as it is possible to arrange for it. It affords a splendid opportunity to introduce lines of development in school work that may be used as a basis for a follow-up in schoolroom practice for the entire school year. For instance, educational measurements was one topic very ably presented at our last September institute, and with this start we were able in our rural schools, as well as in the graded schools, to make very remarkable progress. In my schools we took up spelling. We used the Ayres Test, and with it aimed not only to get the standing of a group, but by means of it to measure progress. The first test given to all my schools as early in the year as I could make the rounds was to find out how nearly the children as a group were up to standard. The second, given at the close of the school year, was to measure progress. I feel that the co-operative spirit shown by my teachers was due to the fact that I solicited their help in the marking of the papers and in every way to make them feel that the object of employing these measurements was not simply to check up on their teaching, but to establish a basis for diagnosis. With this in mind we were able to judge fairly well whether we were using the best methods and material to secure the desired results. For instance, if after we had worked out the median for the group we found it far below the standard, we agreed that there must be some remedy. In some cases

we investigated method; in others, suitable material; and in many cases both method and material. At our group meetings by townships we brought our results together, freely discussed the problems which the results indicated, and by means of monograph help and demonstration lessons we early in the year lined up our forces and equipped ourselves with method and material that we felt convinced would show better results.

We were able to motivate the work as never before by helping the children, at least those of the upper grades, make the graphical pictures of their own accomplishments. This plan has worked well, and results both of individual and group efforts are very gratifying. I think I can safely say that the progress made in spelling ability from September to May is greater than in any preceding year in our rural schools.

*Jean F. Mackay, Cumberland County*—At the first series of meetings we also took up our health and civic club work. The work had been well started in our one-room and two-room schools, but this year we urged the organization of clubs in every school. Some of the clubs have done excellent work, not only in carrying out the personal health program, but in keeping their surroundings clean and attractive. We feel that this work is very much worth while, and in just the degree that we are able to interest our teachers the children are interested.

The grammar section of the group took up the subject of geography and discussed problem teaching.

While visiting the schools during October we took up some work in standard tests. We felt that spelling was very much below the standard, and by giving Ayres Standard Test we found this to be true. Miss Cole and I gave the test in each school and marked all the papers ourselves, so we felt the results were fairly accurate. After tabulating the results and trying to analyze some of the difficulties we arranged another series of meetings to bring the matter before our teachers.

In planning a program for these meetings we determined to have the teachers take an active part in the discussion of this problem. We therefore assigned some of the important topics in the spelling monograph to certain teachers for discussion at our meetings. This series of meetings proved to be one of the best because of the interest taken by the teachers. The essential steps in a good spelling lesson were pointed out and much time was spent in discussing the source of spelling material. At the close of our meeting all the teachers determined to raise the standard of their classes before the second test should be given. In order to interest the pupils in their own improvement, each teacher made a classroom graph showing each pupil's median and the standard to be attained. We gave the second test in April and were much pleased with the improvement shown. Many of the classes were now up to the standard. Some of them had raised the median 100 per cent, showing good work on the part of the pupils and the teachers. Standard tests were the means of bringing before the teachers the great need of better teaching.

*Nella H. Cole, Cumberland County*—Since many of our teachers were new and several were just starting their career as teachers we began the year

with an all-day teachers' meeting. At this gathering we discussed the "First day of school" and emphasized the fact that the children really expected to learn something the very first day. We distributed model programs and talked over the principles underlying a good program, combination of classes, recess periods, etc. The subject seat-work received special emphasis and we distributed a pamphlet which Miss Mackay and I had prepared. No greater problem faces the teacher of more than one group of children than that of interesting and profitable seat-work. Models of many kinds of seat-work mentioned in the booklet were shown and their use and connection with lessons were explained. Suggestions for assignment of seat-work were also given. . . .

Early in the year we realized that geography and history were being taught very poorly in those grades where the foundation was to be laid, namely, in grades three and four. Accordingly, Miss Mackay and I outlined the work in these subjects for these grades month by month, showing correlation between these subjects and the sand-table work. We also gathered the facts of the history of our townships and county from sources not available to the teachers. These we had mimeographed and at a series of group meetings distributed them and showed by illustrated maps just how to teach the local geography and make it the real foundation for all future geographical studies of the child.

*Margaret Milmine, Essex County*—After going over the ground carefully with Mr. Morelock it was decided that the first thing to make a drive on was penmanship. The children of the upper grades generally were extremely poor writers, handing in badly arranged, untidy papers, and the lower grades were doing small, cramped writing. We took this work up with the teachers in two group meetings, one for the primary teachers held on October 14, and one for the grammar teachers on October 21. At these meetings outlines and samples of excellent writing done by children in a nearby system of schools were given to the teachers. The method of obtaining such results was discussed. As a result we find at the end of the year that the writing has improved to this extent. The children in the lower grades write in a larger, freer way, and the children in the upper grades are handing in neater, better arranged papers and are paying more attention to letter forms. . . .

The following tests in educational measurements were given:

1. Woody Test B. in Arithmetic
2. Stone's Reasoning Test
3. Monroe's Reasoning Test
4. Curtis Geography Test

From these tests we found out just where the children stood and what part of the work to stress. It was made plain to the children and teachers that the standing of the first test mattered little, but that the progress made as shown by the second test and all tests following was the important thing. In many cases class charts were made showing each child just where



he stood in relation to the standard median and class median. Many of these tests were not given until the second term so that it was not possible to give a second test this year, but a second and third test will be given next year. In the meantime the teachers are laying emphasis on the work in which, as shown by the tests, the children needed help. Where it was possible to give the second test, marked improvement was shown, many children more than doubling their score. Tests in silent reading, composition, and writing will be given next year.

*Katherine L. Smith, Gloucester County*—It is very gratifying to find that the teachers are beginning to realize the importance of displacing the old type of formal teaching and in its stead are placing the emphasis on the child and on teaching the subjects that are most worth while for his growth and development. . . .

The teacher no longer "takes charge," so to speak, but sits in the back seat while an older boy or girl takes full charge of the thrift and health societies. Other types of pupil leadership are found in the physical training work, dramatization, hot lunch organizations, special programs and morning exercises. It is a real pleasure to go in a schoolroom and find the teacher sitting with the pupils, and the boy who was always considered dull and unruly in the front of the room conducting the exercises, using suggestions from the monograph on Special Days.

In schools of this type the question of discipline and attendance are no longer vital problems of the teacher. However, it takes a strong teacher for such work and each year I feel more strongly the need of normal trained teachers and in our rural schools.

Our teachers are beginning to realize, too, that the child cannot be expected to be interested in his work unless he sees a real use in it. Especially is this true of physical training, hygiene and civics.

As an illustration, the physical training is no longer interpreted as formal gymnastics, but more emphasis is placed upon the value of games and team work, outdoor work, developing pupils as leaders, emphasizing the "carrying over" of physical training into the lives of the pupils by improvement in position of standing, sitting and passing to and from classes; by using physical training for May Day fetes and posting list of games taught. . . .

Hand in hand with the health club the value of a hot lunch served as a supplement to the cold lunch brought by the children has been emphasized and some of our small rural schools served these hot lunches during the winter months. Where this has been done the teachers have observed that the pupils did much better work in the afternoon; that the common cold was almost unheard of; and that instead of the usual loss of weight in the spring, a large percentage of children gained.

In addition to the value of the hot lunch to the promotion of health, it also gave the opportunity for teaching the value of a well balanced meal and that we must have a variety of foods to build up strong healthy bodies; table etiquette such as the proper laying out of the lunch, and serving the hot dish; the use of the napkin and the valuable lesson in sanitation of



washing the hands before meals and scalding the dishes before drying them. . . .

In one of our one-room schools, three pupils from the same family each purchased \$100 in War Savings Stamps from the sale of flowers, guineas and by doing extra work. This is typical of other schools. Some of the older girls have told me that they are saving their money to go to Normal while the boys are looking forward to a course at New Brunswick.

*Florence E. Knox, Gloucester County*—Standard tests in reading and arithmetic given in December brought to the attention of the teachers the need for more rapid drill in the fundamentals in arithmetic and for teaching of silent reading more thoroughly. This of course meant supervised study periods, and the use of reference books and dictionaries. In some cases where there was a lack of dictionaries it resulted in the purchase of them by the school board. At least ten minutes of rapid drill on the fundamentals in arithmetic in all grades above the fifth was advocated, and devices for carrying this on to the best advantage were suggested. That something had been accomplished in this line was shown by the improvement when the same tests were given in May.

At the suggestion of the county superintendent, a careful observation of the morning exercises was made. Every school was visited at least once and most of them more often during morning exercises. Many commendable things were found as well as some things not so worthy of commendation. In one instance only, was it necessary to remind a teacher that the law says, "the Bible must be read." She gave the excuse, "No Bible in the room." One was placed there and that trouble ceased. In the majority of cases the pupils were taking charge of some phase of the exercises and in at least one-third of the cases the pupils were taking entire charge. One of the most impressive exercises attended was at a two-room school where the eighth grade was in charge for that week. One member of the class saw that the lines marched in properly, another led the singing, another announced the selections and their authors used on the phonograph, one read a story, and an eighth grade boy read the lesson from the Scripture and led in the Lord's Prayer with a reverence that was most admirable. Altogether it was a fine example of what can be accomplished when the responsibility is thrown upon the pupil. Some startling discoveries were made concerning the ignorance of a few teachers as to the wealth of materials for morning exercises in the new blue monograph. The helping teacher feels that every teacher has had more than a peep into that valuable monograph now.

*Maud C. Newbury, Hunterdon County*—During the year 1919-20 we have striven to promote teacher growth and to secure community support for a progressively higher type of country school. We have endeavored to lead teachers to see the desirability of training children to be useful members of present and future communities, to fix goals in terms of desirable habits and attitudes, to select and use the subject matter presented and the teaching situations resulting as means to that end, to see the relationship of good

habits to study to desirable citizenship, and to feel the need to prepare daily definite blackboard assignments based upon problems closely related to the lives of the children. We have attempted to educate the public to see the need for increasing public expenditures for schools and for creating conditions in rural communities calculated to secure and hold good teachers. . . .

The improvement in methods of teaching history really began with the presentation of the historical pageant, "The Gift of Nations," at our township festivals in June, 1919. In September the helping teacher praised excellent work in the June history pageant and urged teachers who were responsible for it to make use of the dramatic method of teaching history. In order to give added incentive to the children, to make community meetings more interesting, to deepen community faith in, and arouse community support for the school, it was suggested that the children prepare dramatizations of history for afternoon and evening community meetings. Fifteen schools did this. During the first two weeks of school the helping teacher held after school meetings with each township group, to whom she suggested desirable aims and methods in the teaching of geography and history. These talks were followed by demonstration teaching of these subjects by the helping teacher on succeeding visits to teachers in the various groups. Her procedure was about this. She went into a school, asked the teacher if she might help her with geography or history, prepared and wrote on the board a definite assignment to guide the children during a study period, and after developing her own assignment with the pupils she discussed with the teacher both her own and the local teacher's methods. Usually small units of problems big in scope were developed with the children and further development of the big problem was indicated to the teacher by the helping teacher before she left the school. If such a problem as "Why is New Jersey a Good State in which to live" were used, the helping teacher put on the board such an assignment as "Write a list of the things that we need to know in order to answer this problem. What helps to make your own village or town a good place in which to live? Which of these factors do you think help in making your state more desirable than other states? Go as far as you can in solving this problem." The demonstration was followed up by the helping teacher's outlining for the teacher a possible method of developing the problem. Afternoon group meetings were held in each township in those schools in which teachers showed skill in methods of teaching geography and history. The county superintendent called two all-day teachers' meetings for all the one and two-room school teachers in South Hunterdon. In these meetings problem teaching in oral and written English, reading, geography and history were demonstrated by three of the best teachers in the group. . . .

The following incident illustrates the fact that the children on these occasions feel responsibility for the reputation which their school may gain: As a feature of morning exercises in Summit School the children decided to have one or two pupils tell original stories, allegorical in character. For several days previous to the teachers' meeting study and class periods were used for writing and telling stories. The helping teacher visited the school

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the day previous to the date on which the teachers were to hold their meeting. During her visit the children told their stories for the purpose of having the class vote on the two that merited telling on the following day. Before the children voted a very intelligent Italian boy who told poorly the best story in the group and who because of his great popularity felt that the choice might fall upon him rose and said, "I want to speak to my classmates. Before you vote I want to ask you to vote not for the person that you like best, but for the person who can tell a story best." When asked why he acted as he did he said, "I think we should think of the good of our school first." . . .

The Hunterdon County Rural School Council emphasized during 1919-20, as through two previous years, teacher participation in shaping school policies and teacher leadership in putting across such policies. The Council decided to secure community co-operation by organizing parent-teacher associations and by fostering those already organized, by demonstrating regular school work at afternoon and evening community meetings, by encouraging better language club secretaries to write up interesting activities in their schools and get them published in the county papers, and finally, by advertising the work of the schools through the medium of a county festival, features of which should be contests in physical training, spelling, arithmetic, four minute speeches and handwork. The desirability of educating the public to appreciate the need for consolidated schools, and the enrichment of the rural schools by securing phonographs, libraries, good current literature, pictures, hot lunch equipment, a county moving picture machine, and sufficient textbooks and seat-work material were other policies discussed. . . .

Parent-teacher associations in South Hunterdon during 1919-20 raised more than \$1,750. They added seven phonographs to the twenty-one already in the thirty-two schools of this section, purchased four pianos, nine blue-flame oil stoves and accompanying equipment, a \$50 ballopticon, more than ninety phonograph records, eleven sand-tables, paid for forty-six subscriptions to good current literature, such as St. Nicholas, the Youth's Companion, and National Geographic, purchased play equipment for three schools, prevailed upon boards of education to purchase modern chair desks for two schools, contributed towards libraries for fifteen schools, and helped to make the county festival a success by making costumes for the pageant and by hiring or borrowing conveyances for the school children.

*Jennie M. Haver, Hunterdon County*—The following lines of work were emphasized during the past year: (1) Improvement of teacher in service; (2) Improvement of conditions under which teachers work; (3) Motivation of school work; (4) Americanization; (5) Conservation of health of school children; (6) Co-operation between parents and schools. . . .

On each visit the helping teacher planned to observe the work of the teacher part of the time, to conduct at least one recitation herself in order that the teacher might gain through observation, to have a friendly talk with the children either individually or as a group, and finally a conference with the teacher. The conferences with the teachers were always very friendly

and democratic. The good and the poor spots of the helping teacher's lesson were criticised just as freely and as constructively as those of the regular teacher. A happy feature of the helping teacher's work is the fact that the regular teacher accepts her as one of her own kind. Quite frequently questions that have no bearing on school work, but have much to do with the happiness of the teacher, are discussed. It is a relief to many lonely country teachers to unburden their souls to someone who understands and who does not live in the school neighborhood. . . .

## RESULT OF HEALTH CLUB WORK

	<i>Before Health Club</i>	<i>1917-18</i>	<i>1918-19</i>	<i>1919-20</i>
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
Sleeping with open windows..	55	90	93	96
Brushing teeth twice a day....	25	75	73	68
Washing face, hands, neck and ears .....	67	94	98	97
Cleaning finger nails .....	34	78	74	75
Brushing and combing hair....	75	96	..	..
Doing without tea and coffee..	33	76	76	78
Practicing physical training each day .....	..	97	99	97
Playing a game each day.....	..	..	99	97
Improving in posture .....	..	84	85	67
Using individual towels .....	..	44	65	53
Using individual drinking cup,	40	85	87	82
Keeping desk and surroundings in good order .....	..	..	93	93
Doing at least one daily helpful deed .....	..	..	..	..
Carrying a clean handkerchief each day .....	..	..	..	80
Drinking at least two glasses of milk per day .....	..	..	..	70
Chewing food properly .....	..	..	..	86
Attending to needs of body at proper time .....	..	..	..	97

*Charlotte E. Wilson, Monmouth County*—In order to organize the work, township group meetings were held early in September, and the general aims and plans for work as outlined in a conference of the county superintendent and the two helping teachers were discussed. The letter from the Commissioner to the teachers was read and discussed. We considered the following topics, emphasizing those which seemed most important in beginning work: (1) Programs; (2) Attendance; (3) Music, singing; (4) Physical training, health clubs, care of school grounds; (5) Soldiers' and Sailors' Memorial Fund, libraries; (6) Community interests, leaders; (7) Reading—to be discussed at later meeting. . . .



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The teachers began at once a campaign for good attendance. Pupils, under the teacher's direction, took a school census of their neighborhood, made a map showing all homes, and to supplement these a directory, arranged alphabetically, which was posted in the schoolroom with the map. In several cases the helping teacher took the class in geography, began the map on the blackboard and worked with the pupils until they became enthusiastic about the problem, which they continued and finished in later lessons. We had some very good maps done by the pupils, and a few fine ones made by teachers, which, however, was not quite the desired result. A wall chart, filled in every month, showed how much money was gained or lost by the attendance, and the figures were used in teaching percentage. The plan furnished some good motivation in geography, drawing, language and arithmetic, besides helping to form good habits of punctuality and industry. . . .

In connection with the records and the folk-dancing, the achievement of one particular school may be of interest. This two-room school had an old organ and a phonograph bought in 1917, together with twenty-nine records. The class and teacher decided that they needed a piano for singing and for the folk-dancing, as well as several new records, so they began to collect a fund. Having first collected and contributed to the Soldiers' and Sailors' Memorial Fund \$76, the school's full quota, they worked through the winter, and about March they were able to secure at private sale a good piano, slightly used, for which \$120 was paid. The campaign had been carried on so vigorously that they had enough money to build two long tables, with seats, at the back of the schoolhouse under the oak trees. Here they brought their luncheon on fine days, and sometimes the regular classwork on warm afternoons. They had basket-ball racks put up on the grounds and three good swings. They bought twenty-four new records, and when the piano was installed the folk-dancing was begun. By the end of the term the class had learned eight or ten dances, some quite difficult. Later these were practiced outdoors, using the new records, and were much enjoyed by all the class.

The boys in this school made bird-houses, which they put up in the trees on the grounds.

The success of their drive was celebrated by a school party, for which the pupils brought cake, while the balance of the fund provided other refreshments.

The regular school work was well done, this class having median scores among the highest in the standard tests given throughout the county.

*Ida L. Johnson, Monmouth County*—In a few of my schools during the early fall, we took the noon hour to develop an outdoor luncheon, the boys building the fire and cutting roasting forks from the nearby forest trees, the girls making cocoa in a water pail over the open fire. Each child brought and roasted a potato, sandwiches were toasted, and a delightful outdoor luncheon was eaten and enjoyed. This little feast was an incentive to teachers and children to form a plan for something hot at the luncheon hour, and during the remainder of the year sandwiches were toasted over the stove fires, and a hot drink prepared every noon. . . .

Several of the schools have fine civics clubs and many teachers have developed individual plans for the teaching of Americanization, as the study



of the community, each one giving a part to promote the welfare of all. This included: teaching of civic pride, lives of great men, fair play, playground captains, showing American children the way to co-mingle with the foreigners, etc.

I have made a special effort to develop silent reading in my schools, even in the primary grades, and after demonstrating my methods I made a suggestive outline for all of my teachers which most of them used as a guide and to which they were asked to contribute any method or device which they might have originated, or found in some other way. In March a county-wide silent reading test was given by a committee, two of whom were the helping teachers, and I found in scoring the papers that the rural schools did good work. By stressing silent reading the teachers spent more time in preparation of reading material. As a result, oral as well as silent reading made a great leap forward. . . .

Morning exercises have been under pencil leadership. Sixteen phonographs have found their way into my schools, some purchased this year, one fine one costing \$75. About 75 new records have been purchased and little tots dance folk dances to their merry tunes in a natural, charming manner.

A musical county contest given in May proved a lure to the rural schools and the children sang surprisingly well. This contest was an inspiration to both teachers and pupils.

*Sara B. Hernberg, Ocean County*—The supervising agencies which have yielded the most satisfactory results are stated below: (1) The daily program; (2) Group meetings; (3) Demonstration teaching; (4) Standard tests and measurements; (5) Visiting days; (6) Community work; (7) May Day festivals and field days.

At the beginning of the year much of my time was spent helping the new teachers to classify their pupils and formulate and try out daily programs. The following principles were considered and followed out in most of the schools:

1. Provision for real live pupil participation in the opening exercises.
2. That recreation periods follow strenuous thought periods.
3. That periods for penmanship or writing should not follow immediately after an intermission.
4. That reading was made available for every child in grade I-IV at least twice a day and for grades V-VIII at least once a day.
5. That no definite period was set aside for arithmetic in grade I, but that it be taught in connection with the other school subjects.

Teachers' meetings have proved to be one of the most vital means of stimulating better teaching. They must be carefully planned and the purpose of the meeting definitely understood by all.

Six group meetings were held during the year. Two were of a general type and four were of a more specific type.

At a general meeting of all the teachers early in the year a program of work for the year was suggested. It was decided to stress penmanship, fundamentals in arithmetic, English composition and the development of pupil leadership. Motivation of physical training was suggested later and was carried out by means of the festivals. . . .

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At the meeting of the Principals' Council in February, it was decided to give two tests throughout the county. Courtis Tests in Arithmetic, Series B, and the Nassau Composition Test were selected. Mr. Morris, the President of the Council, appointed a committee of five supervisors and helping teachers to arrange for the giving of the tests, the scoring and the tabulating of the results. In the Courtis Tests each supervisor administered and tabulated the results from each school in his district.

Parent-teacher associations have been formed in nearly all my schools. Five new ones were formed this past year.

*Harriet A. Simpson, Ocean County*—During the year 200 visits were made in the territory assigned to me, which included the Borough of Bay Head, Berkeley Township, Borough of Lavallette, Manchester Township, Borough of Seaside Heights and the Borough of Sea Side Park. . . .

The approximate number of pupil leaders was fifty. In all schools the physical training, if not given all the time by a pupil leader, was so given many times during the year. The mass drill at both of our district May Day festivals was given by a pupil leader in a very creditable manner. More responsibility was placed upon the pupils by reporting on topics used in the problem work in history and geography. The morning exercises, spelling lessons and the announcement of the program for the closing exercises were often conducted by pupils. . . .

In all schools, from the fourth grade up, research tests were given. The papers were marked and the percentages found by the pupils. The median score in rate and accuracy for each grade in the district was found. The tests were given late in the year, but we have planned early in the fall to have each pupil make a graph for his standard and endeavor to improve it before the test is given again next year. In comparing our results with others, we felt that the pupils in Ocean County had done well, but another year we will endeavor to reach a higher standard.

A test in composition was given from grades four to eight inclusive, using the Nassau County Supplement to the Hillegas Scale for Measuring the Quality of English Composition. Some test work in marking standard compositions was given a committee of fifteen markers by Mr. Morris. The subject of the composition written by the pupils was "What I should like to do next Saturday." Each paper was then given a separate mark by each of three markers and then the middle mark taken. The median for each grade in each school and supervising district was found and a superior paper from each grade chosen. A copy of a superior paper from each grade, together with a written discussion of it, will be sent each teacher according to the grades she teaches. Early in the fall we will have each pupil make a graph for his work and then endeavor to improve his composition work so that he will attain a higher standard when a test is given next year. . . .

Parent-teacher associations have been organized in all but three schools in my territory. The association at Bay Head had a piano placed in the school in less than a week after its organization. Good work has been done by the new association at Sea Side Park by holding entertainments and buying a piano for the school. Each pupil made a block for a quilt by outlining

either his name or an animal. The quilt was later sold for \$45. Having the piano in the school means more to the pupils than one might realize, as not one home has a musical instrument of any kind. One little five-year-old boy did not want to take part in the games, but after they had the piano his hand was the first to go up when a game was to be played. This association also raised money for the eighth grade pupils to take a trip to Trenton.

The Whittings Parent-Teacher Association raised sufficient money to buy a volley ball and also for the State Library Fund. This association secured bloomers for all the grammar girls for the May Day Festival, and entered into all the school activities.

*Clare Bartlett, Passaic County*—One very specific effort has been to impress upon the teachers and pupils their responsibility in the care of school property. There is a surprising amount of destructive element among the rural children. Not from a vicious standpoint in this manifested, but simply because of lack of home training in the care of anything. It is very evident that where teachers appeal to children properly and insist upon good usage of materials they secure worthy results.

Placing responsibility upon pupils with the idea of developing independence in thought and action and more intelligent participation in activities has done more for the pupils than any other one thing which could have been attempted.

Leadership in games, physical drills, class discussion, recitations, selection of current topics and subject matter of interest to class and care of rooms and grounds have been some of the means used for this purpose. . . .

Absolute reliance upon textbooks has not prevailed to any such extent as it did last year. The reference books have helped much. The contribution of the best magazines by a generous donor for one school and carried to all the schools in that township have materially helped to get away from the slavish adherence to texts which we found in these schools when taking up this work last year.

Not all the teachers have used the project method but its use has increased perceptibly. Model farms and homes have been very splendidly worked out in several instances.

*Emma R. Burt, Salem County*—Opening exercises were stressed again this year. Pupils from one school were frequently taken to another where they demonstrated some work which they had done particularly well. A sixth grade class which had worked up some very good dramatization in English history was taken to another school to dramatize their story in the opening exercises. In another school, where the teacher and children took no interest in singing, the helping teacher took over a class of boys and girls who sang very well. In still another school, where the children were doing some very good work in oral English, the children were promised a trip to another school to tell their stories in opening exercises and a school was chosen that needed help along these lines.



PUPILS HAVE CLEANED YARD OF STUMPS, AND HAVE CUT,  
POLISHED AND ERECTED FLAGPOLE



AN UNGRADED SCHOOL,  
ABSECON HIGHLANDS

ATLANTIC COUNTY



DRAWING EXHIBIT



PHYSICAL TRAINING IN FIFTH GRADE

MILLVILLE SCHOOLS



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*Laura M. Sydenham, Somerset County*—While speaking of teachers visiting I will tell of another type of visiting which we have tried, that is, of having an entire eighth grade visit the graded school whose high school they will enter when graduated. Mention will be made of one particular case, of a class of eight—restless, indifferent, careless pupils with low standards, who were brought to the graded school by their local trustee in time for the opening exercises. As there were three eighth grade classes doing departmental work, they were assigned to these rooms for the day; trying the work if they wished to, or taking, under pupil leadership the physical training exercises which they scorned so in their home school. The school orchestra rendered several selections, the music teacher gave special singing, they went with the pupils to the manual training shop and the school kitchen. They were treated to cocoa at lunch, and a committee of pupils looked after their welfare during the noon hour. What was the result of all this? "Why can't we come here all the time?" they asked repeatedly, and perhaps if they ask it enough it will help along transportation. Their outlook on school life was broadened in one short day more than it could be by months of teaching under their home school conditions.

Parents likewise have been invited to spend a day at the school to which their children will be sent as high school pupils. The parent always sees the advantages of the graded school and we hope this visiting will create the atmosphere of wanting something better for their children. . . .

Most of our districts have medical inspection, but there is little follow-up work. I have done myself and intend to do more another year. In one township we have scales purchased with Red Cross money. These scales will be taken from building to building, so that children can be weighed every month. Here will be another fine opportunity for leadership among pupils in making them responsible for doing the weighing and keeping the records. But we should have more nurses to look after the health of our rural people. And how much we need a state office to help us look after the attendance of the children. And the bound boy! what of him? It is the same old story of local attendance officers which I need not repeat. Pupils are retarded, and districts lose money. They tell us schools are expensive—and they are—but many treat schools and education as very cheap things, to be disregarded on the slightest or no pretext.

*Georgienne Dismant, Somerset County*—About nine miles from Somerville in a two-room building something has been going on almost every evening during the past winter. This has been made possible by their Parent-Teacher Association, which furnished the room with good lights. One evening there is night school, another, prayer meeting; then a Bible study class; the Y. M. C. A. meeting, and also parent-teacher meetings and socials. The library for the village is also in the school building. This school building is surely of much value to the people. . . .

Our aim has been to have each pupil a leader in something during the year. The teachers and pupils have responded very well. The children in general seemed to enjoy the duties assigned them. On several school grounds the boys who had charge of same had placed newly-made signs in conspicuous places about throwing papers around carelessly. Many little devices were



thought of here and there in helping to be useful around the building. In one building of about twenty pupils the leaders were selected at certain meetings of their literary society. I attended one meeting where even the second graders were helping in a very business-like manner to select leaders for the next period of time.

*Florence L. Farber, Sussex County*—Our School year began with a series of teachers' meetings in several townships. At these meetings plans for the year were discussed. At two of these meetings the boards of education were present. They became aware of our policies, and while we did not agree entirely, I think it was quite worth while.

Boards of education in this county have responded to the call for next texts in a beautiful way. It was a joy to enter schools this year and find new supplementary readers and reference texts in history and civics. This in a great measure was due to the untiring efforts of Mr. Decker in urging the wholesale adoption of a list of needed texts which we submitted to these boards.

*Mabel L. Bennett, Union County*—The teacher must learn to become an expert in directing thought. She must know just when to step in to curb the discussion so that there is no wandering from the subject; but on the other hand she must know when to keep quiet and allow a sensible, well directed argument. This can be best instilled in the teacher by practice and example. I have seen a very great improvement along this line in the teachers who were in my schools last year, and they have been a big help to me in starting the new teachers in this method.

What have been the results of introducing this method?

1. The children have become more independent thinkers.
2. They have at their immediate command a fair knowledge of a large number of sources of information.
3. They have a broader and more connected idea of the subjects attacked by this method.
4. They are keenly interested in these subjects.
5. They read current magazines and newspapers.
6. They speak and write much better because they say something vital to themselves to discuss.
7. The teachers have necessarily become broader in reaching out in all directions for material with which to keep ahead of their pupils.
8. The teachers are becoming leaders or directors of thought instead of mere givers of information.
9. Teaching in all subjects has been improved because of the reaction from the project method taught in two branches.

*Margaret E. Taylor, Warren County*—The teachers and I decided last September that many of our difficulties were reading difficulties and throughout the year we would work for the following objectives: (1) That we should teach the children to so read that they could get the thought and give it to others; (2) That field day should be a culmination of the good work done throughout the year in physical training; (?) That we should

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have better organization of the school work; that the handwork should more definitely follow the subject-matter; that all our work should center around and further the children's interest. In others words, we wanted the minimum amount of isolated school work; (4) We planned to work for a school spirit; that because of their good conduct and manners, their superior work in school, and the fine sportsmanship shown in their play, in school and at all times, these children should be made to feel proud of their school and community; (5) Our writing as a whole throughout the county was poor, therefore we planned to select a system of writing and give a definite time on our program for it and each day we were to see that practice was given for the improvement of penmanship.

The field days were successful last year, but this year they far exceed anything that we have before accomplished. There were eight field days held in Northern Warren; one at Johnsonburg, including the five schools in Frelinghuysen Township and Quaker Grove School; one in Blairstown, including four schools in Blairstown Township; one in Allamuchy for the Allamuchy School; one at Spring Valley School, including the two schools in Harwick Township; one in Hope, including the five schools in Hope Township; one at Delaware, including the five schools in Knowlton Township; one at Bridgeville including the six schools in White Township, and one at Calno, including the two schools in Pahaquarry Township. The children did their part excellently. Miss Packer came up in the spring and gave us a week. And at the several local centers we got the teachers in trim and in the field day spirit. The children and the teachers were prepared on field day to do honor to themselves and their school, but they also went with the determination to make themselves and everybody else happy. We eliminated the school rivalry and confined the sports to individual contest. The other phases of field day were for exhibition. So the most successful feature of the field day was that for every person and child who attended it was one happy day well spent. Everybody went home happy and all looking forward to field day next year. The crowds on every occasion nearly doubled the number which attended the field days last year. In round numbers there were over 1,600 people who attended the eight field days. On every occasion there was a gathering together of the community, a mingling and getting-together because of a common interest. This is progress that bodes well for the future development of the schools.

In connection with commencements, I must speak of the dramatization of local history at the Quaker Grove School. During the cold weather I secured Barber & Howe's Historical Collection of New Jersey and Dr. Cummins' History of Warren County, and I endeavored to make a record of the outstanding historical events of each township. With these I wanted to work up for each township the skeleton for a dramatization of these events. Thus I hoped to arouse greater interest and pride in the local community. The history facts were secured but I was able to complete the suggestive plot for the Quaker Grove School only. This was put in the hands of Miss Rasner, and her boys and girls took the greatest pride in the dramatization. They secured much further local information on the topic, and the eighth

grade pupils wrote the dramatization which I am enclosing. They gave it commencement night.

*Vera M. Telfer, Warren County*—In our efforts to raise the standard of teaching we have especially stressed pupil responsibility. In many schools pupils take charge of the morning exercises, including the reading of the Bible, choosing and leading the songs, and planning for extra numbers. Physical training, dismissals, charge of supplies, care of the schoolroom and grounds, health inspection, entertainments, field day arrangements, etc., are being placed more and more under the care of the children. . . .

The following letter is from Mary Roth, a pupil of the Rocksbury school:

Dear Boys and Girls of Warren County Schools:

We are having hot lunches in our school, and they surely taste good these cold wintry days.

We have made cocoa and soup. Each day some of us bring something needed for that day's lunch. If we are to have cocoa, we bring milk, cocoa or sugar. If we are to have potato soup, the pupils bring potatoes, parsley or milk. Everyone is willing to bring something.

We elected, in the beginning, two cooks and two housekeepers. The duties of the housekeepers are to serve the food and wash the dishes when we are finished eating. The duty of the cooks is to prepare the hot lunch.

Our teacher does not help us in our school lunches, but always oversees everything. Whatever we make tastes very good.

About a quarter to eleven the food is all ready in the pan, covered up, but the stove is not yet lighted. When we have had our studies and our classes are all over until noon, we light our oil stove and let the things boil. For instance, if we are having cocoa we put the milk and water on the stove and let them boil, pour them together and put in the cocoa, which we have mixed and already sweetened. When they come to a boil, we turn the oil stove out and the cocoa is ready to be served.

We only take about fifteen minutes, at the most, of school time to make our hot lunch. There is not one bit of hard work to do it. It is something that every one will enjoy if they have it in their school.

The articles needed for the hot lunch are: 4 towels, 3 dishcloths, stove holders, aprons, 1 teaspoon, 1 tablespoon, 1 fork, 2 aluminum pots, 1 agate pot and salt and pepper shakers. Each boy and girl supplies him or herself with a cup and spoon.

At a social at our school we raised \$26 to spend on our supplies for hot lunches. After we bought our stove and cooking utensils we had \$8 left to spend on sugar, oil and cocoa.

We think all the other boys and girls in Warren County schools will organize hot lunch clubs, for we know you will enjoy something hot at noon each day.

One of the most satisfying and far-reaching branches of the rural education program is the work of the parent-teacher association. In many localities the whole social structure is being built around such an organization. In Mansfield Township this year there was formed a township parent-teacher association, with an auxiliary organization, in each of the six-room schools

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of the township. It is hoped that this association will help to bring about the consolidation of schools. Once every two months a township meeting is held at Port Murray, the center of the township. At this time a combined program is furnished by the pupils of the six schools. This program and a good speaker always attracts a large attendance. Reports of the doings of the six local organizations are given at this time also, affording an opportunity for the slower communities to get inspiration from those which are wide-awake. In Karrsville the people of the little farming community, young and old, meet at their one-room school every Wednesday evening for a social time. They play games, sing, discuss problems of interest to all, have refreshments and listen to the phonograph which the Parent-Teacher Association has bought this year.

## REPORT ON SUMMER SCHOOLS

At the request of the Commissioner, the Director of Summer Schools for Teachers, Mr. T. D. Sensor, has prepared a report concerning the work of the summer schools during the summer of 1919. Following are extracts from that report:

In submitting the statistical report of the State Summer Schools for 1919 there are some important factors to which I wish to call your attention. The year 1919 is the first time that the rule has been put in force requiring applicants for the limited elementary certificate to attend a second session of the summer schools in order to secure the right to teach. The statistics show that about 150 students attended summer school because of the new rule. About 200 who graduated from the high schools in 1919 attended for their first year.

The three schools under the direct management of the state registered about the same number of beginning students. All these could be accommodated in one school and handled to much better advantage. The logical location for such a school is at the seashore because of the dual advantage of change of climate for the teachers and better weather conditions for study. This means that some constructive plans must be developed for accommodating students at the Ocean City School.

An increasing number of teachers holding permanent certificates, secured by examination and by endorsement, are attending the summer schools for the purpose of improving their efficiency as teachers. This was clearly shown by the attendance in the two new courses in Measurements and Supervision at Ocean City. Supervising principals and principals in charge of buildings came to learn up-to-date methods for carrying on their work. There is as great a need for courses along other lines, and a considerable number of teachers have expressed a desire that such courses should be offered. To do this additional funds should be appropriated to defray the expenses of the summer schools. In many lines of work equipment should be furnished by the state in the way of books for instruction and reference, and apparatus

greatly needed to make the teaching effective. Better salaries must be paid to the instructors if the best are to be employed, and no others should be considered in connection with the summer school work.

A carefully prepared propaganda should be carried on the entire year, so that the 17,000 teachers in New Jersey may be fully informed as to what the state is offering in the line of free instruction in the schools under its management. Propaganda should be carried on also to secure stronger co-operation on the part of school boards, city and county superintendents and all other school officials.

The increase in the salaries of teachers is going to create on the part of the public a demand for a higher standard of professional work. There will always be a considerable number of high school graduates who will enter upon teaching through the channel of examinations without other professional training than the two required summer sessions.

I call your attention to the value it would be to the summer school work if county superintendents could be employed to do a part of the teaching. These men are all trained in the subject of school management, and this is the important subject to be well taught to the high school graduates. Should the three schools be continued another year at least one county superintendent could be employed to advantage in each school during the entire session. There might be a division of the work so that no one man would have to spend the whole five weeks teaching in a summer school. I understand that to make this possible there must be some change in the law which will permit county superintendents to teach in summer schools.

The development of the possibilities of summer school work will be one of the strongest forces in increasing normal school attendance. Many high school graduates learn by their one session in summer school that to teach a school in accordance with modern methods requires careful preparation and training and that more than mere academic knowledge is necessary to be a teacher, and they change their plans and resolve to attend a normal school.

Co-operation can do much to widen the scope of the summer school work, and while we are carrying on this work a little added cost would greatly increase its efficiency and bring about a better training of the children of our state.



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## ENROLLMENT IN SUMMER SCHOOLS

COUNTIES	OCEAN CITY	COLLINGSWOOD	NEWTON	TOTAL	RUTGERS	GRAND TOTAL 1919	GRAND TOTAL 1918
Atlantic .....	20	3	..	53	5	58	42
Bergen .....	27	..	1	28	14	42	36
Burlington .....	33	38	..	71	7	78	86
Camden .....	24	69	..	93	..	93	96
Cape May .....	41	2	..	43	1	44	70
Cumberland .....	66	12	..	78	6	84	65
Essex .....	12	..	..	12	30	42	47
Gloucester .....	25	33	..	58	3	61	49
Hudson .....	22	..	..	22	34	56	40
Hunterdon .....	12	..	4	16	11	27	29
Mercer .....	35	1	..	36	15	51	40
Middlesex .....	9	..	..	9	118	127	134
Monmouth .....	21	4	..	25	40	65	69
Morris .....	14	..	27	41	25	66	41
Ocean .....	18	5	..	23	3	26	25
Passaic .....	22	..	2	24	8	32	28
Salem .....	28	13	..	41	3	44	39
Somerset .....	14	..	1	15	16	31	29
Sussex .....	9	..	26	35	4	39	43
Union .....	8	..	1	9	49	58	54
Warren .....	4	..	23	27	12	39	39
Students from out of the State .....	494	180	85	759	404	1163	1101
Faculty .....	29	1	3	33	12	45	36
Children in Observation Schools .....	35	13	9	57	25	82	100
	108	28	35	171	185	356	374
Total .....	666	222	132	1020	626	1646	1611

## STATE BOARD OF EXAMINERS

War conditions make it necessary to again report a very unsettled situation in the matter of securing the required number of teachers to keep the schools in the state open.

Many minor changes have been made in the conditions required to secure a legal license in the state. This report covers the work of the State Board of Examiners to July 1, 1920, only. Some quite radical changes have been made since that time, and

anyone interested should write to the Department for copies of the rules as revised in joint meetings of the State Board of Examiners and the State Board of Education.

All war emergency certificates of 1919 were allowed to be renewed to June 30, 1921, on recommendation of the county superintendent or the superintendent in control of the school district in which these certificates had been issued.

A new rule covering orchestral music was adopted in January, 1920. Drawing was transferred from the limited to the permanent elementary certificate. A very radical change was made in the requirements for the permanent elementary certificate, only nine subjects now being required, and all elective subjects having been eliminated. The holder of a limited elementary certificate has five years in which to secure the permanent certificate.

The attention of anyone interested in the certificate question is again called to the new rules concerning Teachers Certificates, tenth edition, 1920.

## TEACHERS' CERTIFICATES GRANTED DURING 1919-1920

## STATE CERTIFICATES

	<i>Men.</i>	<i>Women.</i>	<i>Total.</i>
Second Grade State (renewals) .....		3	3
Third Grade State (renewals) .....	10	34	
Special State (renewals) .....	8	8	16
Permanent Supervisors .....	15	....	15
Limited Supervisors .....	32	12	44
Limited Secondary			
Incomplete .....	43	50	93
By examination .....	28	59	87
By endorsement .....	41	116	157
By renewal .....	16	66	82
Permanent Secondary .....	51	111	162
Limited Elementary			
By examination .....	4	88	92
By renewal .....	11	186	197
Permanent Elementary			
By examination .....	16	236	252
By endorsement .....	12	333	345
Two-year Pennsylvania endorsements .....	7	58	65
Normal Life .....		16	16
Normal Life (granted by Normal Schools) .....	9	594	603

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Limited Special State			
By examination .....	47	193	240
By endorsement .....	54	138	192
By renewal .....	73	194	267
Permanent Special State .....	41	136	177
Limited Vocational			
By examination .....	3	2	5
By endorsement .....	16	46	62
By renewal .....	10	12	22
Permanent Vocational .....	2	5	7
Vocational Supervisors (renewals) .....	1	....	1

## SUMMARY OF STATE CERTIFICATES

Limited .....	268	704	972
Renewals .....	136	561	697
Permanent .....	146	1,431	1,577
Total .....	550	2,696	3,246

## COUNTY CERTIFICATES—RENEWALS

First Grade County .....	10	104	114
Second Grade County .....	1	38	39
Third Grade County .....	....	....	....
Special County .....	1	29	30
Total .....	12	171	183

## TEMPORARY LICENSES

All kinds .....	....	1,500
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## WAR LICENSES

All kinds .....	19	264	283
By renewal .....	6	135	141
Total .....	25	399	424

## GENERAL SUMMARY

State Certificates granted and renewed .....	3,246
County Certificates renewed .....	183
Temporary Licenses granted .....	1,500
War Licenses granted and renewed .....	424
Total .....	5,353

## SCHOOL REPORT.

Total number of examination papers written in November, 1919.....	3,569
Total number of examination papers written in April, 1920.....	3,241
Total .....	6,810
Applicants, November, 1919 .....	1,123
Applicants, April, 1920 .....	1,115
Total .....	2,238

## BUREAU OF ACADEMIC CREDENTIALS

Mr. T. D. Sensor, Chief of the Bureau of Credentials, makes the following report in regard to that Bureau.

In submitting the report for the year ending June 30, 1920, the statistics show that there has been a decided increase in the number of certificates issued. This does not indicate, however, the amount of increased work that the Bureau is called upon to do to meet the requirements of the new laws that were passed at the 1920 session of the Legislature, making the Commissioner of Education responsible for issuing certificates to those who expect to become architects or trained nurses in this state. All candidates for these vocations must furnish specific evidence of preliminary education, which the laws require the Commissioner of Education to verify.

The attention of the Legislature should be called to the fact that no financial provision has ever been made for the carrying on of this work by the Department of Public Instruction. The fees paid by applicants for qualifying academic certificates, in accordance with chapter 105 of the Session Laws of 1914, which is a special fund to be used only for the payment of expenses incurred by the Commissioner of Education in carrying out the provisions of this act, are not sufficient to meet the expenses of the Bureau.

An increase in the fees now required by law would not meet this necessity. An appropriation should be made to properly equip the Bureau to do the important work the Legislature has placed upon it.

## CERTIFICATES AND CREDENTIALS

	<i>Certificates Issued</i>	<i>Academic Credentials Certified</i>	<i>Total</i>
Medical .....	301	119	420
Dental .....	116	191	307
Law .....	223	130	353
Pharmacy .....	8	48	56
Chiropody .....	19	6	25
Optometry .....	24	7	31
Certified Public Accountants .....	52	15	67
Nurses .....	7	52	59
Miscellaneous .....	..	31	31

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1,349

APPLICANTS WHOSE CREDENTIALS ARE IN PROCESS OF  
INVESTIGATION

Medical .....	1,828
Law .....	<b>1,896</b>
Dental .....	807
Pharmacy .....	350
Nurse .....	438
C. P. A. ....	<b>446</b>
Optometry .....	95
Chiropody .....	78
Miscellaneous .....	<b>1,077</b>

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7,015

Total number of certificates granted ..... 1,349

Total number of cases pending ..... **7,015**

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Total number of cases considered during year ..... 8,364

Total number of certificates granted during 1919-20 ..... 1,349

Total number of certificates granted during 1918-19 ..... 934

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Increase ..... 415

The following statement, giving the number of applicants to whom certificates have been issued, shows the extent of the work for the different professions during a series of years.

## SUMMARY OF CERTIFICATES ISSUED

	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911
Medical .....	....	2	62	92	132	164	210	196	179	306
Law .....	29	33	43	36	23	36	88	134	157	148
Dental .....	36	28	19	39	34	32	28	10	28	26
Pharmacy .....	....	....	....	11	....	....	....	7	8	8
Chiropodist ...	....	....	....	....	....	....	....	16	4	11
	1912	1913	1914	1915	1916	1917	1918	1919	1920	Total
Medical .....	132	246	194	195	222	143	130	191	301	3,007
Law .....	158	177	172	137	120	166	108	125	223	2,122
Dental .....	59	44	94	90	154	217	94	113	116	1,261
Pharmacy .....	....	....	1	5	5	3	10	6	8	72
Chiropodist ...	10	15	20	15	3	7	14	6	19	140
Optometry .....	....	....	....	6	6	10	3	12	24	61
C. P. A. ....	....	....	....	3	8	10	9	22	52	104
Nurses .....	....	....	....	....	4	4	9	9	7	33
Miscellaneous .	....	....	....	....	....	10	10	....	....	20



## SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1919, and Ending June 30, 1920

RECEIPTS	1919-20		Increase or decrease compared with 1918-19
<b>REVENUE RECEIPTS</b>			
<b>APPROPRIATED FROM STATE TREASURY:</b>			
Expenses State Board of Education .....	\$3,500.00		
State Normal School at Glassboro .....	141,200.00		\$142,689.72 D
State Board of Examiners, expense .....	10,850.00		850.00 I
Manual Training, State Aid .....	344,616.26		44,616.26 I
Vocational Schools, State Aid .....	42,000.00		2,000.00 I
Vocational Teacher Training .....	24,840.00		4,520.00 I
Free School Libraries, State Aid .....	6,200.00		1,214.94 I
Teachers' Institutes .....	3,000.00		1,000.00 I
Teachers' Libraries .....	300.00		
School Fund Expenses .....	3,500.00		
Teachers' Retirement Fund .....	16,000.00		1,050.00 I
Reduction of State School Tax ..	100,000.00		
	<b>\$696,006.26</b>		<b>87,438.52 D</b>
Manual Training State Aid, excess receipts reported by County Superintendents .....			2,784.07 D
<b>RECEIVED FROM FEDERAL GOVERNMENT:</b>			
Teacher Training .....	\$24,917.29		5,537.32 I
Trades and Industries .....	45,095.90		11,273.97 I
Agriculture .....	12,765.38		3,191.35 I
	<b>\$82,778.57</b>		<b>20,002.64 I</b>
<b>APPROPRIATED FROM STATE RAILROAD TAX:</b>			
Salary of Commissioner of Education .....	\$10,000.00		
Salary of Assistant Commissioners .....	20,000.00		1,600.00 I
Salary of Inspector of Buildings .....	3,000.00		
Salary of Inspector of Accounts ..	2,160.00		493.30 I
Salary of Superintendent of Industrial Education .....	2,265.00		2,265.00 I
Special War Work .....			500.00 D
Clerical Services .....	29,500.00		2,241.70 I
Blanks, Stationery and Printing ..	14,005.00		4,995.00 D
Incidental expenses .....	15,500.00		3,300.00 I
Education Bulletin (included in blanks and stationery this year) ..			1,800.00 D
Legislative Manuals .....	2,000.00		
Physical Training .....	10,360.00		360.00 I
County Superintendents' salaries ..	74,500.00		11,500.00 I
Evening Schools for Foreign-born residents .....	14,139.86		8,324.03 I
Summer Courses in Agriculture and Home Economics .....	12,000.00		
Vocational Schools, State Aid .....	198,698.49		134,092.36 I
County Vocational Schools .....	34,725.88		26,555.88 I
Pensions of Teachers (not paid from this office after August, 1919) .....	275,000.00		25,986.45 I
State Normal School at Newark: Salaries, wages, maintenance ..	92,500.00		13,350.00 D

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SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1919, and Ending June 30, 1920

RECEIPTS (Continued)	1919-20		Increase or decrease compared with 1918-19
Materials and supplies .....	\$17,150.00		\$10,850.00 I
Current repairs .....	1,500.00		500.00 D
Miscellaneous .....	2,250.00		2,250.00 I
Practice teaching .....	10,625.00		4,375.00 D
Purchase of grounds, building and equipment .....	500,000.00		500,000.00 I
State Normal School at Trenton:			
Salaries, wages, maintenance ..	102,000.00		11,500.00 D
Materials and supplies .....	17,700.00		1,200.00 I
Current repairs .....	15,000.00		13,000.00 I
Miscellaneous .....	3,750.00		3,750.00 I
Practice teaching .....	7,500.00		2,500.00 D
Additions and Improvements ..	1,000.00		1,000.00 I
Received for tuition and board ..	59,918.85		56,918.85 I
State Normal School at Montclair:			
Salaries, wages, maintenance ..	67,500.00		13,600.00 D
Materials and supplies .....	17,650.00		8,650.00 I
Current repairs .....	10,000.00		9,162.00 I
Miscellaneous .....	2,075.00		2,075.00 I
Practice teaching .....	13,500.00		1,500.00 D
New Jersey School for the Deaf:			
Salaries, wages, maintenance ..	54,183.00		42,029.50 D
Materials and supplies .....	48,300.00		48,300.00 I
Current repairs .....	6,000.00		6,000.00 I
Miscellaneous .....	3,000.00		3,000.00 I
Additions and improvements ..	13,900.00		11,100.00 D
Received for tuition, etc. ....	4,024.86		2,603.08 I
Manual Training and Industrial School for Colored Youth:			
Salaries, wages, maintenance ..	30,480.00		18,670.00 D
Materials and supplies .....	33,195.00		25,595.00 I
Current repairs .....	6,000.00		6,000.00 I
Miscellaneous .....	1,630.00		6,920.00 D
Additions and improvements ..	30,300.00		30,300.00 I
New buildings .....	28,500.00		8,900.00 I
Received for tuition, etc. ....	20,849.20		5,711.50 I
	\$1,939,835.14		828,644.65 I
TOTAL STATE APPROPRIATION .....		\$2,635,841.40	741,206.13 I
State School Fund .....		250,000.00	
State School Tax .....		8,235,046.53	392,722.85 I
Railroad Tax (received by counties)		2,625,044.13	545,960.85 D
FROM DISTRICT TAXES:			
Current expenses .....	\$17,125,467.37		3,592,435.04 I
Manual Training .....	580,551.20		80,132.81 I
Vocational schools .....	151,483.65		26,904.51 D
Vocational schools (county) ....	86,138.27		8,540.65 I
School Libraries .....	23,373.73		4,761.64 I
Evening Schools for Foreign-born residents .....	22,157.94		10,441.28 I
Redemption of bonds .....	807,631.35		265,892.87 D
Interest on bonds .....	2,488,407.50		205,643.69 I
From district tax for notes author- ized by vote of district .....	82,247.34		18,704.19 D
From district tax for interest on notes authorized by vote of the district .....	11,952.75		2,072.93 D
From district tax for sinking fund ..	741,559.84		135,302.13 I
Purchase of land .....	437,018.84		278,491.27 I
Building, enlarging, furnishing, equipping schoolhouses .....	459,268.28		459,268.28 I

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1919, and Ending June 30, 1920

RECEIPTS (Continued)	1919-20			Increase or decrease compared with 1918-19
Repairing, refurnishing and leasing schoolhouses .....	\$1,124,023.16			\$566,794.49 D
Outhouses and toilets .....	13,984.61			11,222.55 I
		\$24,155,265.89		3,905,870.35 I
OTHER SOURCES OF RECEIPTS:				
Manual Training .....	\$37,413.04			\$9,779.59 I
Library purposes .....	7,534.10			2,505.60 I
Tuition fees .....	*666,362.36			133,313.44 I
Interest on deposits .....	105,436.52			1,752.82 I
Sale of school books .....	3,447.28			403.80 D
Defacement of property .....	4,856.24			2,627.34 I
Return premiums—fire insurance .....	3,716.99			2,291.00 D
Vocational schools .....	14,028.57			2,374.16 I
Vocational schools—county .....	16,013.73			11,285.05 D
Accrued interest on bonds .....	64,210.90			53,710.69 I
Evening schools for foreign-born residents .....	2,028.35			1,824.19 I
All other sources .....	457,845.72			230,137.49 I
		1,382,893.80		424,045.47 I
MISCELLANEOUS:				
Interest on surplus revenue .....		28,480.12		16.91 I
Appropriated by counties for expenses of county superintendents .....		10,337.63		140.77 D
Apportioned by counties for salaries of county superintendents' clerks .....		18,505.00		1,345.00 I
Subscriptions for Teachers' Libraries .....		300.00		100.00 I
TOTAL REVENUE RECEIPTS (during year) .....			\$39,424,493.07	\$4,936,423.66 I
NON-REVENUE RECEIPTS				
Sale of bonds, building, enlarging, equipping school buildings .....	\$4,706,600.84			4,063,265.74 I
Purchase of land .....	2,804,311.67			2,684,674.07 I
		\$7,510,912.51		6,747,939.81 I
Sale of buildings .....		149,938.56		138,079.93 I
Sale of furniture, etc. ....		3,429.43		11,147.68 D
Sale of land .....		82.00		29,018.00 D
Fire insurance .....		21,817.86		5,542.35 I
From all other sources .....		74,379.92		74,379.92 I
Other non-revenue receipts .....		219,091.96		343,378.35 D
TOTAL NON-REVENUE RECEIPTS (during year) .....			7,979,652.24	6,582,397.98 I
RE-APPORTIONED BALANCES .....			365.18	1,820.03 D
GRAND TOTAL RECEIPTS (during year) .....			47,404,510.49	11,517,001.61 I
BALANCE ON HAND (beginning of year) .....			4,247,464.62	83,260.15 D
GRAND TOTAL RECEIPTS DURING YEAR AND BALANCE .....			\$51,651,975.11	\$11,433,741.46 I

\*Tuition money is a duplication of receipts.

## COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1919, and Ending June 30, 1920

DISBURSEMENTS	1919-20		Increase or decrease compared with 1918-19
<b>DISBURSEMENTS</b>			
ADMINISTRATIVE EXPENSES—STATE:			
STATE BOARD OF EDUCATION, EXPENSES .....	\$3,361.34		\$526.58 I
STATE NORMAL SCHOOL AT GLASSBORO .....	*141,200.00		141,176.90 I
DEPARTMENT OF PUBLIC INSTRUCTION:			
Salary, Commissioner of Education .....	10,000.00		
Salary, Assistant Commissioners .....	20,000.00		1,751.78 I
Salary, Inspector of Accounts .....	2,160.00		493.30 I
Salary, Inspector of Buildings .....	3,000.00		
Salary, Superintendent Industrial Education .....	2,190.00	(New position)	2,190.00 I
Clerical services .....	29,408.92		2,654.87 I
Blanks and stationery .....	13,539.78		3,115.09 D
Incidental expenses, etc. ....	14,647.95		2,877.10 I
Education Bulletin .....		(Included above)	1,745.85 D
Physical Training .....	10,278.89		402.25 I
Legislative Manuals .....	2,000.00		
Teacher Training and Agricultural Supervision .....	19,230.87		8,967.83 I
Traveling expenses and purchases from Smith-Hughes Fund—State .....		(Included above)	1,397.65 D
STATE BOARD OF EXAMINERS EXPENSES .....	9,839.71		2,487.79 I
SUMMER SCHOOLS—Agriculture—Home Economics .....	11,962.54		358.88 I
Special War Work—traveling expenses .....			389.78 D
Vocational Schools .....	42,000.00		2,000.00 I
Teachers' Institutes .....	3,000.00		1,226.82 I
COUNTY SUPERINTENDENTS:			
Salaries—paid by State .....	73,419.19		10,419.19 I
Clerical services—paid by counties .....	18,505.00		1,345.00 I
Expenses—paid by counties .....	19,337.63		140.77 D
State School Fund Expenses .....	2,589.50		10.54 I
Teachers' Retirement Fund Expenses .....	14,382.53		1,348.44 I
Teachers' Pensions .....	†49,148.73		199,864.82 D
EXPENDED FROM FEDERAL GOVERNMENT FUNDS:			
Teacher Training .....	19,230.85		8,707.59 I
Trades and Industries .....	31,567.84		7,353.13 I
Agriculture .....	12,765.38		3,191.35 I
TOTAL EXPENDITURES OF STATE ADMINISTRATION .....		\$569,766.65	7,164.62 D
STATE EDUCATIONAL INSTITUTIONS:			
State Normal School at Trenton:			
Maintenance, wages, salaries .....	100,349.75		12,309.04 D
Materials and supplies .....	18,709.24		3,014.52 D
Current repairs .....	14,990.71		14,990.71 I
Miscellaneous .....	3,963.03		3,963.03 I
Practice teaching .....	7,491.98		2,419.36 D
Additions—improvements .....	1,294.00		1,294.00 I
		\$146,798.71	2,504.82 I

\*Continued to 1920-21.

† Payments not made from this office after August, 1919.

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1919, and Ending June 30, 1920

DISBURSEMENTS (Continued)	1919-20			Increase or decrease compared with 1918-19
State Normal School at Newark:				
Maintenance, wages, salaries ...	\$104,602.56			\$21,040.86 I
Current repairs .....	6,490.49			30.35 D
Practice teaching .....	7,722.50			4,444.24 D
Supplies .....				11,803.44 D
Purchase grounds, building, etc.	500,000.00			500,000.00 I
		\$618,815.55		504,762.83 I
State Normal School at Montclair:				
Maintenance, wages, salaries ...	67,828.64			13,763.55 D
Materials and supplies .....	17,631.88			17,631.88 I
Current repairs .....	9,895.08			1,680.51 D
Practice Teaching .....	9,275.43			2,249.67 D
Miscellaneous .....	3,061.66			3,061.66 I
		107,692.69		2,999.81 I
New Jersey School for the Deaf:				
Maintenance, wages, salaries ...	\$54,180.88			38,827.44 D
Materials and supplies .....	50,074.97			50,074.97 I
Current repairs .....	5,909.29			3,277.93 I
Miscellaneous .....	3,145.42			3,145.42 I
Additions—improvements .....	13,870.87			11,129.13 D
		127,181.43		6,541.75 I
Bordentown Industrial School for Colored Youth:				
Maintenance, wages, salaries ...	\$33,953.57			\$29,812.52 D
Repairs, replacements, etc. ....	8,439.45			839.45 I
Miscellaneous .....	4,246.60			4,303.40 D
Materials and supplies .....	51,485.13			51,485.13 I
New buildings, etc .....				19,600.00 D
		98,124.75		1,391.34 D
TOTAL EXPENDED FOR STATE INSTI- TUTIONS .....			\$1,098,613.13	515,417.87 I
ADMINISTRATIVE EXPENSES—Districts				
Salaries, supplies and expenses boards of education and busi- ness offices .....		365,239.46		55,777.10 I
Salaries of superintendents .....	\$167,158.30			17,313.30 I
Salaries of assistant superintend- ents .....	22,200.00			11,350.00 D
		189,358.30		5,903.30 I
Expenses of superintendents, etc.		131,439.49		25,943.04 I
Salaries of district clerks or secre- taries .....		173,909.70		19,361.15 I
Salaries, custodians of school moneys .....		44,792.46		6,987.12 I
Compulsory attendance, salaries, etc. ....		228,739.70		42,649.25 I
			1,133,479.11	156,680.96 I
INSTRUCTION EXPENSES:				
DAY SCHOOLS:				
Salaries, supervisors, principals and teachers including special summer schools and amount paid Teachers' Pension and Annuity Fund .....	\$20,092,553.34			2,319,286.17 I
Teachers' Bonuses .....	1,690,282.52			1,690,282.52 I
Expenses special summer schools	15,523.59			2,153.54 I
Textbooks .....	538,804.10			68,885.21 I
Supplies and other expenses of instruction .....	820,011.72			135,659.27 I
Apparatus purchased with cur- rent expense funds .....	143,831.68			32,299.67 I



## COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1919, and Ending June 30, 1920

DISBURSEMENTS (Continued)	1919-20			Increase or decrease compared with 1918-19
Helping teachers .....	\$37,440.00	.....	.....	\$1,997.00 I
County truant officers .....	2,280.00	.....	.....	41.41 D
Supervisor child study .....	1,805.59	.....	.....	4,250,518.97 I
EVENING SCHOOLS:		\$23,342.53	2.54	
Salaries of teachers, etc. ....	\$223,283.65	.....	.....	81,217.66 I
For all other salaries, supplies, etc. ....	48,262.09	.....	.....	21,593.38 I
EVENING SCHOOLS FOR FOREIGN- BORN RESIDENTS:		271,545.74		102,811.04 ?
Salaries, principals and teachers	\$29,973.54	.....	.....	17,670.83 I
Textbooks and supplies .....	1,555.51	.....	.....	773.72 I
Janitors' salaries .....	3,398.00	.....	.....	2,030.50 I
Other expenditures .....	3,330.29	.....	.....	2,593.34 I
MANUAL TRAINING—DAY:		38,257.34		23,068.39 I
Salaries, supervisors, principals, etc. ....	\$647,596.16	.....	.....	84,163.11 I
Materials and supplies .....	213,952.85	.....	.....	55,996.85 I
Repairs and replacements .....	11,866.94	.....	.....	2,614.77 D
New equipment .....	44,791.47	.....	.....	8,530.18 I
Other expense .....	15,417.25	.....	.....	2,454.39 I
For teachers' bonuses .....	37,615.43	.....	.....	37,615.43 I
MANUAL TRAINING—EVENING:		971,240.10		186,143.19 I
Salaries, supervisors, principals, etc. ....	\$841.00	.....	.....	483.00 I
Materials and supplies .....	3,461.49	.....	.....	1,702.26 I
VOCATIONAL SCHOOLS—DAY:		4,302.49		2,185.26 I
Salaries, supervisors, principals, etc. ....	\$176,400.01	.....	.....	26,064.19 I
Materials and supplies .....	22,601.28	.....	.....	1,115.63 I
Repairs and replacements .....	3,033.64	.....	.....	4,282.18 D
New equipment .....	21,860.92	.....	.....	16,469.79 I
All other expense .....	23,754.62	.....	.....	11,864.55 I
For teachers' bonuses .....	1,613.30	.....	.....	1,613.30 I
VOCATIONAL SCHOOLS—COUNTY:		249,263.77		52,845.28 I
Salaries, supervisors, principals, etc. ....	\$71,911.00	.....	.....	22,015.75 I
Materials and supplies .....	12,482.66	.....	.....	3,256.08 I
Repairs and replacements .....	1,245.60	.....	.....	562.13 I
New equipment .....	14,632.15	.....	.....	4,269.58 D
All other expense .....	32,879.56	.....	.....	6,224.88 D
VOCATIONAL SCHOOLS—EVENING:		133,150.97		15,339.50 I
Salaries, supervisors, principals, etc. ....	\$60,897.50	.....	.....	14,977.00 I
Materials and supplies .....	8,403.68	.....	.....	4,916.16 I
Repairs and replacements .....	1,260.56	.....	.....	532.43 I
New equipment .....	141.37	.....	.....	55.36 D
All other expense .....	11,429.09	.....	.....	5,841.05 I
		82,132.20		26,211.28 I

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1919, and Ending June 30, 1920

DISBURSEMENTS (Continued)	1919-20		Increase or decrease compared with 1918-19
AUXILIARY AGENCIES—EXPENSES:			
Teachers' Libraries .....	\$600.00		\$400.00 I
Transportation pupils—other districts .....			69,659.23 I
Transportation pupils — within districts .....			55,717.19 I
Medical inspection, salaries, supplies .....			125,376.42 I
Lectures—recreation .....			89,286.27 I
			28,221.10 I
SCHOOL LIBRARIES:			
Salaries of librarians .....			2,097.29 I
Library books .....			2,082.49 I
Apparatus .....			1,502.33 I
Educational works of art .....			73.25 D
			5,608.86 I
MISCELLANEOUS:			
Tuition paid to other districts ..			90,658.43 I
Leasing school buildings .....			12,222.27 I
Interest on temporary loans ...			65,244.06 D
Authorized loans .....			5,000.00 D
Telephone service .....			6,142.51 I
Incidental expenses .....			38,328.21 D
			450.94 I
TOTAL INSTRUCTION EXPENSES .....		\$27,188,232.79	3,931,670.35 I
OPERATION OF SCHOOL PLANT:			
Wages, janitors, engineers, firemen ..			294,113.27 I
Wages of other employees .....			14,608.21 I
Fuel .....			75,480.71 I
Water, light and power .....			49,501.53 I
Janitors' supplies .....			7,737.12 I
			441,440.84 I
MAINTENANCE OF SCHOOL PLANT:			
Ordinary repairs (current upkeep) .....			57,847.80 I
Repairs and replacements of equipment .....			234,309.42 I
Insurance .....			38,514.17 I
Outhouses or waterclosets—repairs .....			9,806.25 I
			340,477.64 I
LAND AND BUILDINGS:			
Purchase of land .....			825,368.69 I
Erecting, enlarging, equipping school buildings .....			1,805,629.51 I
Extraordinary repairs .....			42,575.97 D
Furniture and equipment .....			106,818.00 I
			2,695,240.23 I
OTHER PAYMENTS:			
Redemption of bonds .....			188,797.28 D
For payments to sinking fund ..			79,218.92 I
Interest on bonds .....			287,074.66 I
Payment notes authorized by vote of district .....			20,801.53 D
Interest on notes authorized by vote of district .....			628.36 I
			157,323.13 I
TOTAL EXPENSES .....		\$44,832,987.69	\$9,207,884.55 I

## COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1919, and Ending June 30, 1920

DISBURSEMENTS (Continued)	1919-20		Increase or decrease compared with 1918-19
Unused State Appropriation lapsed into State Funds .....		\$9,286.05	\$289,916.97 D
Balance of Federal Funds carried over to 1920-21 .....		19,214.50	750.57 I
Unused Railroad Fund lapsed into State Fund .....		267,108.87	243,429.77 I
Unused tuition received from fol- lowing schools:			
Bordentown Industrial School ...	\$20,849.20		
New Jersey School for Deaf .....	4,024.86		
Trenton Normal School .....	59,918.85		
		84,792.91	84,792.91 I
		\$45,213,390.02	\$9,246,940.83 I
Balance reported remaining with Custodians of School Moneys on June 30, 1920 .....		6,438,585.09	2,186,800.63 I
TOTAL PAYMENTS, AMOUNTS LAPSED AND BALANCE .....		\$51,651,975.11	\$11,433,741.46 I

COST OF EDUCATION (Based on expenses of maintaining the public day schools)	1919-20		Increase or decrease compared with 1918-19
Administrative expense—school dis- tricts .....	\$1,133,479.11		\$156,680.96 I
Instruction expense—day schools ...	23,342,532.54		4,250,518.97 I
Transportation expense .....	781,259.14		125,376.42 I
Medical inspection expense .....	410,003.38		89,286.27 I
Operation of school plant .....	3,709,351.42		441,440.84 I
Maintenance of school plant .....	1,478,169.94		340,477.64 I
Current expense .....		\$30,854,795.53	5,403,781.10 I
Average yearly cost per pupil based on total enrollment in day schools .....		52.13	7.60 I
Average yearly cost per pupil based on attendance in day schools ..		67.97	9.50 I

ENROLLMENT AND ATTENDANCE	1919-20		Increase or decrease compared with 1918-19
DAY SCHOOLS ONLY			
Boys enrolled in day schools .....	299,815		11,906 I
Girls enrolled in day schools .....	291,983		8,458 I
Total enrollment in day schools .....	591,798		20,364 I
Total number days present—day schools .....	85,771,431		9,841,420 I
Average daily attendance .....	453,946		18,737 I
Average attendance of each pupil—day schools ...	144 days		11 days I
Possible number of days attendance—day schools ..	96,039,019		10,560,016 I
Total number of days absent .....	10,267,588		718,596 I
Average absence of each pupil .....	17 days		1 day I
Per cent of attendance .....	.89		
Total attendance in day and evening schools, in- cluding all allowances as per law (not actual attendance) .....	87,902,386		2,512,990 I

## SCHOOL REPORT.

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1919, and Ending June 30, 1920

ENROLLMENT AND ATTENDANCE (Continued)	1919-20	Increase or decrease compared with 1918-19	
Total number of times tardy .....	786,620	112,801	I
Sum of number of teaching sessions as reported in all registers .....	5,103,639½	343,966½	I
Average number of cases of tardiness per session. Pupils neither absent nor tardy .....	.1514 15,398	1,120	I
Sessions truant .....	58,821	12,959½	D
Total number of days transported .....	2,680,365½	401,776½	I
Pupils transported within district for whom cost of transportation is paid .....	12,696	1,337	I
Pupils transported from without district for whom cost of transportation is paid .....	9,031	1,711	I
Pupils enrolled who have attended public school in other districts in the State during the present school year .....	21,290	1,311	I
Cases of suspension or expulsion during year ....	1,605	29	D
Number pupils enrolled in:			
Rural schools—one room .....	18,995	418	I
Rural schools—two room .....	15,434	1,203	I
Kindergarten .....	40,282	146	D
Grade I .....	90,308*		
Grade II .....	65,393*		
Grade III .....	60,299*		
Grade IV .....	60,498*		
Grade V .....	58,138*		
Grade VI .....	50,725*		
Grade VII .....	41,680*		
Grade VIII .....	31,321*		
Grade IX .....	22,184*		
Grade X .....	14,534*		
Grade XI .....	9,734*		
Grade XII .....	7,258*		
* Classified differently last year .....	512,072	16,820	I
Subnormal classes .....	2,274	217	D
Training classes .....	219	120	I
Anæmic classes .....	73	33	I
Classes for blind .....	7	33	D
Classes for deaf .....	18	83	D
Other special classes .....	2,306	2,204	I
Classes for backward and incorrigible pupils .....	118	45	I
Number children public schools will seat .....	576,749	6,688	I
<b>EVENING SCHOOLS</b>			
Number of evenings schools were maintained, in- cluding legal holidays and institute days.....	68	4	D
Male pupils enrolled .....	19,311	4,402	I
Female pupils enrolled .....	12,175	1,524	I
Total pupils enrolled in evening schools.....	31,486	5,926	I
Total attendance (1 night—½ day) .....	465,575**	138,539	I
Men teachers .....	485**	78	I
Women teachers .....	495**	63	I
Total teachers employed in evening schools .....	980**	141	I
Total salaries of evening school teachers .....	\$290,755.88†	\$86,907.17	I
Average salary per night paid to men teachers...	4.90	1.07	I
Average salary per night paid to woman teachers..	3.83	.90	I
Amount expended for all other salaries, supplies, etc. ....	48 262.09	21,593.38	I

\*\*Some county superintendents included manual training and vocational teachers.

† This amount does not agree with figure given in financial table, as some county superintendents include salaries of manual training and vocational teachers.

## COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1919, and Ending June 30, 1920

NUMBER OF TEACHERS	1919-20			Increase or decrease compared with 1918-19		
	Men	Women	Total	Men	Women	Total
Total number of teachers, day and evening.....	2,542	16,331	18,873	309 I	557 I	866 I
Superintendents .....	39	.....	39	1 I	.....	1 I
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	1	6	2 D	1 D	3 D
Approved Supervising Principals .....	78	4	82	4 I	.....	4 I
Unapproved Supervising Principals (those who devote their time to administration and supervision of instruction of a group of schools)...	82	17	99	4 I	3 D	1 I
Non-teaching Principals (those who devote their time to administration and supervision of instruction of a school) .....	269	172	441	13 I	2 I	15 I
Supervisors (those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals) .....	6	61	67	3 D	5 I	2 I
Special Supervisors (those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals) .....	70	223	293	13 I	32 I	45 I
Teachers Rural Schools—one room (a rural school is one located either in the open country or village, the majority of whose pupils are the children of farmers and others living in the open country) .....	62	467	529	7 I	40 D	33 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) .....	49	372	421	16 I	20 D	4 D
Kindergarten Teachers .....	.....	718	718	.....	15 I	15 I



SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1919, and Ending June 30, 1920

NUMBER OF TEACHERS (Continued)	1919-20			Increase or decrease compared with 1918-19		
	Men	Women	Total	Men	Women	Total
Teachers, Grade I-IV .....	4	6,416	6,420	1 D	199 I	198 I
Teachers, Grades V-VIII .....	196	4,491	4,687	23 I	86 I	109 I
Teachers, Grades VII-IX .....						
Teachers, Junior High .....	35	198	233	22 I	121 I	143 I
Teachers, Grades IX-XII .....	735	1,397	2,132	61 I	24 I	85 I
Short Term Teachers (A teacher teaching not less than four months but not for the full term. A teacher teaching less than four months is classed as a substitute teacher) .....	4	47	51	2 I	2 D	.....
Substitute Teachers (Teachers not assigned to regular classes or teaching for less than four months) .....	2	54	56	2 I	1 I	3 I
Special Teachers—Ungraded, backward and incorrigible classes .....	7	35	42	1 I	7 D	6 D
Special Teachers—Teacher Clerks (Regularly certified teacher used as temporary substitute and general assistant to principal) .....	1	231	232	1 I	13 I	14 I
Manual Training Teachers—Day (Including supervisors and teachers devoting full time to the work. Those not devoting full time are classed as regular day school teachers and not manual training teachers) .....	242	274	516	33 I	10 I	43 I
Manual Training Teachers—Evening .....	34	5	39	12 I	3 I	15 I
Vocational Teachers—Day .....	60	51	111	15 I	4 D	11 I
Vocational Teachers—Evening .....	121	83	204	8 I	10 I	18 I
Evening School Teachers (Teachers considered in the day school tables and teaching in the evening schools are considered in this table) .....	314	380	694	56 I	61 I	117 I
Foreign-born Evening School Teachers (receiving state aid) .....	27	81	108	2 I	1 D	1 I
Foreign-born Evening School Teachers (not receiving state aid) .....	*5	*10	*15	.....	.....	.....
Special Teachers—Subnormal Classes .....	4	180	184	2 I	15 I	17 I
Special Teachers—Deaf Classes .....	.....	17	17	.....	4 I	4 I
Special Teachers—Blind Classes .....	.....	4	4	.....	.....	.....
Special Teachers—Unclassified .....	91	314	405	12 I	4 D	8 I
Helping Teachers .....	.....	*28	*28	.....	.....	.....
* Not reported last year.						
Trained teachers, men and women .....	.....	.....	14,871	.....	.....	760 I
Untrained teachers, men and women (exclusive of evening school teachers) .....	.....	.....	2,942	.....	.....	60 D

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SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1919, and Ending June 30, 1920

SALARIES OF TEACHERS	1919-20		Increase or decrease compared with 1918-19	
	Men	Women	Men	Women
Average salary per year paid to all day school teachers (17,768), not including superintendents, assistant superintendents or evening school teachers of any kind .....	\$1,177.20	.....	.....	\$93.93 I
Average salary per month paid to all day school teachers .....	130.80	.....	.....	.29 I
Average salary per year paid to all day school teachers, including bonuses .....	*1,272.33	.....	.....	.....
Average salary per month .....	*141.37	.....	.....	.....
Average salary per year paid to				
Superintendents .....	4,286.11	.....	\$342.82 I	.....
Approved supervising principals .....	2,168.48	\$2,165.00	105.75 I	50.00 D
Unapproved supervising principals .....	2,410.42	1,777.50	198.89 I	209.00 I
Non-teaching principals .....	2,725.35	1,811.08	126.38 I	120.58 I
Supervisors .....	1,908.33	1,776.28	97.96 I	266.03 I
Special Supervisors .....	1,869.18	1,304.31	92.34 I	105.17 I
Rural school teachers—one room .....	787.54	769.00	107.59 I	125.91 I
Rural school teachers—two rooms .....	918.36	791.00	125.06 I	117.38 I
Kindergarten teachers .....	.....	1,023.17	.....	120.15 I
Elementary Teachers—Grades I-IV .....	1,082.50	989.55	226.50 I	108.88 I
Elementary Teachers—Grades V-VIII .....	1,251.17	1,097.51	94.50 I	110.65 I
Junior High School Teachers—Grades VII-IX ..	1,606.51	1,319.88	133.43 I	304.30 I
High School Teachers—Grades IX-XII .....	2,015.12	1,362.36	168.67 I	148.45 I
Short Term Teachers .....	1,105.00	589.18	130.00 I	10.31 I
Substitute Teachers .....	580.00	842.61	None	251.62 I
Special Teachers—Ungraded, backward and incorrigible classes .....	1,507.14	1,277.33	148.81 I	204.21 I
Teacher Clerks .....	1,900.00	1,081.30	None	155.22 I
Manual Training Teachers—Day Schools .....	1,542.80	1,151.07	200.22 I	90.06 I
Vocational School Teachers—Day Schools .....	1,721.39	1,406.43	56.06 I	144.91 I
Helping Teachers .....	.....	*1,500.00	.....	.....
Average salary per night paid to				
Manual Training Teachers—Evening Schools ...	3.52	1.91	1.02 I	.06 D
Vocational Teachers—Evening Schools .....	4.96	4.06	.37 I	.40 I
Evening School Teachers .....	5.11	3.77	1.63 I	.94 I
Foreign-born Evening School Teachers (State Aid) .....	4.02	3.24	.97 I	1.62 I
Foreign-born Evening School Teachers (Not State Aid) .....	*4.10	*3.20	.....	.....

\* Not reported last year.

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## SCHOOL REPORT.

## SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1919, and Ending June 30, 1920

SCHOOL TERM	1919-20	Increase or decrease compared with 1918-19
Average time schools were maintained (A school month is 20 days) .....	9 mos. 1 day (181 days)	15 days I
SCHOOL DISTRICTS, HOUSES, ETC.	1919-20	Increase or decrease compared with 1918-19
School districts .....	493	3 I
Buildings owned .....	2,022	75 D
Buildings rented .....	84	18 I
Total school buildings .....	2,106	57 D
Classrooms .....	14,994	22 D
Buildings completed during year .....	21	2 I
Buildings enlarged or remodeled during year .....	17	1 D
One room buildings .....	654	55 D
Two room buildings .....	290	12 D
Three room buildings .....	69	6 I
Four room buildings .....	218	10 I
Five or more room buildings .....	875	6 D
VALUATION OF SCHOOL PROPERTY		
Total value of school property .....	\$102,852,397.54	\$19,271,965.49 I
Average value of New Jersey school buildings .....	48,837.79	10,196.82 I
GRADUATES OF STATE NORMAL SCHOOLS		
Trenton .....	165	100 D
Montclair .....	174	37 D
Newark .....	18	368 D

Respectfully submitted,



Commissioner of Education

PART II

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REPORTS OF ASSISTANT COMMISSIONERS AND  
PHYSICAL TRAINING DIRECTOR

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For year ending June 30, 1920

## ELEMENTARY EDUCATION

PREPARED BY

EDGAR S. PITKIN

*Assistant Commissioner in charge of Elementary Education*

I respectfully submit the following report for the school year 1919-20.

Supervision that does not definitely improve the teaching may be rated a failure, with both time and money wasted. With this in mind the efforts of this department have been directed toward making supervision more effective through various agencies of visitation, conferences, teachers' meetings, examinations and reports.

Teachers' institutes have been held in sixteen counties. In fourteen of these counties all teachers were included. In Hudson County and in Essex County only those districts outside the cities were included. This was necessary because there is no school auditorium in these counties that would accommodate all the teachers in the county. The institutes were in session for two days each, except in Essex and Mercer Counties, where one day institutes were held.

In making out the programs it has been thought best to have a general session, including music and an inspirational address, followed by sectional meetings in which some very specific things were presented and discussed. In some of our counties the sections are grouped as high school teachers, grammar school teachers and primary school teachers. In several of the counties teachers of one room rural schools have been grouped for instruction. The following programs illustrate the types that have been followed, one being the program used in one of the counties that is largely rural, the other in a county largely urban.

### SALEM COUNTY INSTITUTE

MONDAY, OCTOBER 13, 1919.

#### FORENOON

- 9:30 Community Singing
- 10:00 Address, Dr. Updegraf
- 10:45 Address, *Junior Project Work*, Mr. A. M. Hulbert



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## SCHOOL REPORT.

### 11:00 Sectional Meetings

High School Teachers, Dr. Meredith

*Conferences*

Grammar School Teachers, Mr. Philhower

*English in the Grades*

Primary School Teachers, Mr. Pitkin

*Program Making and Class Management*

### AFTERNOON

1:15 Community Singing

1:30 Address, Dr. Updegraf

2:15 Address, *The State Summer Schools*, Mr. Sensor

2:30 Sectional Meetings

High School Teachers, Dr. Meredith

*Conferences*

Grammar School Teachers, Mr. Pitkin

*Waste in Elementary Schools*

Primary School Teachers, Mr. Philhower

*English in the Grades*

TUESDAY, OCTOBER 14, 1919

### FORENOON

9:30 Community Singing

9:45 County Superintendent's Period, Mr. Dixon

10:15 Address, *Thrift and Reconstruction*, Mr. Steelman

10:30 Address, Dr. Savitz

11:15 Sectional Meetings

High School Teachers, Dr. Wetzel

*Democracy in the Schools*

Grammar School Teachers, Dr. Maroney

*Physical Training*

Primary School Teachers, Miss Hamilton

*The Project Method in Primary Grades*

### AFTERNOON

1:15 Community Singing

1:25 The Elizabeth A. Allen Memorial, Miss Grace Duffy

1:40 Address, Dr. Savitz

2:25 Sectional Meetings

High School Teachers, Dr. Wetzel

*Discussion Continued*

Grammar School Teachers, Miss Hamilton

*Story Telling*

Primary School Teachers, Dr. Maroney

*Physical Training*

# COMMISSIONER OF EDUCATION.

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## ESSEX COUNTY INSTITUTE

FRIDAY, FEBRUARY 13, 1920

- 9:00 Community Singing, Led by Miss Ceridwyn Rosser, Supervisor of Music, Glen Ridge
- 9:15 Introductory Remarks, Mr. Morelock
- 9:30 Address, Dr. Kendall
- 10:15 Address, *Thrift and Reconstruction*, Mr. Mosser
- 10:30 Recess
- 10:45 Sectional Conferences
- High School Teachers, Boys' Study Hall, Mr. Radcliffe  
*High School Problems*
- Grammar School Teachers, Auditorium, Mr. Pitkin  
*Waste in Elementary Schools*
- Third and Fourth Grade Teachers, Lecture Room, Miss Milmine, Chairman  
*Increasing the Value of Classroom Activity*, Miss Cazin
- First and Second Grades, Girls' Study Hall, Mr. Morelock, Chairman  
*Demonstration Lessons in Reading and Dramatization*, Miss Tredway and Miss Salmon
- Kindergarten Teachers, Kindergarten Room, Miss Atwood
- Physical Training Teachers, Gymnasium, Mr. Goeltz, Chairman
- Shop Teachers, Room No. 18, Mr. Hatch
- Music Supervisors, Miss Westwood
- Domestic Science Teachers, Miss Krauter
- 11:45—1:20 Noon Recess
- 1:20 Singing
- 1:30 Address, Dr. Maroney
- 2:00 Address, *Cleave to That Which is Good*, Mr. Gregory
- 2:45 Sectional Conferences
- High School Teachers, Boys' Study Hall, Mr. Radcliffe  
*High School Problems*
- Seventh and Eighth Grade Teachers, Room No. 17, Mr. Pitkin, Chairman  
*The Use of Tests and Scales*, Mr. Shaffer
- Fifth and Sixth Grade Teachers, Auditorium, Mr. Beachler, Chairman  
*Making History Vital*, Miss Stryker
- Fourth Grade Teachers, Room No. 14, Mr. Morelock, Chairman  
*Home Geography*
- Third Grade Teachers, Lecture Room, Miss Milmine, Chairman  
*Resourceful Thinking Out and Working Out*, Miss Billings and Miss Baker
- First and Second Grade Teachers, Girls' Study Hall, Mr. Firman, Chairman  
*Primary Language Work*, Miss Kain

Kindergarten Teachers, Kindergarten Room, Miss Stansbury  
 Shop Teachers, Room No. 18, Mr. Hopper  
 Physical Training Teachers, Gymnasium, Dr. Maroney  
 Domestic Science Teachers, Miss Krauter  
 Drawing Teachers, Miss Marquart  
 Music Supervisors, Miss Westwood

In the sectional meetings an effort has been made to have the teachers discuss the topics presented. This has been rather difficult, owing to the fact that the teachers did not know what problems would be discussed until they were handed the programs at the institute. There are two ways to overcome this, and it may be advisable to try one of these plans in the future. The first would be to have two or three special topics which would be presented in all the institutes one year; for example, "How to Improve the Teaching of English" or "The Teaching of Geography, History and Civics" could be made the major topic for discussion. Notice could be sent to all schools before the institutes began, and the teachers would be expected to come prepared to take part in the discussion. The second method would be to have the program printed several weeks in advance and have copies sent to each school in the county. This would be difficult, as it is almost impossible to get the speakers so far in advance.

Reports from county superintendents and other supervisory officials seem to indicate that the institutes are, on the whole, very helpful. One county superintendent reports that they tend to tone up the teaching in the entire county. Others feel that the sectional meetings often include too large a group or teachers of too many different grades. This objection could be met by still further dividing the sections, but that is practically impossible on account of the additional expense. It seems to me that we do not utilize as we might, however, the talent that we have. While speakers from normal schools and colleges from outside the state bring valuable inspirational talks, their work in the sectional meetings cannot be as helpful as that of our own teachers and principals, who are close to the problems to be solved. There are many superior teachers in the state, and these should be called upon, not only in their own, but in other counties, to explain their methods. If we could know who these teachers are and use them more we would be able to subdivide our sectional meetings into small groups, and all teachers coming to the institute with the right attitude would be benefited.

It would be a valuable thing in more ways than one if the department could have a list of these superior teachers throughout the state. This list should give the grade being taught, should tell something of the teacher's training and experience and should tell in what particular ways she stands out as a superior teacher.

Of course we shall always have with us a small percentage of teachers who are almost entirely lacking in professional outlook and who derive little if any benefit from institutes. They derive little benefit because they come with the wrong attitude of mind and because they bring little to the institute. The teacher who brings little to the institute carries little away no matter how thoughtfully arranged is the program or how practical the talks.



HOME INTERESTS IN KINDERGARTEN  
BRAYTON SCHOOL,



A REALLY TRULY HOUSE  
ROOSEVELT SCHOOL,



DUTCH LIFE IN FIRST GRADE  
WHAT THEY ARE DOING AT SUMMIT

The section devoted to high school teachers is not always satisfactorily handled due to the fact that high school teachers tend to magnify their own subject and manifest little interest in the subjects taught by others. It might be well to hold the institutes of four or five neighboring counties at the same time and then bring the high school teachers of the entire group together for a high school institute. Better speakers could be secured and the teachers could be so grouped that they would receive practical suggestions and helps in the subjects in which they were most interested. It would be best to have the following groups:

Teachers of English and foreign languages; teachers of science; teachers of mathematics; teachers of social sciences, including history, civics and economics; teachers of commercial subjects. In addition, they should be given talks along the lines of general high school progress.

The institutes are valuable as they are, but with these changes they would be still more helpful. In some counties follow-up group meetings are held, intended to clinch some of the points made at institutes.

#### RURAL SUPERVISION

In several of the large cities of the state a primary supervisor is added to the force when there are thirty teachers under the supervising or non-teaching principal. This would indicate that it is thought that no person can adequately supervise the general work of over thirty teachers. These primary supervisors usually confine their work to four or five grades housed in one building. Usually all of their teachers are trained in normal schools.

Contrasted with that we find our helping teachers in some counties supervising from fifty to sixty teachers scattered in many buildings separated by miles of bad roads. A table appended to this shows the problem of supervision as faced by some of our helping teachers.

The helping teachers are a splendid body of women fitted by training, experience and temperament for the type of work they are doing. They are doing most excellent work but are handicapped by the extent of the task. No helping teacher should have over twenty-five to thirty teachers under her supervision. When it is remembered that the majority of the teachers supervised have only summer school training the difficulties of the task are plain to be seen.

Many of the teachers in the rural schools teach but one or two years and few of them who do teach longer than that remain more than a year or so in the same school. The helping teacher must help them get adjusted to their new work, must help them make better and more workable programs, must aid them in the preparation of occupation material that is educational, and must hold group meetings to outline work and to stimulate better work. No teacher can do all these things with satisfaction to herself if she can visit each teacher but once a month.

Additional helping teachers should be employed in Atlantic, Camden, Cumberland, Gloucester, Hunterdon, Salem, Somerset, Sussex and Warren Counties.



## SCHOOL REPORT.

## HELPING TEACHERS

COUNTY	NAMES OF HELPING TEACHERS	TEACHERS SUPERVISED	NUMBER OF BUILDINGS	ONE-ROOM SCHOOLS	TWO-ROOM SCHOOLS	SCHOOLS OF 3 OR MORE ROOMS
Atlantic .....	Cora Schaible .....	52	28	17	5	6
Bergen .....	Melvia Wormuth .....	46	16	3	7	6
	Agnes Brown .....	26	11	5	2	4
	Ethel J. Hartung .....	36	9	.....	2	7
	Nora Leiter .....	19	3	.....	.....	3
Burlington .....	Caroline B. LeConey ..	34	8	1	.....	7
	Margaret McLean .....	37	13	6	3	4
	Alice Shreve .....	37	19	8	7	4
Camden .....	Helen A. Ameisen .....	74	23	13	6	4
Cape May .....	Roxana S. Gandy .....	32	23	14	9	.....
Cumberland .....	Jean F. Mackay .....	46	18	7	4	7
	Nella H. Cole .....	48	23	12	4	7
Essex .....	Margaret Milmine .....	33	8	2	1	5
Gloucester .....	Katherine L. Smith .....	54	28	14	7	7
	Florence E. Knox .....	53	22	5	11	6
Hunterdon .....	Maud C. Newbury .....	45	36	30	4	2
	Jennie M. Haver .....	59	41	37	5	5
Mercer .....	Florence M. Raguse .....	19	6	2	.....	4
Monmouth .....	Charlotte E. Wilson .....	28	17	9	5	3
	Ida L. Johnson .....	29	19	14	1	4
Morris .....	Rachel Fuller .....	21	13	8	3	2
Ocean .....	Sara B. Hernberg .....	29	17	11	4	2
	Harriet Simpson .....	29	15	7	5	3
Passaic .....	Clare Bartlett .....	24	13	9	2	2
Salem .....	Elizabeth P. Sheppard ..	45	25	18	.....	7
Somerset .....	Laura M. Sydenham .....	45	23	15	5	3
	Georgiene Dismant .....	32	26	21	4	1
Sussex .....	Florence L. Farber .....	60	66	52	5	9
Union .....	Mabel Bennett .....	44	8	1	2	5
Warren .....	Vera M. Telfer .....	47	27	16	5	6
	Marcia A. Everett .....	38	30	24	5	1

## EIGHTH GRADE EFFICIENCY TESTS

In the preparation of the eighth grade efficiency tests the Assistant Commissioner has had the very efficient help of a committee composed of the following county superintendents: Mr. Unger, of Cumberland County; Mr. Morelock, of Essex County; Mr. Morris, of Ocean County, and Mr. Shimer, of Warren County. After Mr. Shimer's resignation his place was taken on the committee by his successor in Warren County, Mr. Sanford. I (the Assistant Commissioner) wish to express my thanks to these men for their valuable assistance.

In making the examinations certain definite ideas in the minds of the committee have governed the number of questions, time assigned and choice. In the spelling and English examinations no choice has been given, it being thought that only those words which should be taught in all schools and only

those facts and terms which all good English teachers would stress should be included. In geography and in history, textbooks differ so widely in the stress which they put on various phases of the subject that a pupil might be well taught and yet not cover everything in every text. For this reason it has been thought wise to give a considerable choice in these subjects.

The arithmetic examination, while following the monograph, is intended to have none of the impractical problems formerly included in examinations. Questions have been asked which stressed the informational side as well as the practical side of arithmetic. Thus a question in banking was on the value of a bank to the community, the various functions of a bank as related to the individual rather than a problem of the ordinary type involving bank discount. The informational side of such arithmetical topics as taxation, commission and commercial discount, is probably of greater value to most people than the practical application of the information to problems.

It seems rather absurd that a formal examination in penmanship needs to be given when pupils use their penmanship in five other examination. As valuable results could be obtained by counting the penmanship on the English paper for at least half of the penmanship examination. General appearance, legibility and uniformity of slant could be rated as well from this paper as from a formal examination. Writing position, arm movement and speed could be rated upon a much shorter penmanship test and the marks combined to give the pupils' rating. There are several standard scales of penmanship in the market and several of these should be approved by this department as being satisfactory to use in rating the first part of the examination.

Up to this year the eighth grade efficiency tests were given in January, in May and in June. The reason for giving them in both May and June was because a considerable number of schools in the southern part of the state are open but nine months and would close before the June examinations were given. It had been found that in some of the schools where the June examinations had been given the two following weeks were practically wasted. Coming so near the end of the term, teachers and pupils seemed to feel that they marked the completion of the required work and there was a decided let-down for the rest of the term. These tests are not given for the purpose of determining promotion, but for the purposes of information. They give the department a general idea of the character of work being done and they give the teachers of the state an idea of the type of work this department believes should be presented. On this account it was thought well to give but one spring schedule and to give that in May. It was felt that coming so far from the conclusion of the term neither teachers nor pupils could feel that the term's work was completed and that sincere and thorough work would continue until the end of the term. This decision was not made until many school people in various sections of the state had been consulted. Their opinion was unanimous that no harm and probably much good would result from the change.

There were some complaints regarding the change but on the whole it was satisfactory. Those protesting based their complaints on the ground that the eighth grade work was not completed or that teachers and pupils felt there was no more to do, or that it interfered with the rules of the local boards of education, which in some cases required examinations at the close

of the term, and thus made a second set prepared by local teachers necessary. The answer to the first complaint is that the eighth grade test is not based upon the work of the eighth grade alone, but upon that of the entire elementary school, and that as a matter of fact the last ten weeks in most schools is devoted to reviewing. The second complaint is based on a misunderstanding of the purposes of education. Education is teaching, not testing, and only by better teaching, teaching which makes the pupil feel that it is worth while, can we reach the desired results. Too much emphasis has been placed in many schools and by many teachers on the purely testing side of education. Pupils have worked for marks on report cards rather than to learn the things worth while.

While the purpose of the tests is informational, some schools base their promotions almost exclusively on them. This is contrary to the spirit of the law requiring the tests and can only be excused on the ground that the standards of some teachers are so low and supervision is so inadequate that some outside measurement must be applied to determine in part at least whether certain pupils should be allowed to enter high school.

A pupil's promotion in most cases may be safely left to the good judgment of the teacher and should depend largely upon progress through the term and growth in ability to think clearly, rather than upon the ability to pass a series of tests set up by an outside authority.

#### PROMOTION

In too many schools little thought is given to promotion until the term is practically completed. In schools under supervision promotion is one of the most important supervisory problems. All pupils making regular and consistent progress should receive promotion, and the thoughtful teacher or supervisor is constantly vigilant to see that this progress is constant. Some time ago a bulletin entitled "Principles to be Used as Guides in Classifying and Promoting Children" was sent out by this department. This bulletin is worth thoughtful consideration by everyone in the educational force.

If our schools were ideally graded, if our attendance laws were enforced, if our teaching were entirely satisfactory, all pupils would be promoted and there would be no retardation. It is not meant by this that all pupils can make equal progress through the grades. The development of the intelligence tests proves that pupils in our schools are of widely varying mentality, even though of the same chronological age and in the same grades. These pupils cannot go forward at the same rate, but each should go forward at the best speed of which he is capable. The elementary school course might be compared to a road of a certain length to be walked by all pupils on their way from kindergarten to high school. Some of the brighter pupils will cover the ground in six years, some in seven, many in eight, and some in nine and ten years, but all should move forward. The present plan in many schools puts pupils in grades whose work they cannot complete, and then at the end of the term or the year starts them over on the same course. The absurdity and wastefulness of this plan is manifest even to those not engaged in education. Not only is it wasteful of the time of the teacher and injurious in its effect on the school, but to the individual non-promotion is in many cases almost a tragedy. It has been proved that the pupil who is held back

from promotion twice seldom completes the elementary school. Not only does this pupil become discouraged; he becomes habituated to failure, and this may wreck his entire life.

Not only is the slow pupil discouraged, but the pupil of superior ability is not obliged to use his best ability, and cultivates habits of idleness and wastefulness. How shall these difficulties be overcome? First, by a saner view of what education means to the child. The teachers should realize that children differ in mentality, and that the business of the school is to make each individual member able to do those things better which he would do anyway as a member of society. Not accumulation of facts, but growth in the ability to think clearly should tell whether a pupil is making satisfactory progress. In ungraded schools grouping within the grades will help solve the problem. Thus a pupil in the fourth grade in arithmetic may read and spell with the sixth grade if he has sixth grade ability in those lines. This will spur him on to do his best in all subjects. Other variations of this plan will occur to every wide-awake teacher.

In the larger graded schools grades should be divided into rapid, average and slow groups, and within the grades there may be formed rapid and slow divisions. Promotion of these divisions should occur whenever they have completed a term's work, regardless of the calendar. Some principals will object that such a plan is upsetting to their organization, but the answer to this is that organizations are less important than the welfare of the pupils.

#### VARIOUS STANDARDS OF GRADATION IN THE SCHOOLS

It is evident to one visiting schools in different parts of the state that the standards by which pupils are graded are far from uniform. Naturally some variation would be found, but it is rather disturbing to find in one school pupils classed as seventh grade who would find it difficult to do the work of the fifth grade in a school in another part of the state. County conferences of supervising principals, supervision by the helping teachers, and directed visitation are some of the means which will help to correct the variation.

In Burlington County a very definite attempt has been made to unify standards for promotion and gradation. A general meeting of all of the teachers of the county was held and standards in various subjects for various grades presented. This was followed by group conferences and by helpful circulars sent out by the county superintendents and helping teachers.

#### EDUCATIONAL IDEALS TOO LOW

In some districts of the state the educational ideals are too low. This is evident by the character of work seen in the upper grades and by the few pupils who enter high school. In some districts no pupils have reached the eighth grade in several years. Evidently the parents in these districts have not been deeply impressed with the value of an education for their children. The solution of this is probably better teaching plus community leadership.

#### STANDARD TESTS

Work with standard tests has been carried on in many parts of the state and a great majority of the pupils have taken one or more of these tests. In

some cases county-wide testing has been conducted under the auspices of the county supervising principals association. In Monmouth and Ocean Counties especially noteworthy work has been done. In Monmouth County spelling and silent reading tests have been given for two successive years. The results have been tabulated and analyzed, and recommendations for improvement have been printed. This is really constructive work and cannot help but be productive of good results. Standard tests, when used only to measure achievement for the sake of rating instruction or schools, are of little use if they stop there. Results must be analyzed with a view to determine causes of unsatisfactory achievement and constructive suggestions given for improvement. Considerable work along this line has also been carried on by the helping teachers. This has tended to unify standards in many of the rural schools of the state. Aside from its actual value in measuring the achievement of the pupils, and thus enabling a somewhat accurate measure to be taken of the work of the schools, it has increased the interest of hundreds of teachers in educational experimentation and in modern educational thought.

Intelligence testing has been carried on in various schools where the mentality of the pupils seemed below normal. In some cases the opinions of supervisors and teachers have been confirmed by these tests, while in other cases the tests seemed to prove that the fault was with the teaching rather than with the mentality of the children.

A number of educators in the state are interested in a plan to give some state-wide standard tests, and this may be worked out in the near future.

#### THE PROBLEM OF THE SUBNORMAL CHILD

In many of our rural school districts are to be found children who are mentally or physically defective. The state institutions are overcrowded and there are not enough of these children in the rural communities to make feasible the formation of classes. Yet in the classes with the regular children they are not only getting little of value to themselves, but are sometimes a menace to their companions. Some definite steps should be taken which will relieve the schools of these pupils and at the same time provide some definite and worth-while training for them.

#### NEW JERSEY GEOGRAPHY, HISTORY AND CIVICS

During the legislative session of 1919 the following became a law:

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

In accordance with that law a monograph was prepared to be distributed to the schools in September, 1920. The object of the law is to make reasonably certain that pupils in our schools, before they leave the elementary grades, shall become familiar with the geography, history and civics of New Jersey. It is not the intention that this shall add another subject to the curriculum of the elementary schools. Rather, it is intended to



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outline certain points to be stressed in the regular geography, history and civics classes of certain grades.

In the preparation of this course the Assistant Commissioner has had the valuable assistance of Miss Florence E. Stryker, of the State Normal School at Montclair; Miss Marion G. Clark, of the State Normal School at Newark; Miss Sarah A. Dynes, of the State Normal School at Trenton, and a large number of teachers and principals in the schools of the state.

The civics outline is intended to give in a brief form the types of government found in New Jersey. It is expected that the classroom teacher will vitalize this outline by relating it to the actual life of the pupil. Teaching the bare facts of civics without hooking up those facts with problems of citizenship as affecting the pupils in school and their parents will be of little value indeed.

### FIRE PREVENTION

In accordance with a law passed during the legislative session of 1920 a course of study in fire prevention was made available for use in all the schools of the state, public and private. This course consists of a New Jersey edition of "Safeguarding the Home Against Fire," prepared originally by the National Bureau of Fire Underwriters for the United States Bureau of Education.

An additional chapter on Forest Fire Prevention was prepared by Mr. Charles S. Wilbur, State Fire Warden, and printed in the booklet.

It is expected that this work, which by law must have devoted to it at least one hour per month, will be taken in connection with civics teaching. If, as the records show, our state ranks very high in per capita loss by fire and if, as has been said, the greater part of those fires are caused by carelessness, teaching to eliminate that carelessness certainly makes for better citizenship.

### CONFERENCES

During the past year three important supervisory conferences were held under the department. These were as follows:

- December 15 and 16, Atlantic City, Southern division
- January 5 and 6, Newark, Northern division
- February 17 and 18, New Brunswick, Middle division

The county and city superintendents, helping teachers and supervising principles of seven counties were invited to each conference. The meetings were largely attended and many phases of modern educational progress were discussed.

The following program, which was given at Atlantic City, is typical of the work of these conferences.

MEETING OF THE COUNTY AND CITY SUPERINTENDENTS, SUPERVISING PRINCIPALS  
AND HELPING TEACHERS FOR ATLANTIC, BURLINGTON, CAMDEN, CAPE MAY,  
CUMBERLAND, GLOUCESTER AND SALEM COUNTIES, ON MONDAY AND TUESDAY,  
DECEMBER 15 AND 16, 1919

HOTEL DENNIS, ATLANTIC CITY

- 11:00 Teaching Pupils How to Study—W. B. Davis, Salem  
Discussion—Miss Hannah Chew, Millville; Miss Jean Mackay,  
Cumberland County  
Note—Ten to fifteen minutes is allowed for general discussion of  
each topic
- 12:00 Developing the School as a Social Center—Miss Mabel L. Bennett,  
Helping Teacher for Union County  
Discussion—Mr. Louis J. Kaser, Mount Holly.
- 2:30 Progress with Project Teaching—Edgar F. Bunce, Mount Holly  
Discussion—George B. Fine, Pensauken; Miss Elma Summerill,  
Collingswood
- 3:30 Progress in the Use of Tests and Scales—Dr. Charles B. Boyer, At-  
lantic City  
Discussion—Miss Alice Shreve, Burlington County; Aaron W.  
Hand, Cape May County
- 8:00 Continuation Schools—Wesley A. O'Leary, Assistant Commissioner  
of Education  
Discussion—James E. Bryan, Camden; Henry M. Cressman, At-  
lantic County
- 9:00 Address—Commissioner Kendall  
General Discussion.

TUESDAY, DECEMBER 16

- 9:00 Motivation of Work in the Seventh, Eighth and Ninth Grades—  
Frank S. Woolson, Camden  
Discussion—Glenn C. Heller, Atlantic City; E. R. Brunyate, Cape  
May City
- 10:00 Motivation of Work in the Fifth and Sixth Grades—H. J. Neal, Col-  
lingswood  
Discussion—George C. Baker, Moorestown; Miss Katherine L.  
Smith, Gloucester County
- 11:00 Americanization—  
From the point of view of the teacher  
From the point of view of the superintendent, Frederick J. Sickles,  
Millville  
From the point of view of the citizen

Besides bringing the superintendents together for formal discussion of  
professional subjects, it makes it possible for those attending to know what  
is going on along the lines of educational progress in other sections of the  
state. The informal discussions which take place before and after the  
regular meetings and the measuring of one's self which takes place in meet-  
ing others in the same profession are also of great value.

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In several counties the county superintendent brought the supervising principals together and after spending the day visiting schools in one of the districts a conference was held under the leadership of the Assistant Commissioner. At these meetings very frank discussion took place regarding the work seen, with definite suggestions for its improvement. These conferences seemed a very valuable way of attacking real problems of supervision.

Visits to other schools have been followed with letters to the teacher or principal giving definite directions for improvement of conditions. The visits of the Assistant Commissioner are sometimes too short for a conference with the teacher and the county superintendent to be held and a letter seems the next best thing.

Consolidation has made some progress during the year. The very severe winter with the consequent difficulty of transportation has proved a setback in some districts where the time seemed ripe for consolidation. Several of the county superintendents are doing heroic work along this very important line of school betterment. In some of the more backward one-room schools it seems as if the only hope for improvement lies in bringing these pupils out to a consolidated school, where they will come in contact with more progressive minds.

## ATTENDANCE

In too many parts of the state the compulsory attendance law is more honored in the breach than in the observance. Especially in the truck farming districts it is difficult to enforce the law, and consequently the educational outlook is often low. Good work in school cannot be obtained without regular attendance. Not only are those who attend irregularly unable to keep up, but those who do attend are injured because part of the teacher's time must be given to teach the absentees when they return the things those present have already been taught. While some changes in the attendance law are doubtless needed much improvement may be brought about by the teachers themselves. Better and more interesting teaching, no time wasted, an impression created in the pupils that when absent they lose something they cannot make up, competition between rooms and schools, visits to parents, circulars to parents, articles in local newspapers—these are all means which will improve attendance.

## OVERCROWDING OF BUILDINGS

During the war and since its close the high cost of labor and material has temporarily halted construction. This has resulted in overcrowding in many of the larger districts. In some of these, half-day classes have been necessary and usually these have been placed in grades I and II. Half-day classes are always unsatisfactory, but if they are necessary it is much better to place them in grades III, IV or V, as the pupils in those grades are better able to adjust themselves to an odd-time schedule. When half-day classes are placed in grade I it has been invariably found that the work of the afternoon division was very unsatisfactory.

MORE INTENSIVE TEACHING OF SPECIAL SUBJECTS

In most schools of the state where drawing, sewing, manual training and domestic science are given they are scheduled for one period a week. This period is usually one hour in length but is sometimes in upper grammar grades an hour and a half. Results are generally unsatisfactory and would be in any subject taught for an hour a week. It would be possible in many schools to give these subjects in intensive cycles of five weeks each without employing additional teachers. Thus in one school visited the Sixth, Seventh and Eighth grade girls are being given one ninety-minute lesson weekly in sewing and one ninety-minute lesson weekly in domestic science. As the same teacher handles both subjects much better results could be obtained by giving two lessons a week in sewing for ten weeks and then two lessons a week in domestic science for ten weeks. Other similar adjustments will present themselves to the wide-awake supervising principal.

## 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 year ending June 30, 1920. Reports from each high school, public and private, are on file, and it is from these public high school reports that the following data have been collected.

TABLE I

## COMPARATIVE STATISTICS OF TOTALS

	1916	1917	1918	1919	1920	Incr.	Decr.
Approved four year high schools .....	136	136	137	138	137	0	1
Registered three year high schools .....	11	10	11	11	10	0	1
Registered two year high schools .....	7	9	9	8	8	0	0
Registered one year high schools .....	2	2	2	1	1	0	0
Total registration in high schools .....	50,030	50,726	51,048	51,379	55,243	3,864	0
Pupils attending high schools in adjoining districts .....	9,088	9,200	9,020	9,270	10,339	1,069	0
Total enrollment of state .....	540,287	544,281	561,825	571,434	591,798	20,368	0
High school teachers,							
Men .....	714	733	714	698	736	38	0
Women .....	1,138	1,195	1,295	1,379	1,289	0	90
	<u>1,852</u>	<u>1,928</u>	<u>2,009</u>	<u>2,077</u>	<u>2,025</u>	<u>38</u>	<u>90</u>

1. From this table it appears that the number of approved high schools has decreased by one. The approval of this one school has been temporarily withdrawn, due to conditions of overcrowding, and because of the delay in making suitable provision for accommodating a rapidly increasing enrollment.

2. West New York has been added to the four year high school group.

3. The four year school at Morris Plains has been closed and the pupils sent to the Morristown high school.



## SCHOOL REPORT.

4. A noticeable increase in total registration is evident—approximately 7 per cent—which is five times the increase of the previous year. For the four previous years the registration had remained almost constant. The demand for juvenile workers in agriculture and industry stopped after the war, with the result that more pupils entered the high school and more pupils remained.

5. It should be noted that in the year ending June 30, 1919, but 250 more pupils came from districts having no high school than attended the previous year, while approximately four times that increase, or 1,069, attended high school outside their home districts during the past year. This is striking evidence of the availability of a high school education for every child qualified to carry on the work, as well as of the increasing popularity of secondary education.

6. From other sources it appears that the aggregate salaries of men and women teachers in high schools, exclusive of principals, was \$1,481,115.09 and \$1,903,216.33 respectively, based upon a total of 736 men and 1,289 women.

The average salary for men last year was \$2,015.12 and for women \$1,362.36. This represents an increase of \$108.67 and \$148.45 for men and women respectively. Even with these increases pace has not been kept with the rising cost of living. Doubtless the figures for next year will show a decided increase because of the school betterment campaign which has been carried on by a special committee of teachers.

TABLE II

## TOTAL ENROLLMENT BY CLASSES OF SCHOOLS

<i>Grade IX</i>					
	<i>1916</i>	<i>1917</i>	<i>1918</i>	<i>1919</i>	<i>1920</i>
Four year schools .....	22,569	22,255	21,171	22,034	24,297
Three year schools .....	163	196	184	216	363
Two year schools .....	161	193	159	276	137
One year schools .....	7	57	150	30	106
Total .....	22,900	22,701	21,764	22,556	24,903
<i>Grade X</i>					
	<i>1916</i>	<i>1917</i>	<i>1918</i>	<i>1919</i>	<i>1920</i>
Four year schools .....	12,534	12,731	13,263	12,827	14,223
Three year schools .....	107	118	120	135	175
Two year schools .....	91	97	14	156	134
One year schools .....	0	0	0	0	0
Total .....	12,722	12,946	13,497	13,118	14,532
<i>Grade XI</i>					
	<i>1916</i>	<i>1917</i>	<i>1918</i>	<i>1919</i>	<i>1920</i>
Four year schools .....	8,013	8,476	8,787	8,648	9,469
Three year schools .....	59	91	78	93	106

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Two year schools .....	0	10	0	0	0
One year schools .....	0	0	0	0	0
Total .....	8,072	8,577	8,865	8,739	9,575

*Grade XII*

	<i>1916</i>	<i>1917</i>	<i>1918</i>	<i>1919</i>	<i>1920</i>
Four year schools .....	6,336	6,409	6,922	6,956	7,150
Three year schools .....	0	P.G. 93	0	0	0
Two year schools .....	0	0	0	0	0
One year schools .....	0	0	0	0	0
Total .....	6,336	6,502	6,922	6,956	7,150
Four year schools .....					P.G. 83
					7,233
Grand total .....	50,030	50,726	51,048	51,379	55,243

Table II shows the distribution of pupils in the different classes of schools for a period of five years. The greatest additions have been in the earlier years, and allowing for the usual percentage who drop out of school, four years hence should see a larger number graduated with a corresponding increase in the number eligible as prospective teachers.

## TABLE III

## PERSISTENCE OF CLASSES OF 1919 AND 1920 COMPARED

	<i>Enrollment</i>	<i>Per Cent</i> (1920)	<i>Per Cent</i> (1919)
1917, Grade IX .....	22,701	100	100
1918, Grade X .....	13,497	59.4	56.5
1919, Grade XI .....	8,739	38.5	38.7
1920, Grade XII .....	7,150	31.5	30.1

## TABLE IV

## PERCENTAGE OF ENROLLMENT BY GRADES

	<i>1916</i>	<i>1917</i>	<i>1918</i>	<i>1919</i>	<i>1920</i>
Grade IX .....	45.75	44.7	42.6	43.87	45.08
Grade X .....	25.42	25.5	26.4	25.57	26.32
Grade XI .....	16.13	17.0	17.3	17.01	17.33
Grade XII .....	14.00	12.8	12.8	13.54	13.09

## SCHOOL REPORT.

Tables III and IV indicate in some measure the holding power of the high schools. It may be observed that the percentage of tenth grade pupils is somewhat larger than last year, with grades eleven and twelve remaining practically constant.

That a larger proportion of pupils entered the high school than last year is indicated in the percentage of ninth grade pupils.

TABLE V  
ENROLLMENT BY COUNTIES OF HIGH SCHOOL BOYS

	1920	1919	<i>Incr.</i>	<i>Decr.</i>
Atlantic .....	868	718	150	0
Bergen .....	2,117	1,775	342	0
Burlington .....	455	398	57	0
Camden .....	1,117	892	225	0
Cape May .....	273	261	12	0
Cumberland .....	719	667	52	0
Essex .....	6,032	5,718	314	0
Gloucester .....	428	352	76	0
Hudson .....	4,656	4,147	509	0
Hunterdon .....	326	274	52	0
Mercer .....	991	869	122	0
Middlesex .....	929	868	61	0
Monmouth .....	1,383	1,219	164	0
Morris .....	891	737	154	0
Ocean .....	310	292	18	0
Passaic .....	2,065	1,900	165	0
Salem .....	255	240	15	0
Somerset .....	420	367	53	0
Sussex .....	193	166	27	0
Union .....	1,871	1,584	287	0
Warren .....	410	383	27	0
Total .....	26,709	23,827	2,882	0
Difference .....			2,882	

Table V has been prepared primarily in relation to agricultural instruction. In 1919 the number of high school boys was less by 275 than for the year 1918. For the year 1920 the number is 2,882 greater than for 1919. The three counties Bergen, Essex and Middlesex, which previously showed losses, now show decided gains. The withdrawal of boys from industry has undoubtedly been a contributing factor to this increase. Instead of ten counties showing a decrease, all counties show an increase. It may be confidently believed that another element making for so marked an increase is a better adaptation of the school curricula to school needs.

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TABLE VI  
DISTRIBUTION OF GRADUATES PROPOSING TO ENTER HIGH INSTITUTIONS

	1915	1916	1917	1919	1920
Colleges .....	1,100	1,144	1,080	1,399	1,485
Technical Schools .....		222	202	544	284
Normal Schools .....	1,104	1,231	1,028	768	820
Law Schools .....	69	64	67	43	64
Medical Schools .....	42	37	37	51	51
Dental Schools .....	36	75	75	48	74
Other Higher Institutions .....	191	257	253	279	848
Total .....	2,602	3,028	2,742	3,132	3,626
Total Graduates .....	4,531	5,520	6,633	5,685	6,119
Percentage of graduates proposing to go on for additional study .....	57.4	54.8	43.3	55	59.2

Table VI is a statement of intentions. Doubtless several years intervene in many instances between graduation and entrance upon further study. A special study of a particular class would be interesting.

It will be observed that the total percentage, 59.2, is higher than for any of the previous years indicated. The enrollment figures of colleges and normal schools the country over confirms the indications noted above.

The Women's College at New Brunswick has met a long-felt need and accounts for some of the increase in the proposed college attendance.

## SPECIAL STUDIES

In the report for 1916 I began a series of special studies relating to the different subjects offered in the high schools. For a number of years previously statistical data had been collected, each year indicating the number of pupils studying each subject. A year's time seemed too short a period to indicate any marked tendencies, so instead, a particular group of subjects was singled out for special consideration each year. Thus far the whole range of the program of studies has been covered and we begin again with the commercial subjects as in 1916. The figures for the years 1916 and 1920 follow.

TABLE VII

ENROLLMENT BY YEARS IN CLASSES OF THE VARIOUS COMMERCIAL SUBJECTS

1915-16

SUBJECT	Grade IX		Grade X		Grade XI		Grade XII		Total		Total	No. of	Percent- age of
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Enroll- ment		
Stenography .....	441	986	839	1,373	804	1,180	492	753	2,576	4,292	6,868	108	13.7
Typewriting .....	687	1,287	875	1,365	782	1,211	531	880	2,875	4,743	7,618	109	15.2
Bookkeeping .....	2,542	2,658	1,608	1,774	432	469	229	253	4,811	5,154	9,965	130	19.9
Business Practice .....	335	405	100	86	75	104	93	141	603	736	1,339	33	2.6
Commercial Arithmetic ..	531	880	1,987	2,347	576	573	148	207	3,242	4,007	7,249	110	14.4
Commercial Geography ..	292	249	284	397	90	130	164	224	830	1,000	1,830	60	3.6
Commercial Law .....	41	51	181	179	263	285	289	447	774	962	1,736	71	3.4
Economics .....	.....	.....	16	32	21	27	231	345	268	412	681	28	1.3
History of Industry .....	305	416	87	174	149	137	19	29	560	756	1,316	32	2.6
Penmanship .....	750	403	24	10	.....	.....	.....	.....	774	713	1,437	...	.....
Banking .....	.....	.....	.....	.....	.....	.....	36	6	36	6	42	1	.....
Advertising .....	.....	.....	.....	.....	.....	.....	67	63	67	63	130	1	.....
Transportation .....	.....	.....	.....	.....	.....	.....	49	21	49	21	70	1	.....
Accounting .....	.....	.....	.....	.....	.....	.....	45	35	45	35	80	1	.....
Total .....	5,924	7,635	6,001	7,737	3,192	4,116	2,393	3,413	17,510	22,901	.....	.....	.....

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TABLE VIII

ENROLLMENT BY YEARS IN CLASSES OF THE VARIOUS COMMERCIAL SUBJECTS

1919-20

SUBJECT	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>		<i>Total</i>	<i>No. of</i>	<i>Percent- age of</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Enroll- ment</i>	<i>Schools</i>	
Stenography .....	300	1,095	413	1,298	953	2,018	475	1,054	2,141	5,465	7,606	114	13.7
Typewriting .....	723	1,916	858	1,742	1,034	1,994	531	1,073	3,146	6,725	9,871	116	17.1
Bookkeeping .....	1,618	2,991	1,591	3,016	443	662	163	232	3,815	6,901	10,716	128	19.3
Business Practice .....	40	....	17	49	17	30	74	173	148	252	400	26	7
Commercial Arithmetic ..	2,301	5,920	568	738	55	100	134	281	3,058	7,039	10,097	116	18.3
Commercial Geography ..	352	608	490	981	232	517	57	133	1,131	2,239	3,370	69	6.1
Commercial Law .....	7	12	36	108	354	495	456	365	853	980	1,833	79	3.3
History of Industry .....	281	482	111	171	44	88	24	40	460	781	1,241	33	2.2
Total .....	5,622	13,024	4,084	8,103	3,132	5,904	1,914	3,351	14,752	30,382	45,134	....	....

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A comparison of these two tables reveals the following facts:

1. In stenography the percentage of the total enrollment remains the same, but the subject has shifted from the earlier to the later years of the high school course.

2. The number studying typewriting has increased by nearly 2 per cent. This increase is most marked in the first year, particularly in those schools which offer a two-year commercial vocational curriculum.

3. The percentage studying bookkeeping remains practically constant.

4. There has been a falling off in the total percentage of pupils studying business practice, but it should be noted that the greater proportion of these pupils are in the twelfth year, whereas four years ago the majority of the enrollment was in the ninth grade. The present courses are on a higher level of attainment than formerly. But in view of the fact that general clerical positions attract larger numbers of pupils than specialized work, and that it is into positions of this character that the younger pupils enter after one or more years of high school, the tendency to postpone systematic office practice should be critically examined.

5. In commercial arithmetic the enrollment is largest in the first year instead of in the tenth grade, as was the case in 1915-16. The percentage of the total enrollment has increased from 14.4 to 18.3.

6. The number studying commercial geography has practically doubled in the period under consideration.

7. In the remaining subjects there has been but little change.

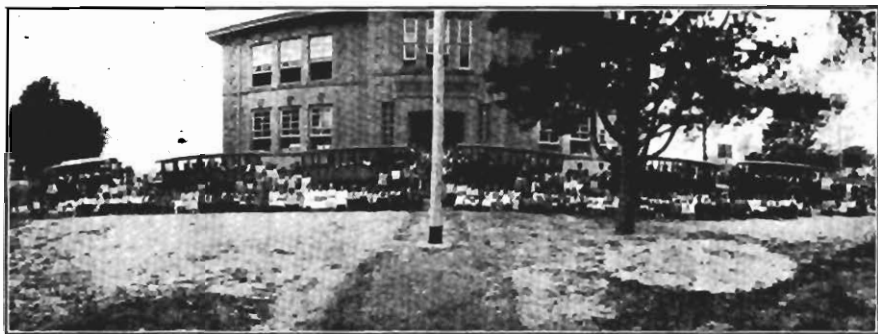
Since 1915-16 the total high school enrollment has increased from 50,030 to 55,243, or approximately 10 per cent., so that in no case has the percentage of enrollment in any one of the commercial subjects kept pace with the growth of the high school enrollment.

In general it may be said that during the past four years the commercial curricula have been remodeled and better adapted to the employment conditions found in the different districts. This adaptation has meant the recognition of the fact that there must be specific preparation for different levels of commercial activity. Pupils leaving the high school early should be prepared for general office work and not as bookkeepers or as stenographers, hence typewriting, commercial arithmetic, English and the elements of bookkeeping will therefore be found most frequently in the program of the first year. Stenography will be given later, in most schools. The adaptation to actual conditions, however, is in no sense complete, as is shown by recent commercial surveys conducted by the Federal Board for Vocational Education. Studies were made in 28 cities of 23 states, including several cities of New Jersey, to determine the character of commercial positions open to high school pupils and to suggest the specific preparation needed to fill them.

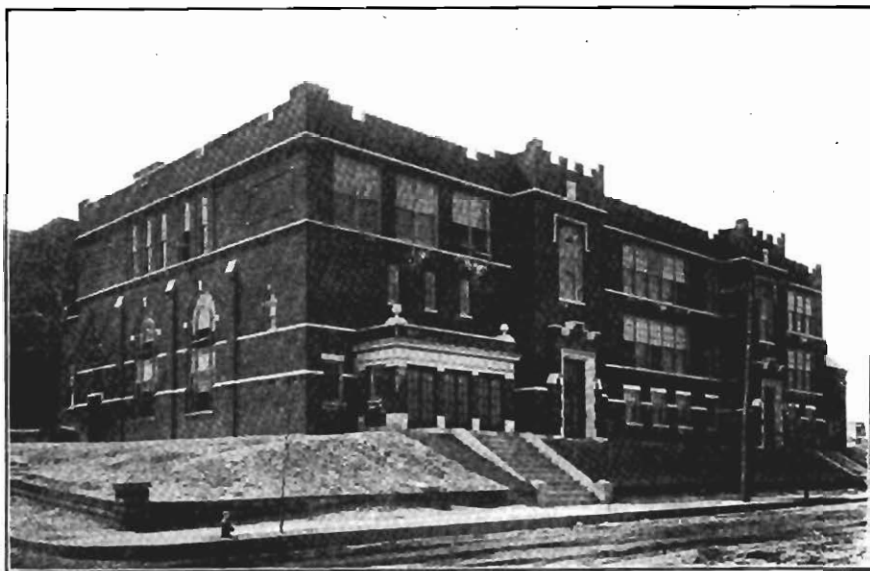
Since these findings have much significance in the matter of organizing commercial and business curricula, some of the conclusions are herein reproduced.

- "1. Not more than 2 per cent. of commercial workers under 18 years of age are stenographers, and yet a majority of such young people who take business courses study shorthand.

- "2. Only about 1 per cent. of such workers are properly classified as bookkeepers, while practically all business course students devote much of their



HOPEWELL TRANSPORTATION  
CUMBERLAND COUNTY



INTERMEDIATE AND SENIOR HIGH SCHOOL,  
EIGHTEEN ROOMS AND COMBINATION GYMNASIUM-AUDITORIUM  
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time to bookkeeping. We are not getting all we should out of this subject, and the time devoted to it should be shortened or the teaching method should be revised.

"3. There are at least a round three dozen commercial occupations that are worthy of serious consideration in any comprehensive plan for giving business training. Commercial teachers are not for the most part concerned about more than a bare half dozen subjects in their thinking. Three of these dominate all elementary commercial education plans to the positive detriment of many boys and girls.

"4. *General clerical positions* bring young office employees into contact with more people, reveal a wider range of aptitudes, offer better opportunities for advancement, and furnish employment to a larger proportion of our commercially trained young men and women than do stenographic and bookkeeping positions. Special office practice, however, is usually reserved for the few who survive to the end of the long four year course.

"5. In some cities at least a third of the commercial occupations listed offer salary returns quite equal to those made in shorthand and bookkeeping positions.

"6. Timekeepers, receiving clerks, and entry clerks frequently earn more money than assistant bookkeepers among such younger office workers.

"7. Office machine operating requires brains and training, public opinion to the contrary notwithstanding. To be a good calculating machine operator one should be fairly well trained in the accurate manipulation of figures. So far we have been quite content to 'demonstrate the machine,' rather than to teach picked boys and girls to operate it.

"8. 'Telephone girls' require training, get good wages, have good conditions under which to work, and are not without promotional possibilities. In numbers employed, this occupation is not far behind the other better known business employments. Some girls are especially qualified for this type of service.

"9. The retail store not only claims a very large proportion of our very young people, but offers exceptional opportunities for future advancement. However, only a small fraction stay long enough to become salespeople, and only a small fraction of young store workers actually sell goods.

"10. The file clerk has an opportunity to render exceptional service for which a high salary may be expected. Contrary to popular belief, it is not a 'blind alley' job. In our commercial courses we fail to do more than expose our boys and girls to this important subject, which is especially well adapted to certain types of young people.

"11. In at least one city, twelve of the occupations listed offer 'special opportunities for advancement.' All vocational training should have this feature definitely in mind.

"12. Most young people sense the need for more of what may be called a 'general business training,' as distinguished from 'special training.'

"13. By enabling those who have dropped out of school to make up what they have lost, the continuation school is sending many back to the all-day school. What does this suggest in the way of training?

"14. A modified type of business education must be provided for boys and girls between 14 and 17 years of age if their vocational needs are to be met.

"15. General training, motivated by commercial application, must be furnished along with any specialized business training."

SECOND HIGH SCHOOL CONFERENCE

The second New Jersey High School Conference was held at the State University, New Brunswick, on Friday and Saturday, October 31 and November 1, 1919. The record of last year was exceeded in attendance, quality of addresses and discussions, and enthusiasm. Many teachers and principals have since said that the Secondary School Conference was coming to be the most significant and helpful educational gathering of the year. Some boards of education have also recognized this fact by closing the high school early on Friday and by paying the traveling expenses of the teachers in attendance.

The University and Rutgers College were, as usual, generous and thoughtful hosts, every detail of accommodation having been carefully planned for, so that the delegates had no reason for confusion or inconvenience.

At the headquarters in Van Nest Hall, 735 persons registered during the two days, and in all the sessions at least 950 people were in attendance.

The general session of the conference, with Mr. C. T. Stone, President of the State High School Teachers' Association, presiding, opened at 4 o'clock Friday afternoon in Kirkpatrick Chapel. The program was given over to the subject of "Americanization." Dr. Stephen S. Wise, of New York, gave a stirring address on "Americanization False and True," and was followed by Dr. F. C. Butler, Federal Director of Americanization, whose topic was "Americanization From the Federal Viewpoint." The chapel was crowded to its capacity with an appreciative audience.

At 7 o'clock occurred the annual conference dinner in the Ballantine Gymnasium, with an attendance of 350 delegates. Among the after dinner speakers were President Demarest of the University, Assistant Commissioner Meredith, and Commissioner Kendall. Later followed the second session on Americanization, when Dr. E. L. McElroy, of Princeton, spoke on "Americanization and the Industrial Democracy."

Beginning at 9:45 on Saturday morning the different associations of high school teachers held their fall meetings as sections of the conference, and each meeting, both morning and afternoon, was well attended. The papers and discussions were of a high order of excellence.

Among the new sections were those representing educational administration, vocational agriculture, and public speaking. The attendance at the administrative section was about 150.

The entire conference were the guests of the University at an excellent buffet luncheon served in the gymnasium. This proved to be the most enjoyable social feature of the day.

A new feature to be followed in other years by other associations was the joint session of the social science group and the natural science teachers. An excellent program of common interest was presented.

Plans have already been made for the conference of 1920 by the officers of the various associations, who constitute the general conference committee of which Assistant Commissioner Meredith is chairman. The conference just concluded has set a high standard for subsequent meetings.



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Much help may be had for the future outlining of courses from "Business Education in Secondary Schools," a Bulletin issued by the U. S. Bureau of Education, Washington, No. 55, Series of 1920. The attention of the schools was called to this matter in the April Secondary School Letter issued by this office.

## HIGH SCHOOL PLAYS

Many inquiries have come to the office during the past few years concerning available plays for high school pupils. In order that material suitable for the different dramatic activities of the high school might be at hand, a request was made of the principals to send in lists of plays together with details as to costs, the number in the cast and different items which would make adaptation or selection easier. The response has been very gratifying and much information is now on file. This office serves as a clearing house, and already its services have been in demand. It is hoped that the quality of plays may be improved as a result of this plan of cooperation.

## INTERSCHOLASTIC DEBATING

For the sixth year there has been interscholastic debating among the high schools of the State, under the general guidance and help of the Philoclean Society of Rutgers College. At the January Conference held at New Brunswick more than two hundred representatives of high schools were in attendance. At that time rules were drawn up, questions selected, and the arrangements completed for the semi-final debates in each group. Following the business session of the morning a luncheon was served at Winant's Hall, at which Governor Runyon was the principal speaker. The effect of the conference can be appreciated more fully when it is realized that what took place was reported in the assembly exercises of the great majority of the smaller high schools.

More than two months are given the schools to select their teams through interclass or inter-society debates. The importance of interschool debating has been emphasized more and more each year. The increased number of students participating, the development of local interest, and the better selection of debating material are some of the benefits resulting from intra-school debates. The interschool contests furnish the objective for this intra-school organization, and the intra-school debates, in turn, develop debaters and stimulate the best school spirit.

As in previous years, the schools are grouped in fours, according to their size and relation with other schools. In each group there are two semi-final debates, held on the same night, and one final debate to determine the group championship. Because of the increasing size of the organization, it has been found impossible to hold a State championship series, as formerly.

During the past year there were twenty-five groups of four schools each, and at the close of the year fourteen cups and eleven scarlet and black banners were presented to the respective winners of the group debates.

No one who studies the effect of debating upon the general morale of school life can doubt its value. Moreover, the schools greatly appreciate the work that Rutgers college, as a part of the State University, is doing to stimulate this form of interschool activity. This connection of the high schools with the University is of great value to both interests. So widespread and general is the participation of the schools of the State in this form of academic life that one high school principal made the remark that a New Jersey high school cannot consider itself up to standard unless it participates in Rutgers Interscholastic Debating. The subjects debated this year were, Resolved: "That the United States should prohibit immigration for at least five years," and Resolved: "That compulsory arbitration should be adopted as the best means of settling labor disputes."

#### MONOGRAPHS

At present there are five high school monographs in use throughout the State. Of these, three have been revised and reprinted within the last two years. During this year the manuscripts of four other monographs have been prepared and given a trial in the schools by the use of mimeographed copies. With the constructive suggestions of many teachers these bulletins should soon be ready for the printer.

The material now ready for press includes "The Teaching of the Modern Languages, including Syllabi in French, Spanish and English." In the preparation of this material the department had the cooperation of the Association of Modern Language Teachers of New Jersey.

"The Teaching of Algebra including a Syllabus of Elementary and Intermediate Algebra" is also ready for printing. This monograph was prepared by a committee of the Association of Teachers of Mathematics of New Jersey in conjunction with this office.

Before assuming final form both of these monographs were made the subject of many discussions at teachers' meetings and conferences. This fact gives them a practical value, and coupled with actual trial in many classrooms the monographs should be of very definite value to teachers.

"The Teaching of Latin, including a Syllabus for Four Years' Work" is the title of a third new monograph. In the preparation of this material the Department is under special obligation to Superintendent William F. Little of Rahway, formerly principal of the Battin High School, Elizabeth. Superintendent Little revised and added many helpful teaching suggestions to a syllabus which had been prepared some years ago. The Classical Association of New Jersey have also given substantial aid. These three monographs are ready for the printer and should soon be available.

The fourth of the new bulletins, "Problems in American Democracy," has gone to press. This monograph is an amplification of a brief outline of the same title which was a part of the prescribed course in physical training. In 1919 the Legislature prescribed the course outlined in the bulletin for sixty full hours and required that it be taken in either the eleventh or twelfth grades by all pupils. The course represents a distinct innovation in social science teaching. Its purpose is to assist in developing self-reliant thinking,

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but on the basis of and respect for exact science in the economic, political and social fields. Throughout the outline, however, a constant effort has been made to impress the pupil that in addition to his increase of knowledge he must constantly realize his civic obligations, present and future, and that it is his duty to respond with appropriate action. The net result of the study should be right conduct guided by sound reason and by high ideals of service.

The fifth and last high school monograph issued or prepared during the year is entitled "The Teaching of Community Civics; Vocational Guidance." This monograph has been prepared for either the ninth or tenth grades and is required of all pupils for sixty hours.

All the monographs so far issued have become the courses of study in their respective fields. So far as they have had especial value it is due in largest part to the fact that the material has represented that which actual classroom experience has found most workable.

### VISITATION

The usual visitation has been carried on as in previous years, except that more schools than previously have been inspected. These visitations, the various institutes and voluntary teachers' meetings have served to make known among teachers current practices of the schools, and also to give opportunity for the presentation of the newer aspects of secondary education. Visiting a school with several teachers and principals, and at the end of the day holding a round table discussion of the recitations observed has proved especially stimulating and helpful.

Professional solidarity and the consciousness of a common purpose are marked characteristics of the educational life of the secondary schools of this State. This means that the work of the schools and the opportunities presented to the young people of secondary grade are of the highest worth. The duties of this office under such circumstances are a pleasure and not a task.

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)

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## DECISIONS

PREPARED BY

JOHN ENRIGHT

*Assistant Commissioner in charge of Controversies and Disputes*

Following are some of the decisions rendered from November, 1919, to November, 1920:

### USE OF SCHOOL BUILDINGS FOR OTHER THAN SCHOOL PURPOSES

EDWARD K. STRETCH

*Appellant*

*vs.*

BOARD OF EDUCATION OF WEST HOBOKEN, HUDSON COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

GEORGE J. McEWAN, for Appellant.

FREDERICK K. HOPKINS, for Respondent.

The petitioner in this case is Edward K. Stretch, a resident and citizen of West Hoboken, Hudson County, New Jersey.

He claims to be chairman of the School Protective League of the Town of West Hoboken. The Protective League, it is claimed, is an organization of parents and guardians of the children attending the West Hoboken public schools.

The petitioner claims further that on April 9, 1919, the League through its secretary made application to the Board of Education of West Hoboken for permission to use the auditorium of the Emerson High School on the evening of April 14, or on the evening of April 15, or 16, 1919, for the purpose of holding a public mass meeting to consider some question connected with the management of the schools.

The board of education took no action in regard to this application.

On April 22, 1919, the said League claims that application was again made in writing to the school board for permission to hold a mass meeting in the auditorium of the Emerson High School on the evening of May 13, 1919, or on any other available evening. No response to this application was made by the Board.

A committee of the League, it is stated by the Petitioner, appeared before the Board of Education on May 13, 1919, and requested from the Board permission to use the auditorium of the high school. This request was denied.

The Petitioner claims that his organization, being a civic organization, is



entitled to have the use of the school as provided in chapter 35, P. L. 1917, paragraph "C," which reads as follows:

"The board of education of any school district shall, subject to reasonable regulations to be adopted by said board, permit the use of any schoolhouse and rooms therein for holding social, civic and recreational meetings and entertainments and for such other purposes as may be approved by the board of education."

It is not denied by the Respondent that the organization asking for the use of the school building through its secretary is made up of citizens of the school district. It is not denied that the purpose of the meeting was to discuss some question pertaining to the schools of the City of West Hoboken.

It would seem, therefore, that in the case of such a meeting, even though it may be called at a time of considerable excitement, because of a ruling of the Board, and even though it may be called for the purpose of criticizing some decision pertaining to the schools made by the Board of Education, the Board should consider the matter as a request that could not be denied to its citizens, unless there was some threatened interference with the regular work of the school.

The Board is enjoined by law to grant for certain purposes the use of the school rooms when not used for ordinary school purposes; but of course permission to use the auditorium must be subject to the exercise of a proper discretion. The Board of Education holds in trust under the school laws of the State all school property. It is responsible for the proper care of the property. It has a right to know for what purpose the school is to be used.

The Board has a right to prescribe reasonable regulations in the granting of permission to use the building to an organization of citizens. It does not appear that there was any qualified permission to use the building or any conditions exacted by the Board. The refusal was arbitrary.

I am therefore of the opinion that the Board of Education did not exercise a wise discretion in the refusal of the auditorium of the high school, when there was a proper application made for the use of it by responsible citizens and residents of the Town of West Hoboken.

The appeal is hereby sustained.

November 6, 1919.

Affirmed by STATE BOARD OF EDUCATION.

#### POWER OF BOARD OF EDUCATION TO LEASE SCHOOL PROPERTY

R. O. WILGUSS

*Appellant*

*vs.*

BOARD OF EDUCATION OF THE BOROUGH  
OF RED BANK, MONMOUTH COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

The Appellant is R. O. Wilguss, a resident of the school district of the Borough of Red Bank, Monmouth County, New Jersey.

The appeal is taken from the action of the Board of Education at a meeting held on October 9, 1919, in which a resolution was passed ordering a

# COMMISSIONER OF EDUCATION.

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portion of a school lot to be leased for a nominal sum to the Monmouth County Historical Society for the erection of a building to serve as an historical museum and as a place for holding meetings of the Society.

The Appellant insists that a board of education has no authority to lease lands belonging to a school district without first submitting the question to the voters at a school meeting called for that purpose.

The law in reference to such matters is found in section 86, paragraph 4, P. L. of 1903, and provides as follows:

"The board of education shall have power to purchase, sell and improve school grounds; to erect, lease, enlarge, improve, repair or furnish school buildings, and to borrow money therefor with or without mortgage; provided that for any such act it shall have the previous authority of a vote of the legal voters of the district."

It is therefore my opinion that in accordance with the statute provided in such cases the board of education has no authority to lease to the Monmouth County Historical Society any lands belonging to the school district of the Borough of Red Bank without first obtaining the authority of the legal voters of the district given at a special election called for that purpose or given at the regular annual election for members of boards of education, after stating in the notices calling the meeting that the proposition of leasing a portion of the school property will be submitted.

The appeal is accordingly hereby sustained.

November 11, 1919.

## FURNISHING OF ADEQUATE SCHOOL FACILITIES

RESIDENTS OF HOPEWELL TOWNSHIP

*Appellants*

*vs.*

BOARD OF EDUCATION OF HOPEWELL  
TOWNSHIP, MERCER COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

EDWIN C. LONG, for Appellants.

The Petitioners in this case are Albert G. Titus et al., residents of the Township of Hopewell, Mercer County, and they reside in the vicinity of the Woosamonsa district school.

The Appellants protest against the closing of the Woosamonsa school, and ask that an order be given to the Board of Education to have this school reopened and a teacher employed as in former times.

The Board of Education of Hopewell Township had ordered the school closed in January, 1918, and provided for the transportation of all pupils to the Pennington public school, and made arrangements with the Board of Education of Pennington school district for the furnishing of proper school facilities at that place.

The reason for the closing of the school in January, 1918, was the difficulty of obtaining a legally qualified teacher to teach the school. Good transportation, in which no fault is found, was provided for, and the school at Pen-

nington is a regular graded school containing classes in the different grades.

The distance from the Woosamonsa school to that at Pennington is not more than two and one-half miles for the pupils residing at the greatest distance.

The things that influenced the Board of Education in continuing to provide school facilities at Pennington for these pupils were: First, that better school facilities could be provided at the Pennington school than at the home school; further, the transportation distance was not great; and still further, a contract had been made for adequate transportation for these pupils.

It seems to me, therefore, that the Board of Education acted entirely without prejudice and in the exercise of a wise discretion under all the circumstances. This year it is still more difficult to get legally qualified teachers to teach small schools in country districts.

I am, therefore, of the opinion that the Board of Education of Hopewell Township acted in good faith and entirely within the scope of its power, having furnished for the residents of this section of Hopewell Township proper school facilities, in fact much better than are furnished in similar cases elsewhere in Mercer County and in the State.

The petition is accordingly hereby dismissed.

November 11, 1919.

Affirmed by STATE BOARD OF EDUCATION.

# ADEQUATE PROVISION FOR TRANSPORTATION OF PUPILS

FRANKLIN KIMBLE

*Appellant*

*vs.*

BOARD OF EDUCATION OF THE TOWNSHIP OF HARDYSTON, SUSSEX COUNTY

*Respondent*

DECISION OF THE COMMISSIONER OF EDUCATION

THEODORE E. DENNIS, for Appellant.

FRANK KIMBLE, for Respondent.

The Appellant asks that the Board of Education shall provide suitable transportation to and from the Hamburg school for his nephew, Monroe Kimble, who resides with him, and for others living in the section of the township south of the Hardystonville bridge.

The Appellant also asks that separate routes for the transportation of pupils to Hamburg be established, and further that his bill for the transportation of his nephew, Monroe Kimble, to and from the Hamburg school for a period of ten days at \$2 per day be allowed.

The Petitioner appealed to the local Board of Education for better school facilities in the winter of 1918. On February 13, 1919, a hearing was held before the Board of Education, at which the Petitioner urged said Board to provide for the transportation of his nephew. The Board of Education ordered as a result of this hearing that the transportation route be extended

## COMMISSIONER OF EDUCATION.

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from the Hardystonville bridge to the residence of Isaac Jennings, which residence was within three-quarters of a mile of the residence of the Appellant, as admitted by him. Notwithstanding this change in the transportation route the Appellant is not satisfied.

The Board of Education claims that the distance from the Appellant's home to the starting point of the route is only four-tenths of a mile, and further, that this distance is much less than many children in other parts of the school district have to travel in order to reach schools from their homes.

The Board of Education further asserts that the transportation route thus established has been approved by the County Superintendent.

The Appellant claims that he took it upon himself, after notice to the Board of Education, to furnish transportation for his nephew, to the school at Hamburg for a period of two school weeks, beginning February 17 and ending February 28, for which he presented a bill to the Board of Education for \$20.

After carefully considering both petition and answer in this case, I am of the following opinion:

First, that the Board of Education has furnished, all things considered, suitable transportation facilities to the Appellant and the residents of the section of the township south of the Hardystonville bridge.

That it is not an unreasonable distance, even if it is three-quarters of a mile, for a child to walk to the point of starting of the transportation route.

The second subject of appeal is that there should be another route established for children living in the vicinity of the Appellant.

Establishing transportation routes is a function that belongs to the local board of education and the county superintendent, whose approval is necessary in order that the lawful apportionment of money may be made. If there is necessity for another route, and such necessity is approved by the county superintendent, then such other route should be established.

In regard to the third claim, I find that the Appellant, having no agreement or contract of any kind for the furnishing of transportation himself to the Hamburg School can have no claim for the payment of his bill of \$20 for this purpose.

The appeal is accordingly hereby dismissed.

November 13, 1919.

## BIDS FOR TRANSPORTATION CONTRACT

S. B. COFF

*Appellant*

*vs.*

BOARD OF EDUCATION OF UPPER TOWNSHIP, CAPE MAY COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

JOSEPH DOUGLASS, for Appellant.

E. C. COLE, for Respondent.

The Appellant in this case complains that the Board of Education of the Upper Township, Cape May County, awarded a contract for transportation to Ellsworth Somers, who, he alleges, was not the lowest bidder.

The Appellant claims he made a bid to furnish transportation for high school and grade pupils from their homes at Steelmantown and Marshallville to high school and grammar school at Tuckahoe for the sum of \$948.10; and that further, the bid of Ellsworth Somers for the transportation of the same pupils was \$5.10 per day.

In comparing these two bids the Board of Education concluded that the lowest bidder even in dollars was the said Ellsworth Somers.

No determination could be made of the total amount of the bid made by Mr. Somers unless the number of days of service was exactly known. The Appellant claims that the number of days is 190, because the basis heretofore has been to pay for transportation in nine and one-half payments, based on 190 days of actual transportation. If 190 days were taken as the whole number of possible days on which transportation is to be furnished at \$5.10 per diem, then in mere dollars the bid of the Appellant would be lower. But on the other hand, it is claimed that only 180 days of actual transportation takes place in the school district of Upper Township. Taking 180 as the actual number of days, the amount at a per diem rate bid is \$918. This is less by \$30 than the bid of the Appellant.

Thus it appears that in the controversy there will have to be assumed the number of days that transportation will take place in order to determine which of the bids is lower. To determine, therefore, the question of which is the lower bid in actual dollars lies wholly with the Board of Education.

The Appellant does not show that in actual dollars his bid for the transportation for the year is the lower.

Furthermore, it rests with the Board of Education to determine which bid is actually the lower by taking into consideration all conditions existing. The Board of Education has a right to exercise its discretion in determining the value of the service rendered by the proposed form of transportation and the proposed facilities that are to be furnished. It may appear that in actual dollars and cents one bid is lower than another, but when other things are taken into consideration, such as the character of the service offered, such bid may not after all be actually lower.

It does not appear that the Board of Education was at all prejudiced in the matter of making the award.

I therefore conclude that the Board of Education acted entirely within its discretion in awarding the contract to the one whose bid plainly appears from the stated facts to be the lower.

The appeal is hereby accordingly dismissed.

November 21, 1919.



## COMMISSIONER OF EDUCATION.

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## SCHOOL FACILITIES FOR WHITE AND COLORED CHILDREN

RESIDENTS OF DELRAN TOWNSHIP	}	DECISION OF THE COMMISSIONER OF EDUCATION
<i>Appellants</i>		
vs.		
BOARD OF EDUCATION OF TOWNSHIP OF DELRAN, BURLINGTON COUNTY		
<i>Respondent</i>		

PALMER &amp; POWELL, for Appellant.

JAMES MERCER DAVIS, for Respondent.

The Petitioners in this case comprise numerous residents of the Township of Delran, in the County of Burlington, and appeal from the decision of the Board of Education of Delran Township in designating the public school in the village of Fairview as a school exclusively for colored children and in hiring a colored teacher for the Fairview school.

The Appellants claim that the Board of Education of Delran Township is without authority under the law to designate any school building to be used exclusively for the instruction of colored children.

The Appellants further allege that in appointing Miss Vernetta Dixon to teach in the school at Fairview, the Board made such appointment at an illegally called meeting of the Board of Education.

A hearing at the request of the Appellants was held on November 18, 1919, in the office of the Commissioner of Education at Trenton, and at this hearing testimony was offered in support of the charges made.

It was shown in the testimony that there had been for some time a school at Fairview, where teaching was done in the lower grades. After the course in these grades was completed the children were sent to the school at Bridgeboro in Delran Township.

It was shown and admitted by the Respondent that this year the school was opened with a colored teacher in charge, and that the colored children of Delran Township in the neighborhood of Fairview, who were not above the fourth grade, were directed by the Board of Education to attend the school at Fairview. Transportation was furnished for the colored children who lived at Bridgeboro and Millton to the school at Fairview.

It was not shown at the hearing that the Board of Education specifically designated the school at Fairview as a colored school in so many words, but the Board of Education through its counsel admitted that the white children in the neighborhood of Fairview were directed to attend the Bridgeboro school, and it was also admitted that the colored children in the neighborhood of Bridgeboro were directed to attend the Fairview school. It was admitted that the result of this arrangement was that the school at Fairview contained none but colored pupils. Practically, therefore, the school at Fairview was opened as a colored school and is conducted by the Board of Education as such with a colored teacher in charge.

The question involved in this case is, did the Board of Education act in accordance with the school law in appointing a colored teacher to teach the Fairview school and in directing the colored children to attend this school?

There was no testimony offered at the hearing to the effect that the colored people objected to having their children attend the Fairview school, although it was shown that of more than one hundred signers to the petition fifteen were colored.

There was no complaint made by the Appellants as to the character or qualifications of the colored teacher. There was no evidence offered that the school is badly conducted, nor was there any evidence to show that there were not proper school facilities furnished at the school at Fairview. A board of education is compelled by law to furnish proper school facilities for all children between the ages of five and eighteen residing in the school district who desire to attend school. The board of education is authorized by law to prescribe the course of study for the schools of the district, which must be approved by the county superintendent.

It has not been shown at the hearing that there was any discrimination in furnishing proper school facilities in the school at Fairview, or in providing a course of study at Fairview that differed in any way from the course of study in other schools. While a board of education must furnish school facilities, including a school building that shall be convenient of access to the children residing in the district, it at the same time has a right to say where such children shall attend school.

I find that in the school at Fairview proper school facilities existed. I find further that the teacher employed was a regularly qualified teacher to teach elementary schools in New Jersey, and furthermore, that the school at Fairview has been conducted in a manner that does not discriminate against any class of children. The Board of Education has furnished these colored children proper school facilities. It has designated the school at which they shall attend, and it has furnished them with a regularly licensed teacher. It, therefore, has acted entirely within its lawful duties and has exercised only its just powers. It does not matter that the Board has designated the Fairview school as a colored school and given it such a name.

It is no discrimination under the school law for a board of education to require children to attend a given school. On the contrary, it is the duty of the board of education to make such distribution of the children in the different schools of the school district as in its judgment shall seem to best meet all the requirements of the school laws.

The second point of contention is that the appointment by the Board of Miss Vernetta Dixon was illegally done.

It was shown at the hearing that the meeting at which the appointment was made was a special meeting called by the District Clerk, of which meeting every member of the Board had notice. It was shown that there was a quorum present and that the teacher was regularly appointed.

It is, therefore, my opinion that the action of the Board of Education of Delran Township in directing the colored children of the township to attend the Fairview school was entirely within the scope of the powers of the Board, and that the Board exercised these powers in directing these colored children to attend such school without prejudice and for the best interests of the children.

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It is also my opinion that the teacher was legally employed to teach the Fairview school.

The appeal is accordingly hereby dismissed.

November 24, 1919.

MISAPPROPRIATION BY BOARD OF EDUCATION OF FUNDS  
APPORTIONED FOR TUITION AND TRANSPORTATION OF  
PUPILS

COUNTY SUPERINTENDENT OF SCHOOLS  
OF BURLINGTON COUNTY

*Appellant*

*vs.*

BOARD OF EDUCATION OF NORTH HAN-  
OVER TOWNSHIP, BURLINGTON COUN-  
TY, AND I. EDWARD HARRISON, MEM-  
BER OF NORTH HANOVER TOWNSHIP  
BOARD OF EDUCATION

*Respondents*

DECISION OF THE  
COMMISSIONER OF EDUCATION

THOMAS F. MCCRAN, Attorney General, for Appellant.

I. Edward Harrison, one of the Respondents in this case, is a member of the Board of Education of North Hanover Township, Burlington County, at the present time, and was a member of the said Board of Education during the school years 1916-17 and 1917-18.

This appeal is taken from the action of the North Hanover Township Board of Education for, as it is charged, illegally paying to I. Edward Harrison for the tuition and transportation of his daughters, Edith N. Harrison and Dorothy Harrison, for the school year ending June 30, 1917, the sum of \$130, and for illegally paying to the said I. Edward Harrison for the tuition and transportation of his said daughters for the school year ending June 30, 1918, the sum of \$140.

The Petitioner, the County Superintendent of Burlington County, sets forth fully in his petition the reasons for making the charge of illegal payment of school moneys to a member of the Board of Education.

The petition making the charges was regularly and legally served upon the Board of Education and upon I. Edward Harrison as respondents.

The Respondents were notified that answer should be made within ten days after proof of service of the petition upon the Respondents. No formal answer, however, to the charges contained in the petition was forthcoming. The Respondents were again notified by the Commissioner of Education that an opportunity would be given to them, if they so desired, to deny the charges contained in the petition. In reply, under date of December 16, 1919, there came the following letter:

"Dec. 16, 1919.

"Mr. John Enright,  
"Commissioner of Education,  
"Trenton, N. J.

"DEAR SIR—At a board meeting held on Monday evening, Dec. 13, 1919, it was decided, inasmuch as the State Department is fully conversant with the facts of this matter, it is not worth while for the board of education to take any further action.

"Yours respectfully,

"Jos. B. LAMB, Dist. Clerk,  
"Board of Education, N. Hanover Twp."

✓ Opportunity having been given for a denial of the facts set forth in the petition and no denial having been made by the Board of Education or by I. Edward Harrison, it must be assumed that the allegations of the petition are true, namely, that a false statement was made by Joseph B. Lamb, District Clerk of the Board of Education of North Hanover Township, when he certified to the County Superintendent on blank forms provided by the Commissioner of Education that for the year ending June 30, 1917, Edith H. Harrison and Dorothy Harrison, daughters as aforesaid of said I. Edward Harrison, attended the high school at Trenton, and that there was paid for their tuition at the high school in Trenton the sum of \$60 and for their transportation the sum of \$70, a total of \$130, paid to said I. Edward Harrison for tuition and transportation for his children for the year ending June 30, 1917, and that a false statement was made by Joseph B. Lamb, District Clerk as aforesaid, when he certified that there was paid for the said I. Edward Harrison the sum of \$70 for the tuition of his daughters at the Trenton High School and \$70 for their transportation, a total of \$140 for tuition and transportation for said children for the year ending June 30, 1918.

The petition shows that the children of said I. Edward Harrison did not attend the high school at Trenton during the two years mentioned. It does not appear that said children attended any high school in New Jersey during that time. Certain it is that they did not attend the Trenton high school.

The undeniable facts in the case therefore are that the District Clerk of the Board of Education of North Hanover Township certified to the County Superintendent of Burlington County that during the year ending June 30, 1917, there was paid for the tuition of the children of I. Edward Harrison the sum of \$60 and for their transportation to the Trenton High school the sum of \$70; also that in the year ending June 30, 1918, there was paid for the attendance of said children at the Trenton high school the sum of \$70 for tuition and \$70 for transportation.

It is also an undeniable fact that there was paid to the said I. Edward Harrison for his children during the two years above mentioned a total sum of \$270.

It is moreover a fact that the County Superintendent in making his apportionment apportioned to the North Hanover Township school district three-fourths of the cost of transportation for each of the years above mentioned, amounting for the two years above mentioned to the sum of \$105, and that said County Superintendent apportioned for the tuition of each child for

## COMMISSIONER OF EDUCATION.

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each of said years the sum of \$25. or a total for the two years of \$100. A total of \$205 was thus apportioned to the North Hanover Township School District for tuition and transportation for the two years mentioned for the children of I. Edward Harrison.

Article 9, section 119, P. L. 1903, provides as follows:

"Any child who shall have completed the course of study pursued in the schools in the district in which he or she shall reside may, with the consent of the board of education of said district and of the board of education of a district in which he or she shall desire to attend school, be admitted to a school of higher grade in said last-mentioned district. Said boards of education shall determine the amount to be paid for the education of such child, and the board of education of the district in which such child shall reside shall issue an order for said amount, signed by the president and district clerk or secretary of the board of education, in favor of the custodian of the school moneys of the school district in which such child shall attend school, which order shall be paid by the custodian of the school moneys of the first-mentioned district out of any moneys in his hands available for the current expenses of said district."

The above law clearly provides the manner in which payment shall be made for tuition, when such tuition is furnished outside the school district in which the child resides. Payment is to be made to the custodian of the school district to which the child is sent. There is no provision anywhere in the law for the payment of tuition to the parent or guardian of the child. Payment by a board of education to a parent or guardian of a child for transportation of such child is permissible, but such payment is made only when the parent or guardian himself furnishes the transportation and there is a definite understanding as to where the child is to attend school, and the distance through which the child is transported.

Furthermore, I. Edward Harrison was a member of the Board of Education of North Hanover Township, and as such could not under the law be interested directly or indirectly in any claim against or payment of moneys to be made by said Board of Education to him. Receiving as a member of the Board of Education moneys for the tuition of his children was not only clearly without color of law but was plainly against the specific provisions of the law. The Board of Education of which he is a member paid him tuition money clearly in violation of the specific provisions of the law.

The District Clerk in certifying to the County Superintendent the cost of transportation and in certifying to the County Superintendent the school at which the children of I. Edward Harrison attended, namely, the Trenton high school, certified that which was false. Nowhere does it appear that the Board of Education of North Hanover Township had an application from either I. Edward Harrison or his children to attend the Trenton high school. Nowhere does it appear that the consent of the Board of Education of North Hanover Township was granted in accordance with the provisions of the law to I. Edward Harrison for his children to attend the Trenton High school or any school in New Jersey within the public school system.

I therefore find that the Board of Education of North Hanover Township acted clearly in violation of the law and misappropriated school moneys



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## SCHOOL REPORT.

when it ordered paid to I. Edward Harrison the sum of \$130 in the year 1917, and the sum of \$140 in the year 1918, a total of \$270.

It is therefore hereby ordered that the Board of Education of North Hanover proceed at once to collect the sum of \$270 from the said I. Edward Harrison. And it is further ordered that out of said \$270 to be collected as aforesaid from the said I. Edward Harrison the Board of Education of North Hanover Township return to the County Collector of Burlington County the sum of \$205, which sum was apportioned to the North Hanover Township school district by the County Superintendent of Burlington County on the false certification of the District Clerk of the Board of Education of North Hanover Township.

December 23, 1919.

### DISMISSAL OF PRINCIPAL BY BOARD OF EDUCATION

ISAIAH G. MILLER

*vs.*

BOARD OF EDUCATION OF GUTTENBERG,  
HUDSON COUNTY

*Appellant*

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

CHARLES KAPPES, for Appellant.

WARREN DIXON, for Respondent.

The Petitioner appeals from the decision given by the Board of Education of Guttenberg, New Jersey, by which he was convicted of charges preferred against him and dismissed from service as principal of the Guttenberg schools.

A hearing was given the Petitioner by the Board of Education of Guttenberg on September 28, 1918, and testimony was taken, a copy of which has been submitted to the Commissioner of Education in this appeal. No new testimony was taken before the Commissioner, but argument of counsel for both the Petitioner and the Guttenberg Board of Education was heard on February 25, 1920, by the Commissioner of Education at Trenton.

The charges preferred against the Petitioner and upon which he was dismissed were, first, that he had illegally affixed to the school register the name of Frederick L. Fischer, District Clerk, certifying that the registers had been kept in accordance with the law for the months of March, April, May and June, 1918. Other important charges made against him were to the effect that the Petitioner had defied the instructions of the President of the Board, and notwithstanding repeated warnings had employed substitute teachers who were not regularly certified as teachers by the examining boards of the state.

The most serious charge, however, made against the Appellant was that without authority and without the knowledge and consent of one Clara Beisch, a teacher in the Guttenberg schools, the Appellant had endorsed the

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name of said Clara Beisch to a certain order for the payment of money made payable to the said Clara Beisch and bearing date March 27, 1914. This order was for salary of said Clara Beisch as a substitute teacher and was for the amount of \$48. It was further charged that after the Appellant had endorsed the order by writing the name "Clara Beisch" thereon, he collected the money and paid to Clara Beisch the sum of \$12. The Appellant is also charged with certifying to the Board of Education upon the pay-roll the name of Clara Beisch as entitled to receive a salary as substitute teacher for 24 days at \$2 per day, or \$48; when as a matter of fact the said Clara Beisch had served but 6 days at \$2 per day, and was not therefore entitled to more than \$12 out of the \$48 certified by the Appellant as the amount due her as a substitute teacher.

The testimony taken before the local Board of Education shows that there was an acknowledgment by the Appellant of the fact that he did endorse the name of Clara Beisch and that he did collect \$48, the amount of the said order, and that he did pay to Clara Beisch only \$12 out of the \$48, the remainder of which, however, he claims he paid to substitute teachers.

The important charges and admissions are as stated above. A good deal of testimony was taken to show that the Appellant only followed a custom prevailing in the school district of Guttenberg. It was also claimed that a former district clerk or secretary of the Board of Education had authorized the principal of the school to sign the registers certifying to the correctness of the registers as kept by teachers before they receive pay for their services.

There was nothing in the testimony to show that any benefit or profit was derived by the Appellant by reason of his endorsing the order made payable to Clara Beisch or by reason of his signing the District Clerk's name to the registers.

The testimony showed that the business transacted by the Board of Education was in many instances irregular, and that a loose practice of doing business had grown up in the district, especially in the securing and hiring of substitute teachers without certificates. The placing by the Board of Education of the responsibility for these acts wholly upon the principal of the schools was not contemplated by the law, and a board of education cannot shift responsibility by placing upon another duties belonging wholly to it, such as signing the school registers and employing substitute teachers.

The thing that stands out prominently as being without excuse on the part of the principal was the endorsing of the name of Clara Beisch upon the aforesaid order without the shadow of authority for so doing. Whatever else might be condoned in the conduct of the Appellant, this one act cannot be excused or overlooked.

Because, therefore, of this illegal action, no matter what the good intentions were, I cannot interfere with the conclusion of the Board of Education in finding the Appellant guilty. As to the punishment that followed, namely, the dismissal of the principal from service, it is my opinion that less than this would not be commensurate with the offense committed.

The decision of the Board of Education of Guttenberg is accordingly hereby confirmed.

March 6, 1920.

Pending before STATE BOARD OF EDUCATION.

INFRACTION OF CORPORAL PUNISHMENT LAW AS CAUSE FOR  
TEACHER'S DISMISSAL

BERTHA SCHERMERHORN

*Appellant*

*vs.*

BOARD OF EDUCATION OF HANOVER  
TOWNSHIP, MORRIS COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

ZIEGNER & LANE, for Appellant.

CHARLTON A. REED, for Respondent.

The Appellant in this case, Miss Bertha Schermerhorn, was a teacher in the schools of Hanover Township, Morris County, and had been a teacher in said school district since 1910. She was therefore under the protection of the tenure of service act, having served for more than three consecutive years in the same school district.

In accordance with the provisions of the tenure of service law charges were preferred against the Appellant and a hearing was granted her by the Board of Education of Hanover Township on December 5, 1917. At this hearing testimony was taken by a stenographer and afterward transcribed. After the hearing the Board of Education held a meeting and found the Appellant guilty of the charge preferred against her, namely, violation of the law by the infliction of corporal punishment upon pupils under her charge.

An appeal was thereupon taken by the Appellant from the finding of the local Board of Education to the Commissioner of Education, and a transcript of the testimony taken before the Board was furnished the Commissioner by agreement of counsel.

A hearing was granted by the Commissioner of Education March 10, 1920, at the Chancery Chambers, Newark, at which counsel for the Appellant argued on behalf of the Appellant and urged that the finding of the Hanover Township Board of Education be reversed and that the Appellant be reinstated in her position as a teacher in the schools of said township. The school district also was represented by counsel, who presented argument on behalf of the Board of Education.

The transcript of the testimony taken before the local Board has been carefully read by the Commissioner of Education. The transcript showed that several witnesses, mainly pupils of the school, were examined, all of whom testified to acts on the part of the Appellant which constituted, though perhaps in a mild way, corporal punishment of pupils daily in correction of small offenses. There was found in the testimony to be no serious infliction of corporal punishment; striking with the hand, shaking pupils and pulling their hair were the ordinary punishments testified to.

The Appellant herself admitted most of the offences charged, but claimed that the pulling of pupils' hair and striking with her hand were only for the purpose of correction, and that there was no abuse of the pupils by her.

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Miss Schermerhorn gave as excuse for her methods of discipline the fact that the school was a large one and that there were many unruly boys and girls in it. She claimed that she had only inflicted such punishment as other teachers in the school district had used.

The Appellant's testimony on the whole showed that there had been a great deal of insubordination among the pupils and that there was a lack of discipline in her room, all of which indicated that there was inefficiency in Appellant's teaching.

The conclusion reached by the Hanover Township Board of Education to the effect that the Appellant was guilty of infractions of the corporal punishment law was a conclusion that in my judgment was clearly supported by the testimony of the Appellant herself. It is not sufficient to plead that the punishment inflicted was not of a serious nature, although it is true that few of the children testified that they were hurt, and only one stated that the punishment was such as to make him cry.

In reviewing the testimony and considering the case, I can come to no other conclusion than that reached by the Hanover Township Board of Education, since the testimony plainly showed that the local Board of Education acted without prejudice and reached a conclusion clearly justified by the facts. I therefore concur in the judgment of the Board of Education.

As to the dismissal of the Appellant, this action was taken by the board only after a hearing, the purpose of which was to conform to the law, which requires that "No principal or teacher shall be dismissed or subjected to reduction of salary in said school district except for inefficiency, incapacity, conduct unbecoming a teacher or other just cause, and after a written charge of the cause or causes shall have been preferred against him or her, signed by the person or persons making the same, and filed with the secretary or clerk of the board of education having charge of the school in which the service is being rendered, and after the charge shall have been examined into and found true in fact by said board of education, upon reasonable notice to the person charged, who may be represented by counsel at the hearing."

The appeal is accordingly hereby dismissed and the decision of the Hanover Township Board of Education sustained.

March 18, 1920.

Affirmed by STATE BOARD OF EDUCATION.

## QUALIFICATIONS FOR MEMBERSHIP IN BOARD OF EDUCATION

THIRD WARD REPUBLICAN CLUB OF  
GARFIELD

vs.

VINCENT COPELLO

*Appellant*

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

On March 3, 1920, a petition of appeal was presented to the Commissioner of Education by the Third Ward Republican Club of Garfield by Louis

Buonocore, President, containing the allegation that one Vincent Copello, who had been appointed by Mayor William W. Whitehead a member of the Board of Education of the City of Garfield, did not possess one of the essential qualifications required by law of a member of a board of education, namely, that of having been a citizen and resident of the school district for which he shall be elected for at least three years immediately preceding his becoming a member of said board.

On March 26, 1920, answer was filed by the Respondent, Vincent Copello, with the Commissioner of Education, in which Respondent admitted that he had been a "resident of the City of Garfield only 26 or 28 months at the time of his appointment as a member of the board of education by the Mayor, but stated that he had thought the three-year clause ambiguous and not to be construed as "three completed years."

A member of a board of education is required by law before entering upon the duties of his office to take an oath, which should read in substance as follows:

"STATE OF NEW JERSEY }  
COUNTY OF..... } ss:

..... being duly sworn, on ..... oath saith that ..... is a citizen and resident of the territory contained in the school district of ....., that ..... has been a citizen and resident thereof for at least three years immediately preceding ..... election as a member of the board of education of said district, that ..... is able to read and write, and that ..... will faithfully discharge the duties of a member of the board of education of said district.

SWORN AND SUBSCRIBED before me this  
..... day of ....., 19....

From the facts in this case, as admitted by Vincent Copello himself, it would be impossible for the said Respondent to enter upon the duties of the office to which he was appointed by the Mayor of Garfield, or to continue said duties if he has entered upon them since he does not possess one of the statutory qualifications of a member of a board of education, namely, that of being for three years immediately before his election or appointment a citizen and resident of the school district, and therefore cannot truthfully subscribe to the oath above quoted.

The appeal of the Third Ward Republican Club is accordingly sustained and the Respondent, Vincent Copello, is declared ineligible for membership in the Board of Education of the City of Garfield.

March 31, 1920.



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## USE OF SCHOOL ATHLETIC FIELD

NUTLEY LYCEUM

*Appellant**vs.*

BOARD OF EDUCATION OF NUTLEY

*Respondent*DECISION OF THE  
COMMISSIONER OF EDUCATION

The Appellant, the Nutley Lyceum, through the Secretary of the Civic Committee, Alfred Bourgeois, makes complaint against the Board of Education of Nutley, alleging that the said Board of Education has discriminated against the Nutley Lyceum in the matter of granting the use of the athletic field owned by the school district of Nutley.

It appears that in the school district of Nutley there are two athletic organizations, the Nutley Lyceum and the Nutley Club. The complaint is especially centered upon the treatment that the Board of Education gave to the application of the Nutley Lyceum for the use of the athletic field. The Appellant states that under date of December 24, 1919, the Nutley Lyceum made written application to the Nutley Board of Education for the use of the baseball diamond on the school grounds on Saturday afternoons and holidays, and that to this application the Board of Education replied under date of January 31, 1920, as follows:

"The application for the use of the baseball diamond in the Park Oval on Saturday afternoons and holidays during the season 1920 was presented to the Board at its meeting held on the 26th. I was directed to advise you that the Nutley Club has been given permission to use the diamond Saturdays and holidays, but must advise the buildings committee of any open dates they may have during the season."

(Signed) M. B. READE, *District Clerk.*

These facts the Nutley Board of Education acknowledges to be correct. The question involved is whether the Board of Education can grant to one of these organizations exclusive right to use the grounds during the whole season when another organization made up mainly of residents of the same school district makes application also for the use of the grounds. Chapter 35, P. L. 1917, provides in part as follows:

"The board of education of any school district shall, subject to reasonable regulations to be adopted by said board, or upon notification by the Commissioner of Education, permit the use of any schoolhouse and rooms therein, and the grounds and other property of the district, when not in use for school purposes, for any of the following purposes, etc."

The above quoted law clearly places the authority to grant permission for the use of the grounds with the local board of education. If there is more than one applicant for the use of the school building or the grounds, the board of education has the right to determine which of the two applicants shall be granted the use of the property. The question in dispute, however, is just how far a board of education may go in granting to one organization the exclusive right to use the grounds for the whole season. There are no

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instances that have come to this office where an association or club has been granted the exclusive use of grounds or auditorium or other school property for the whole season to the exclusion of other citizens or applicants.

There is no question as to the right and power of a board of education to grant the use of the school property when it does not interfere with the regular school work, but it may be, however, reasonably questioned whether it was the intent of the law to allow the board of education to grant to any one applicant the use of school property for a whole season to the exclusion of others.

In this case the Appellant complains that the request for a hearing as to the use of the baseball diamond was denied without any reason being given by the Board of Education other than that the privilege had been granted to the Nutley Club for Saturdays and holidays throughout the season of 1920.

Both organizations asking for the grounds are local organizations. It would therefore seem that there should in fairness be consideration given by the board of education to the request of the Nutley Lyceum. There ought to be some compromise by permitting the use of the grounds to both organizations under such rules as the Board of Education shall determine. The question involved is one that it would seem should be settled by the Board of Education in an amicable way.

The Commissioner of Education feels that it was not the intention of the law that any one organization should have privileges of this kind to the exclusion of all other applicants, and that the granting by the Board of Education of the use of the grounds to one applicant would be discriminatory, if such applicant were to enjoy the exclusive right for the whole season.

Inasmuch as a hearing upon the question has been denied by the Nutley Board of Education the commissioner would suggest that the Board of Education take the matter up again with the view of determining whether the Nutley Lyceum may not have the use of the grounds for at least a part of the season.

The Commissioner of Education is therefore of the opinion that a board of education cannot grant to any association or organization for a whole season the exclusive use of school property when there are other applicants for the privilege.

Dated April 9, 1920.

## SUSPENSION OF PUPIL FROM SCHOOL

SIDNEY HOEY

*Appellant*

*vs.*

BOARD OF EDUCATION OF LAKEWOOD,  
OCEAN COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

WILFRED H. JAYNE, for Appellant.

HARRY E. NEWMAN, for Respondent.

The Appellant in this case, Sidney Hoey, is a resident of the school district of Lakewood, Ocean County, and had been such resident for three years previous to the date of this appeal.

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Sidney Hoey, Jr., the son of the Appellant, entered the Lakewood high school, regularly promoted from the grammar school, in September, 1919. He continued to attend the said high school as a student in the first year class until November 24, 1919, upon which date he was suspended by the principal, William M. Austin, until the meeting of the Board of Education. At the meeting of the Board of December 13, the suspension of Sidney Hoey, Jr., was taken up and considered by the said Board.

In the notice furnished the Board of Education by the principal appeared the statement that the boy had been suspended until the meeting of the Board of Education, and a request that the boy be suspended from school by the Board for the balance of the school year. The reasons given by the principal in the notice for the suspension of the boy were truancy, disobedience, swearing, insubordination, dismissal from algebra, dismissal from physical training, dismissal from chapel, and insolence.

At the meeting of the Board of Education on December 13 the father of the boy, Sidney Hoey, Sr., appeared and protested against the suspension of his son from school and asked that he be reinstated. After considering the case the Board not only approved the suspension by the principal but extended the suspension for the remainder of the school year.

In his petition of appeal to the Commissioner of Education the Appellant prayed that the facts involved in the controversy be reviewed by the Commissioner and that the said Sidney Hoey, Jr., be permitted to resume his attendance at the Lakewood high school. A hearing was granted by the Commissioner of Education and held at Lakewood on April 14, 1920. At this hearing counsel appeared for both Appellant and the Board of Education, and witnesses were examined and testimony taken as to the causes for the suspension of the boy from school. Teachers in whose classes Sidney Hoey, Jr., had been a student, were called as witnesses and testified as to his general conduct in their classes. All these witnesses bore testimony to the fact that the boy was a restless, disturbing element in recitation classes and that he frequently left the room without permission. It was also stated that on one occasion he swore at a boy who was standing between him and the blackboard from which he desired to copy some work. It was shown by the teachers that the boy had been frequently reported to the principal for disturbing the class exercises, but there was no testimony that tended to establish any capital offense in the school-room, if we except the one instance upon which a teacher testified that the boy used language which might be called "swearing."

The testimony of the teachers also indicated that the conduct in school of Sidney Hoey, Jr., had been frequently the subject of discussion at faculty meetings. No teacher testified to the fact that the boy was wilfully disobedient, and it was stated by some of the teachers that the trouble with the boy was caused largely by his physically nervous condition. The substance of the testimony, when summed up, was to the effect that the boy was constantly bringing irrelevant things into his conversation in class; that he frequently did things to make the pupils laugh and cause a general disturbance, and that the conclusion of the teachers upon discussing his conduct at faculty meetings was that he should be suspended from school.

The conclusion reached by the Commissioner of Education from the testimony taken at the hearing is that the suspension from school of Sidney Hoey, Jr., by the principal, William M. Austin, was justified. This appeal, however, is not taken from the act of the principal in suspending the boy until the meeting of the Board, but from the action of the Board of Education in suspending him for the remainder of the school year.

The question really involved is whether the suspension for so long a time as to take in the remainder of the school year after December 13, 1919, is excessive in its severity. This is the important question for consideration.

The only punishment the law permits in the public schools of New Jersey is suspension or expulsion from school for offenses against the good government and discipline of a school. The object to be attained by suspension or expulsion is to have some means of maintaining good order and respect for authority in the schoolroom, but the punishment must not be so excessive and unreasonable in its severity as to cause disrespect for the authority that administers the punishment. The following is laid down as a fundamental proposition by Sir William Blackstone in his Commentaries on the Laws of England (Edition by George Chase):

"Lastly: as a conclusion to the whole, we may observe that punishments of unreasonable severity, especially when indiscriminately inflicted, have less effect in amending the manners of a people, than such as are more merciful in general, yet properly intermixed with due distinctions of severity. It is the sentiment of an ingenious writer, who seems to have well studied the springs of human action, that offenses are more effectually prevented by the *certainty* than by the *severity* of punishment."

It is therefore a very grave question whether the manners of this boy could not be amended by less harsh treatment than that which was equivalent to expulsion from school for the greater part of a year. A high school education is of tremendous value to a boy or girl, and no boy or girl should be deprived for such a long period of time of the right to such an education without most serious consideration.

It is therefore the opinion of the Commissioner of Education that the suspension from school of the Appellant's son, Sidney Hoey, Jr., was reasonable only to the extent of the time covered by the suspension prescribed by the principal of the school, namely, until the meeting of the Board of Education. This was in itself a sufficient punishment to meet the offenses as they were presented at the hearing, and sufficient in the judgment of the Commissioner to accomplish the proper disciplinary effect as an example to the rest of the school.

It is therefore the conclusion of the Commissioner of Education that sufficient and more than sufficient punishment has already been inflicted upon the Appellant's son, Sidney Hoey, Jr., and it is hereby ordered that the said Sidney Hoey, Jr., be reinstated in his classes at the Lakewood high school from the date hereof.

April 28, 1920.

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## DUTY OF BOARD OF EDUCATION TO PROVIDE TRANSPORTATION FOR PUPIL LIVING REMOTE FROM SCHOOL

WILLIAM E. SEARLES

*Appellant**vs.*BOARD OF EDUCATION OF WASHINGTON  
TOWNSHIP, MORRIS COUNTY*Respondent*DECISION OF THE  
COMMISSIONER OF EDUCATION

KING &amp; VOGT, for Appellant.

William E. Searles, the Petitioner in this case, appeals to the Commissioner of Education from a decision made by the Board of Education of Washington Township, Morris County, in refusing to pay for the transportation of his daughter, Mabel E. Searles, to the public school at Long Valley in said township, which he claims is located about two and one-half miles from his home.

This case was first submitted to the Commissioner of Education on petition and answer in July, 1919. In the case originally as presented on petition and answer the question of the County Superintendent making allowance of three-fourths of the cost of transportation was an element, and in the decision rendered by the Commissioner he also regarded the question of the allowance by the County Superintendent in his annual apportionment of money as provided in the school law. It was contended by the Board of Education in the answer to the petition of appeal in the original papers that the refusal on the part of the Board to pay Mr. Searles \$120 for the transportation of his daughter as agreed in a resolution of the Board was because of the refusal on the part of the County Superintendent to make an apportionment allowance.

The decision of the Commissioner of Education was against the Appellant because of this element in the case. An appeal was then taken by the Appellant to the State Board of Education, and after considering all the papers the State Board of Education remanded the case to the Commissioner of Education for a new hearing to determine the necessity for transportation and this regardless of the action of the County Superintendent.

A hearing was accordingly held at Morristown on Thursday, April 29. At the hearing several witnesses were examined and their testimony transcribed. All these witnesses testified to the fact of the remoteness of William E. Searles' residence from the school at Long Valley in Washington Township, and it was given in evidence that the distance in miles was at least two and one-half, and by some witnesses it was stated that the petitioner lived two and six-tenths miles from the schoolhouse. In addition to the matter of distance there was also cumulative testimony to the fact that road conditions were bad in that locality most of the year, and that the highway was a lonesome one. Witnesses further testified that in their opinion William E. Searles should be granted transportation allowance.



In the minutes of a meeting of the Board of Education of Washington Township held on August 5, 1918, the following resolution appears:

"Moved that Louis Roberts, Harvey Ort and William Searles each be given \$120 for the transportation of their children to school for the school year of 1918."

This resolution has no qualifications or restrictions whatever, and it does not appear in the resolution or anywhere in the minutes that the offer was conditioned upon the apportionment of three-fourths of the cost of transportation by the County Superintendent. This resolution was never rescinded or in any way modified at any subsequent meeting of the Board of Education.

It thus appears that the Washington Township Board of Education admitted the necessity for transportation in this case and that furthermore the Board actually agreed in the resolution above quoted to pay to William E. Searles \$120 for the transportation of his daughter to the school at Long Valley for the school year 1918-19.

The law commands that suitable school facilities and accommodations, which shall include proper school buildings with furniture and equipment, convenience of access thereto, etc., shall be furnished by the Board of Education of the district in which the child resides. The law therefore clearly requires that a suitable building placed so that it may be convenient of access to the home of the child be furnished by a board of education. A board of education has, however, under the law an alternative of furnishing transportation in lieu of a school building convenient of access to the child. In other words, the school building must be placed near to the residence of the child or the child must be brought to the school, and it is the duty of the Board of Education to see that one or the other of these facilities is provided.

In this case it is admitted by the Board of Education that the school building at Long Valley is not convenient of access to the home of William E. Searles, and such being the case, the Board must furnish transportation or an allowance for transportation to Mr. Searles.

Since the Board of Education admits that there is necessity for transportation in this case because of the school not being convenient of access, and since it has passed a resolution, which was never rescinded, to pay William E. Searles \$120 as a transportation allowance, the Board is bound to furnish this transportation allowance regardless of any action on the part of the County Superintendent. The matter of the allowance by the County Superintendent is a question in itself.

Considering the matter, therefore, entirely separate from what action the County Superintendent may take in the exercise of the discretion which the law gives him of apportioning three-fourths of the cost of transportation, the Commissioner of Education holds that it is the duty of the Board of Education of Washington Township to carry out the agreement made by resolution of the Board to pay to William E. Searles the sum of \$120 for the transportation of his daughter, Mabel E. Searles, to the school at Long Valley for the school year 1918-19.

The appeal is hereby sustained.

May 20, 1920.

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POWERS OF BOARD OF EDUCATION UNDER THE 1919 BONUS  
LAW

BLANCHE NORMAN

*Appellant*

*vs.*

SADDLE RIVER TOWNSHIP BOARD OF  
EDUCATION

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

MICHAEL DUNN, for Appellant.

MACKAY & MACKAY, for Respondent.

The Petitioner, Blanche Norman, is a teacher in the public schools of the Township of Saddle River, Bergen County, and has been a teacher in said township for a period of fourteen years. The Petitioner is the principal teacher in the Fairlawn school, where three other teachers are employed, and there are all told eighteen teachers employed in the schools of said township.

Appellant's petition alleges that the Board of Education at its meeting in January, 1920, passed a resolution granting a bonus of \$150 to the teachers employed by the said Board for the current school year, with the exception of the petitioner, who alone was designated by the Board as one who should not receive the bonus aforesaid. The Petitioner therefore charges that the said Board of Education unjustly and illegally discriminated against her in the fact that she was the only one of all the teachers employed who did not receive the bonus granted.

The taking of testimony was not required by either side in this controversy, but argument of counsel was heard by the Commissioner of Education at the Court House in Hackensack on June 2, 1920.

The Legislature at its session in 1919 enacted a law providing for payment to teachers and other employees by boards of education and other public bodies of a bonus over and above their regular salaries or compensation. This law has a preamble in which is set forth the reason for the enactment of the law. This preamble reads as follows:

"Whereas, Abnormal conditions preceding, attendant upon and following the war recently if not now raging, have so increased the cost of living as perhaps to necessitate, temporarily at least, an increase in the income of policemen, firemen and employees of boards of education, counties and municipalities generally who are dependent upon their salary or pay as such, the amount whereof was fixed during normal times, and perhaps will be again adequate and proper when the conditions resulting from the war disappear; or, if not, can be later readjusted to meet the then normal conditions, but, in any event, should not be increased solely on account of abnormal conditions, except to meet them temporarily, and subject to readjustment when conditions again become normal; and

"Whereas, Statutes concerning such salary or pay generally provide that once the same is increased it cannot again be reduced except by consent of

the recipient, and it is now deemed proper and expedient that power be given boards and authorities charged with the duty of fixing such salaries, pay or compensation to increase the same temporarily and during a limited period only, etc."

A preamble is for all purposes as binding as any part of the act in which it occurs, and it will be noted that the reason for the giving of power to boards of education and other bodies to pay to employees a bonus is because of the increased cost of living over and above such cost in normal times. It will also be noted that this law provides that this bonus may be granted to all employees of boards of education, but it appears, however, that the Board of Education of Saddle River Township included in its resolution providing for the payment of a bonus only to one class of employees, namely, teachers.

Counsel for the Appellant argues that in providing a bonus for a class of employees, namely, teachers, there would be a discrimination if all persons of that class were paid such bonus with the exception of one teacher. Counsel calls attention to the principle of law that an act of a public body in passing an ordinance or resolution must conform to the requirements of an act of the Legislature directing the passage of such ordinance or resolution, and that such ordinance or resolution cannot be discriminatory or special in its character, since the act of the Legislature could not be discriminatory or special, and that therefore it could not be the intention of the Legislature to give authority to a board of education to do that thing which the Legislature could not do in the legislation itself.

Counsel for the Appellant therefore contends that a board of education would have no more authority to order a bonus paid to all of a class of employees but one than it would have authority to grant a bonus to one of the class and not to the remainder of that class.

Counsel for the Board of Education in his answer maintains that the granting of a bonus to such teachers as the Board may deem worthy on the ground of their efficiency as teachers is a right which the Board may exercise according to its discretion. Counsel for the Respondent gives in his answer to the petition as a reason for the discrimination in this case that the other teachers in the school and in the district "were in the majority better qualified as teachers than Appellant; that though Blanche Norman is not inefficient to the extent of the Board being able to prefer charges against her, yet she does not exhibit a desire to co-operate with other teachers for the purpose of teaching the more modern methods of education of the children, and does not offer any encouragement to the assistant teachers of such schools in the introduction of more modern methods of teaching." Counsel for the Respondent therefore contends that the Board of Education may use its discretion in selecting the teachers whom it deems worthy of a bonus, and that it had the authority, if it chose to do so, of excepting from the award of the bonus the Appellant, said Blanche Norman.

The exact language of the Bonus Law of 1919 in part is this: "Any and every board of education, board of chosen freeholders, etc., . . . shall have the right and power, in the discretion of such board, body or officer to grant and order paid . . . to any employee . . . such sum . . . as such board, body or officer may determine, not exceeding thirty per centum

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of the regular annual rate of such usual or regular salary, compensation or pay of such employee."

On the one hand, therefore, it is contended that a board of education has the right to exercise its discretion in selecting members of a class of employees whom it deems worthy of receiving a bonus, while the Appellant maintains that the act of the Board of Education in awarding a bonus must apply to the class of employees as a whole and not to individuals of that class.

It must be kept in mind, however, that where discretionary power is granted to a public body it is the intention of the Legislature that such body shall exercise a fair and sound discretion only, and a discretion that carries out the intention and purpose of the law granting it such discretion. The question to be weighed then is, did this Board of Education exercise a fair and sound discretion in refusing a bonus to one out of eighteen teachers.

In judging the board's action in this matter the purpose of the Legislature as shown in the preamble to the law must be taken into consideration, and that purpose was plainly to help public employees to meet abnormal living conditions by awarding them a bonus. It was not the apparent intention of the Legislature that this bonus should be granted teachers because of particular merit or efficiency in teaching, but merely for the purpose mentioned above. If the bonus were granted for efficiency there would be varying degrees of efficiency in a class of teachers, and hence there would be a different amount granted each teacher and not a current amount of \$150 as in this case. The bonus authorized, therefore, was not such as is usually granted for efficiency or length of service, but merely to meet the increased cost of living as applied to all teachers alike.

Since such was the purpose of the act and since the act plainly indicated that it was to be applied to a class of employees and not to individuals, the action of the Board of Education of Saddle River Township in refusing a bonus to one out of eighteen teachers seems to have been discriminatory and illegal, and even could the Board of Education claim the right to refuse a teacher the bonus because of inefficiency, the Saddle River Township Board admits in its answer that Appellant had been in uninterrupted service as a teacher in said district for fourteen years and that she was not inefficient to the degree that charges could be brought against her and sustained.

It is therefore the opinion of the Commissioner of Education that the Board of Education of Saddle River Township was not justified in withholding from the Appellant, Blanche Norman, the \$150 bonus awarded by it to the other teachers of that school district, in pursuance of the Bonus Law of 1919.

The appeal is accordingly hereby sustained, and the payment of said bonus of \$150 to the Appellant by said Board of Education of Saddle River Township is hereby ordered.

June 30, 1920.

RIGHT OF BOARD OF EDUCATION TO EXERCISE NOTICE  
CLAUSE IN TEACHER'S CONTRACT

MARY B. MANNION

*Appellant*

*vs.*

BOARD OF EDUCATION OF THE TOWNSHIP  
OF NORTHAMPTON, BURLINGTON  
COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

BERRY & RIGGINS, for Appellant.

R. B. ECKMAN, for Respondent.

On September 18, 1919, a petition of appeal was filed in this office by the Appellant, Mary B. Mannion, of Moorestown, Burlington County, setting forth the fact that she had been employed by the Northampton Township Board of Education by written contract dated July 1, 1919, to teach in the Mount Holly public school for the term of one year from the 8th day of September, 1919; that after entering upon such agreement she was notified by the Board of Education on August 6, 1919, by letter, that a resolution had been passed by the Board demanding her resignation, and that upon her refusal to so resign, the contract between her and the Board would terminate September 6, 1919. Deponent further stated in her petition that before receiving the notification above mentioned she was asked to meet with the Board on August 5, 1919, which she did, and while there she learned of some charges that had been preferred against her and that she was cross-examined at said meeting by several members of the Board upon said charges. Deponent also alleged that shortly after receiving the demand for her resignation mentioned above she requested from the Board of Education through her attorney a copy of the charges preferred against her, which the Board refused to furnish. Appellant concluded her petition with the request that the Commissioner of Education set aside the action of the Northampton Township Board of Education in so dismissing her from its service.

On October 14, 1919, answer was filed by the Northampton Township Board of Education with this office alleging as its defence to the above petition the fact that the Appellant was not dismissed by Respondent in accordance with the provisions of the statute relating to the dismissal of teachers for cause, but that said contract was terminated by notice as authorized by its terms, namely, "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 one month's notice in writing of its election to so terminate the same," with which provision of the contract the Respondent maintained it had strictly complied.

Hearing was not demanded in this case by either side, but it was decided to submit the matter to the Commissioner of Education to be decided on the pleadings and on briefs, which were filed by counsel for Appellant and Respondent on June 9 and June 18, 1920, respectively.



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Inasmuch as the contract between the parties provided for its termination by either party at any time by the giving of one month's notice in writing, and inasmuch as Respondent admits that the dismissal of Appellant was not for cause, but merely in the exercise by the Board of its alleged right to so terminate the agreement in conformity with the terms of the contract, the whole case clearly hinges upon the question of whether the parties to such an agreement may arbitrarily exercise the privilege given them by it of terminating said contract by giving the prescribed notice without the necessity of establishing any reason or cause for so terminating it.

Counsel for the Appellant argues at some length in his brief that such a provision in a teacher's contract allowing its termination by notice is against the public policy of the State, since the statute (section 149 of the School Law) provides that "in case the dismissal of any teacher before the expiration of any contract entered into between such teacher and a board of education shall, upon appeal, be decided to have been without good cause, such teacher shall be entitled to compensation for the full term for which said contract shall have been made." Counsel for Appellant cites a number of authorities, including Encyclopedias of Law and decisions from states other than New Jersey, in support of his contention that even though contracts may provide in their terms for termination by either party by notice to the other, such provision assumes by implication that the parties shall have just cause for exercising such privilege.

Counsel for Respondent on the other hand cites in his brief authorities in the shape of decisions from still other states to the effect that provision in contracts for their termination upon notice by either party is entirely legal, inasmuch as such provision is bilateral in its effect and is a privilege that may be exercised by either party and a contingency contemplated by both parties when the agreement is made and entered into.

Counsel for the Appellant further contends that the agreement made in July for services that were to commence in September could not be terminated by the Board of Education by notice before the services began, inasmuch as no cause for dissatisfaction with such teacher could have arisen before she commenced her term of service with the Board.

The above outline embraces the facts in this case and the contentions of counsel for both sides as to the application of the law to these facts.

As to the Appellant's claim that she cannot legally be dismissed before the commencement of her services, it is my opinion that if the contract is to be interpreted according to its very plain language, namely, "It is hereby agreed that either of said parties to this contract may, at any time, terminate said contract, and the employment aforesaid, etc.," no other conclusion can be reached as to the intention of the parties than that the agreement might be terminated at any time after it was entered into. Terms cannot be read into a contract or others substituted for those contained in it, and nowhere does this particular contract provide that it may be terminated only after the services began, but, on the contrary, provides for its termination "at any time," which must mean, in the absence of any qualifying clause, at any time after the agreement is entered into. It has been held, furthermore, in 146 Michigan 64, that "Where a contract between a school district and a teacher provided that she might be dismissed at any time on thirty days' notice, a notice

to terminate is effectual, although given before the commencement of the services."

As to the Appellant's other contention, that a notice clause in a teacher's contract is not effectual in terminating it, unless there be at the same time just cause for the Board's action in so doing, this is a matter upon which the New Jersey Courts have never rendered a decision. While in some states outside of New Jersey the courts have held that teachers' contracts cannot be terminated without just cause even though the contracts contained provision for their termination at the option of the parties, it is held in an equal number of other states that such bilateral provision for termination is entirely legal.

In view, therefore, of the fact that the matter has never been judicially determined in New Jersey and that legal opinion in other states seems fairly divided on the subject, and in view of the fact that it is a well-recognized principle of law that agreements may contain provision making them determinable at the option of either of the parties, a principle which this Department has frequently upheld and sanctioned in matters involving teachers' contracts, it is the opinion of the Commissioner of Education that the Board of Education of Northampton Township committed no illegal act in exercising the privilege given it by contract of dismissing the said Mary B. Manion from its service.

It is further the opinion of the Commissioner that the exercise of such privilege by the said Board of Education was justified at any time after the contract was entered into, whether before the actual services began or not.

The appeal is accordingly hereby dismissed.

July 2, 1920.

#### DISMISSAL OF TEACHER BY BOARD OF EDUCATION

LAURA M. LACHMUND

*Appellant*

*vs.*

BOARD OF EDUCATION OF BERGEN-  
FIELD

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

WILLIAM V. ROSENKRANS, for Appellant.

FRANK G. TURNER, for Respondent.

The petitioner in this case, Miss Laura M. Lachmund, had been a teacher in the Bergenfield schools since September, 1908, and was the principal teacher of the Franklin school in said district at the time charges were made against her.

These charges had been made against Miss Lachmund by four of the members of the Board of Education and were as follows:

"Inefficiency; conduct unbecoming a teacher; continued attempts to disrupt the school system; creating discord to the detriment of the morale of

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the schools, and repeated attempts to reflect discredit on the Supervising Principal and the Board of Education."

Petitioner was granted a hearing upon these charges by the Board of Education, and witnesses for both sides were called and examined. After hearing the testimony the Board of Education at its meeting on the 23d of April, 1920, adopted resolutions dismissing Petitioner as a teacher in the schools of Bergenfield, such dismissal to take effect immediately. Upon this conclusion of the Board of Education the Petitioner appeals to the Commissioner of Education upon the ground that the evidence presented against her at the hearing failed to establish any of the charges and accordingly failed to justify dismissal.

The Respondent with its answer submitted the stenographic record of the testimony taken at the hearing before the Board, together with the exhibits offered in evidence, and requested that a day be set for argument of counsel before the Commissioner of Education, said argument to be based upon the record submitted. The argument, which was heard by the Commissioner at Hackensack on July 14, 1920, was an oral one and tended to elucidate the testimony as shown by the record.

The testimony above referred to is very voluminous and consists mainly of matter that was the subject of conversations between the teachers as to the conduct of the Bergenfield schools during the year 1918-19 under the principal ship of Mr. Harry Pierson. The record also contains the testimony of Mr. Hambright and Mr. Pierson, former principals of the schools in that district, and of Mr. Brown, the present principal. Because the testimony contains so much trivial matter in the shape of conversations between teachers as to the efficiency of fellow teachers, etc., it is difficult to select any portion of such testimony as being of sufficient importance to establish on the part of the Petitioner conduct unbecoming a teacher. The evidence was mainly upon what the Petitioner said to different teachers concerning the schools, the school work and the management of the schools by Mr. Pierson, the present principal's predecessor. Most of these conversations consisted of a free expression of criticism that was uttered in a more or less irresponsible way, but there was nothing produced in the testimony that would tend to in any way impugn the character of the Petitioner.

The general purport of the testimony was to the effect that harmony was lacking in the school in the year 1918-19, and wholly by implication from what the petitioner stated herself it was rumored that the Petitioner had something to do with the fact that the former principal did not return as principal in September, 1919. There is no testimony, however, to establish any such overt act on the part of the Petitioner or in fact any act that would tend to actually disrupt the school system.

On the other hand, there was an exhibit offered by the Petitioner in the way of a testimonial given by N. S. Conover, Jr., who was principal of the schools of Bergenfield for five years after petitioner was engaged to teach in said district. Mr. Conover states in said testimonial that petitioner was a most able instructor. Mr. Hambright, who succeeded Mr. Conover, also testified that Miss Lachmund was during his administration an efficient teacher and as a disciplinarian was unexcelled. Moreover, Mr. Pierson himself testified that Miss Lachmund was a good instructor, but alleged that she

was wanting in harmony with his policies, and for that reason created discord in the schools. He, however, gave no specific acts whereby this discord was made manifest. Mr. Brown, the present principal, testified that measured by certain efficiency tests applied to her class, Miss Lachmund was inefficient in producing results. Mr. Brown, however, also admits that Petitioner carried out his policies and was not insubordinate. He plainly states in his testimony that "she has done what I have said."

Without being more specific in referring to the great volume of testimony, the conclusion reached by the Commissioner of Education after carefully studying the record and viewing it from every angle, is that the judgment meted out to this teacher by the Bergenfield Board of Education in its resolution, dismissing her immediately from its service after a period of employment of twelve years in that district, was a judgment and punishment not warranted by the record submitted to the Commissioner. The testimony might warrant a reprimand for too great a freedom of speech in criticising the policies of the principals, Mr. Pierson and Mr. Brown, to the other teachers, but did not justify a dismissal.

The appeal is accordingly hereby sustained, and it is hereby ordered by the Commissioner of Education that the Petitioner, Miss Laura M. Lachmund, be reinstated in her position as principal of the Franklin school, and that her salary be paid her by the Board of Education for the remaining months of the year from the date of her dismissal.

July 22, 1920.

Appeal pending before STATE BOARD OF EDUCATION.

#### DUTY OF BOARD OF EDUCATION TO AWARD TRANSPORTATION CONTRACT TO LOWEST BIDDER

EDWIN L. SMITH

*Appellant*

*vs.*

BOARD OF EDUCATION OF DELAWARE  
TOWNSHIP, HUNTERDON COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

Upon August 4, 1920, a petition of appeal was filed with the Commissioner of Education by Edwin L. Smith, the Appellant above named, setting forth the fact that in answer to advertisement by the Board of Education of Delaware Township, Hunterdon County, for bids for transporting high school pupils from Sergeantsville to Flemington, he, the said Edwin L. Smith, put in a bid of \$1,490. Appellant further alleges in his petition of appeal that the Board of Education of said township, at a meeting held on the 31st of July, 1920, granted the transportation contract to Herbert O. Smith, whose bid of \$1,500 exceeded Appellant's bid by \$10.

In its answer, filed on August 21, 1920, the Board of Education of Delaware Township gives as the reason for its action in awarding the contract to Herbert O. Smith the fact that he had rendered faithful and efficient

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service on the aforesaid route for the past two years, that his conveyance met the requirements of the Board, and that said Herbert O. Smith had always maintained a high degree of order among the children.

No hearing is demanded by either party in this case, since there is no issue of fact involved. It is therefore merely a matter of applying the law to the facts as set forth in the pleadings.

It has been decided by the courts and many times by this department, that where bids are advertised for and received by a public body in connection with any public work the contract must be awarded to the lowest bidder. It is indeed sometimes true that a bid, while higher in amount, may be considered actually lower by reason of special advantages which the bidder may offer, in which case a board of education or other public body would be justified in granting the contract to such bidder. In the case before us, however, there appear in the respondent's answer no reasons for considering the bid of Herbert O. Smith more advantageous than that of the Appellant, and therefore a lower bid in that sense while not actually so in amount. On the contrary, the only reasons given by the Board for its action favoring Herbert O. Smith are as above set forth, namely, that he had previously rendered efficient service and that his conveyance met the Board's requirements.

It is therefore the opinion of the Commissioner of Education that the Board of Education of Delaware Township, having advertised for bids for transporting its high school pupils from Sergeantsville to Flemington, was bound upon receipt of those bids to grant the contract to the lowest bidder, and that in the absence of anything to show that Herbert O. Smith's bid of \$1,500 was especially advantageous and therefore to be considered lower than Appellant's bid of \$1,490, the transportation contract should have been granted to the Appellant, Edwin L. Smith.

The appeal is accordingly hereby sustained.

August 24, 1920.

## POWER OF BOARD OF EDUCATION TO BIND SUBSEQUENT BOARDS

SERENA M. BROWN

*Appellant*

*vs.*

BOARD OF EDUCATION, OF THE BOROUGH  
OF OAKLAND

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

CORNELIUS DOREMUS, for Appellant.

CHARLES M. MYERS, for Respondent.

The Appellant in this case, Serena M. Brown, entered into a contract with the Board of Education of the Borough of Oakland on August 22, 1918, to serve for one year as principal of the Oakland schools, at a salary of \$950.



The contract was executed in accordance with the statute requirements and contained a clause providing for its termination by either party upon giving to the other thirty days' notice. The Appellant continued to teach under the terms of this agreement until April 1, 1919. At a meeting of the Oakland Board of Education on Tuesday evening, April 1, Miss Brown appeared before the board and handed in her resignation. Following is an extract from the minutes of the Board at its meeting on that date:

"Communication from Miss Serena M. Brown was read, and it was then moved by Romaine and seconded by Wheeler that the communication be received, and that her request to waive the thirty days' clause contained in the contract between Miss Serena M. Brown, Principal, and the Board of Education of the Borough of Oakland, dated August 22, 1918, be granted, and her resignation accepted, to take effect at once. Motion carried, eight yeas."

Thus there was a vacancy created by agreement between Miss Brown and the Board of Education, and it was not a vacancy made in accordance with the contract under which she was teaching, for not only was there not a thirty days' notice given, but no notice at all that could be considered as one, giving the Board an opportunity to fill the vacancy in the school which would appear on the following morning when the children assembled.

At the same meeting of the Board, and immediately after the acceptance of Appellant's resignation, an attempt was made by the Board to fill the vacancy, which by agreement with Miss Brown it had brought about. The Board ordered that a new contract be executed with Miss Brown at a salary of \$1,150 per year for a period of three years from the 2d day of April, 1919. Thus the two parties who agreed to create a vacancy again agreed to fill the vacancy that had existed only for a few hours. The new agreement contained two changes: one was the increase in salary to begin at once, and the other was in the term of service, which was to extend for three years.

From the testimony taken in the case there is no evidence to show that there was any prior agreement between the Appellant and the Board of Education as to the conditions of the new contract, and yet, when the facts in the case are considered and carefully weighed, credulity is greatly strained to believe that there had been no conversation or agreement with the Board prior to the meeting on the evening of April 1, 1919. It is unthinkable that a Board of Education would agree to create a vacancy in its school, so that on the following morning when the children assembled the teacher for whose services the Board had contracted would not be present to take charge of the school.

Under the law there was an election for members of the Board of Education on the fourth Tuesday in February, 1919, and this new Board was organized on the first Monday in April, which was April 7, 1919. The old Board of Education went out of office at the incoming of the new Board, and thus on April 1 there was a contract made for the services of a teacher that would bind the new Board for a term of three years.

The vital point involved in this case therefore is this: Has a board of education the right to bind a succeeding board by an appointment for a term of years beyond its own official life, and furthermore, has such board of education the right by such appointment to deprive the succeeding board

## COMMISSIONER OF EDUCATION.

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of the right to fill an office which would logically have become vacant during its term?

The courts throughout the country appear with a few exceptions to hold that a board of education whose term of office is about to expire cannot legally bind a succeeding board by an appointment of a teacher for a term to extend beyond the life of the expiring board. In *C. C. Cross vs. School Directors*, 24 Illinois App. 191, the court held that "Directors cannot be permitted, five days before the current school year expires, to hire a teacher, perhaps obnoxious to the people of the district, to teach a term of school extending three months or nearly so into the ensuing school year," and that the "contract entered into on the 12th day of April, engaging the plaintiff to teach for a term of three months thereafter, when the election for directors of the district would occur under the statute on the 17th of the same month, and a new organization of the board of directors would then take place, was such an evident attempt upon the part of the outgoing board to control the school for three months of the ensuing school year, irrespective of the wishes of the people that might be expressed at the election, or the desires of the new board of directors, then to be provided for, as to render it voidable by the incoming board, under the authority of the cases of *Stevenson v. School Directors*, 87 Ill. 255, and *Davis v. School Directors*, 92 Ill. 293.

In the case at hand the incoming Board of Education was to be organized as stated above on April 7, 1919, while the appointment of Appellant was made by the expiring Board on April 1 to bind succeeding boards for a term of three years. This action of the outgoing board of education was given further emphasis by the fact that had the Appellant not resigned on April 1, but continued until the end of her contract, which would have expired on August 22, 1919, the appointment of her successor would have rested with the incoming board about to organize on April 7 as aforesaid.

In view, therefore, of the decisions holding that boards of education cannot by appointments for terms of years beyond their own official life bind succeeding boards, and in view of the fact that the expiration of Appellant's original contract on August 22, 1919, would have given the Board of Education to be organized on April 7 of that year the right to appoint Appellant's successor, of which right it was deprived by the resignation of Appellant and her reappointment for three years by the outgoing board on April 1, it is the opinion of the Commissioner of Education that such three year contract was voidable by the incoming Board of Education and that its action in terminating such contract on June 27, 1919, was entirely legal and justifiable.

It is also the opinion of the Commissioner that the Board of Education which came into existence on April 7, 1919, cannot be said to have ratified the three year contract made with Appellant by the old Board on April 1 by reason of its having paid her salary for April, May and June in accordance with the terms of the three year agreement, since it has been held by the courts that "an act or contract with a school district through its board or officers, which is illegal and void in its inception, as from want of power to execute it, cannot be ratified" and the three year contract the Commissioner holds to have been illegal.

## SCHOOL REPORT.

The question as to whether Appellant could be legally dismissed under a notice clause which appears in the three year agreement entered into by the expiring Board on April 1 the Commissioner does not feel it necessary to decide, since such three year agreement is illegal for the reasons above stated and is therefore voidable by the incoming Board on those grounds.

The appeal is accordingly hereby dismissed.

September 13, 1920.

Appeal pending before STATE BOARD OF EDUCATION.

### VALIDITY OF SCHOOL ELECTION

JOSEPH F. CATTELL ET AL

*Appellants*

*vs.*

DEERFIELD TOWNSHIP BOARD OF EDUCATION

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

T. G. HILLIARD, for Appellant.

The petitioners in this case set forth that in an election held July 27, 1920, in the School District of the Township of Deerfield, Cumberland County, for the purpose of voting for the raising of money to purchase school lots and erect school buildings there was illegal voting, and that because of such alleged illegal voting the election should be set aside.

Petitioners further ask for a recount of the ballots cast in order that it may be shown that there was illegal voting. There is no claim on the part of the petitioners that there was fraud or error in making the count, but claim is made that eight persons given by name were not entitled to vote in the School District of the Township of Deerfield, and that there were numerous other persons, whose names and addresses petitioners were not able to specify, who were illegal voters. It is further alleged by petitioners that the eight persons named voted affirmatively upon Resolution No. 2, and that as a result of these eight votes Resolution No. 2 was carried, which would otherwise have been defeated.

Petitioners also claim that the County Superintendent of Schools of Cumberland County, who was present before the meeting, made an address and threatened the withholding of school moneys unless proper school facilities were provided.

The question of illegal votes being cast at an election was passed upon by the New Jersey Supreme Court in the case of Lehlbach vs. Haynes. The Court held in that case "that the reception of illegal votes is a ground of contest only when they are sufficient to change the result;"

In the case at hand sufficient illegal votes were cast to change the result, if it were known or could be proved how these votes were cast. A recount of the ballots would not reveal the persons by whom the votes were cast, and just what ballot a given person cast is not susceptible of proof. The

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person who cast a ballot is not supposed to be able to recognize the particular ballot he cast, and hence, a recount of the ballots would not in itself change the result, unless it were found that there was a mistake in the count, which is not charged in the petition of appeal.

In the case of John Ryan vs. The Board of Education of Hamilton Township, reported in the 1918 Edition of the N. J. School Law, page 389, the Commissioner of Education applying the rule laid down by the Court held that "it would be necessary to show not only that illegal votes were cast, but that they were cast in sufficient number to change the result. This would necessitate knowing how each of such illegal voters cast his ballot. Inquiry of this kind the Commissioner of Education is without authority to make." This decision of the Commissioner was affirmed by the State Board of Education on April 7, 1917.

Applying this decision to the case at hand and reviewing the facts presented, the Commissioner of Education is of the opinion that there is no ground for the application for a recount. The Commissioner is further of the opinion that the alleged influence of the County Superintendent of Schools upon the voters inducing them to vote affirmatively upon Resolution No. 2 is not susceptible of proof. His talk may have influenced one man one way and another man another way, but the exact effect of his talk is not capable of proof.

The appeal is accordingly hereby dismissed.

September 24, 1920.

Appeal pending before STATE BOARD OF EDUCATION.

## INCREASE IN SALARY OF SUPERVISING PRINCIPAL

JOHN A. PARKER

*Appellant*

*vs.*

BOARD OF EDUCATION OF WASHINGTON  
TOWNSHIP, MORRIS COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

JAMES FISHER, for Appellant.

KING & VOGT, for Respondent.

This appeal is taken by the Appellant from the action of the Board of Education of Washington Township in passing and acting upon the following resolution adopted at a meeting of the board on April 26, 1919:

"Whereas, At the regular meeting of this Board of Education held April 15, 1918, a motion was made and passed whereby the salaries of all teachers in this township were raised 20 per cent; and

"Whereas, At a subsequent meeting the minutes were read as made and accepted as read; and

"Whereas, It now appears that a clause, which was no part of the original motion, without the action and authority of this Board, which same clause

was made to include the Supervising Principal in such raise of salary; therefore, be it

*"Resolved*, That such added clause be and is hereby repudiated by this Board, and further, that this Board hereby places itself on record that no such raise of salary of said supervising Principal was intended, and that this Board expects to be reimbursed for all such difference in salary claimed and had by such Supervising Principal from the date of the motion purporting to justify such raise in salary."

The Appellant claims that his salary was increased 20 per cent by the action of the Washington Township Board of Education.

At a hearing before the Commissioner of Education at Morristown, on August 25, 1920, there was offered by Appellant the following extract from the minutes of the Board of Education at its meeting on April 15, 1918:

"Motion made and carried that a 20 per cent increase will be given all teachers in Township except the Parker school, which will be given a raise of \$5 per month. It was also voted to give the Supervising Principal an increase of 20 per cent per month."

At a hearing before the Commissioner there was convincing testimony offered to the effect that at a meeting of the Board of Education on April 30, 1918, the minutes of the April 15th meeting, including the record of the vote, "to give the Supervising Principal an increase of 20 per cent per month," were read and approved as read.

Appellant then offered the following extract from the minutes of the Board's meeting held on September 9, 1918:

"The following persons were accepted as teachers in the several schools in the township at \$60 per school month:

<p>"Long Valley, Miss Alice Woodfield;                  Long Valley, Miss Florence Mills;                  Long Valley, Miss Elinor Hetler;                  Middle Valley, Miss Emma Zellers;                  Stephensburg, Mrs. Herbert Beaty;                  Parker, George Beck; Sub.—Phil-                  howers, Florence Clark.</p>	}	<p>Which, upon motion carried, is 20 per cent raise on previous salaries, and also includes Supervising Principal John A. Parker.</p>
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It was further proved at the hearing that the minutes of the meeting of September 9, 1918, were read at the meeting of the Board on September 23, 1918, and approved as read.

Counsel for the Board of Education contends in his brief filed with the Commissioner that at the April 15th meeting there was no vote taken to increase the Supervising Principal's salary, but that there was merely an inquiry by the clerk of one of the members and an affirmative response by him that the general resolution raising all the salaries of the teachers of the district included the Supervising Principal. Counsel therefore contends that there was no official action taken by the Board to increase the Supervising Principal's salary.

The minute reads as follows: "It was also voted to give the Supervising Principal an increase of 20 per cent per month." Assuming that this minute



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is not correct and that no such vote was taken, it was nevertheless the subject matter of a re-voting at the meeting of the Board on April 30, when the minutes of the April 15th meeting, including the clause above quoted, were read and approved.

The same action was again taken at the meeting of the Board on September 9, of which we have the following minute: "The following persons were accepted as teachers in the several schools in the township at \$60 per school month, which, upon motion carried, is 20 per cent raise on previous salaries and also includes Supervising Principal John A. Parker," and this minute was in turn approved at the Board meeting on September 23, 1918.

The contention, therefore, of counsel for the Respondent to the effect that the increasing of Mr. Parker's salary was not the act of the Board of Education seems to fall, since the 20 per cent increase in the Supervising Principal's salary was not only ratified at a meeting on April 30, but was again voted on September 9 and again ratified on September 23, 1918.

On the basis of the action taken by the Board of Education at its meetings above referred to it appears that the Appellant, John A. Parker, was actually paid, for nine months following the order increasing salaries, \$100 per month, which was an increase of 20 per cent over his former salary of \$83.33 per month. It appears that Appellant received the increased compensation up to the meeting of the Board of Education on April 26, 1919, when a new Board passed the resolution above quoted repudiating the recorded act of the former Board as shown in the minutes of the several meetings above referred to. Beginning with the month of April, 1919, Appellant has been paid at the old rate of \$83.33 per month.

Since the Appellant, John A. Parker, is under the protection of the tenure of service act, having taught for more than three consecutive years in the school district of Washington Township, his salary cannot be reduced by the Board of Education without charges being preferred against him. It is therefore the opinion of the Commissioner of Education that the action of the Board of Education of Washington Township at its meeting on April 26, 1919, repudiating the act of the former Board increasing Appellant's salary, is void and of no effect. It is further the opinion of the Commissioner that Appellant is entitled to a salary of \$100 per month beginning July 1, 1918, and for as long as Appellant shall continue in the service of the Board of Education.

It is further ordered by the Commissioner of Education that the Washington Township Board of Education pay to the Appellant, John A. Parker, the 20 per cent increase on his salary of \$83.33, or \$16.66 per month, from April 1, 1919, the date upon which the Board ceased to pay Appellant at the increased rate, to the present date, namely, the sum of \$316.54.

November 6, 1920.

REMOVAL OF PRESIDENT OF BOARD OF EDUCATION BY  
ACTION OF THE BOARD

JOSEPH WILLIAMSON

*Appellant*

*vs.*

BOARD OF EDUCATION OF UNION TOWNSHIP,  
HUNTERDON COUNTY

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

WILLIAM C. GEBHARDT, for Appellant.

H. L. STOUT, for Respondent.

Joseph Williamson, the Appellant in this case, was duly elected President of the Board of Education of Union Township, Hunterdon County, at its annual meeting in April, 1920. At a special meeting of the Board of Education held on August 2, 1920, Appellant was removed from the presidency of the Board by a majority vote of the members thereof. Appellant was not present at the meeting when such action was taken.

A hearing in this case before the Commissioner of Education took place on October 27 at Flemington, and at this hearing it was developed that the charge upon which Appellant was removed was to the effect that he had refused to perform the duties of his office; more specifically, that he had refused to sign orders for the payment of teachers' salaries and other orders. At the hearing Appellant testified that he had refused to sign orders for teachers' salaries and other orders at the close of the school year 1920, because there was not sufficient money on hand with which to pay the orders. This was admitted by the members of the Board of Education who had voted to depose Appellant as President.

It appeared further at the hearing that at a meeting of the Board of Education on July 28, 1920, a resolution was passed providing for the borrowing of the amount of deficit for the year 1919-20 from taxes in the hands of the Custodian which had been voted for the year 1920-21. Appellant claimed that the Board of Education had no authority to borrow money from any source to make up the deficit without first submitting the question to the voters for their sanction at a meeting legally called for that purpose. Such a meeting had been called for August 5, but the action taken by the Board of Education on July 28, authorizing the borrowing of the money from this year's budget, was in anticipation of what the voters were expected to do on August 5.

The Appellant, Joseph Williamson, was therefore deposed before the voters had authorized the borrowing of the money.

The practice of meeting a deficit in the current expense funds of the district by borrowing money from funds which have been voted for the following year is a bad one, and if continued year after year would finally lead to a large amount of indebtedness to be carried indefinitely as a debt upon the district.

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Mr. Williamson's action in refusing to sign orders for the payment of money when he knew there was a deficit is one for which he cannot be blamed, because he was holding strictly to the legal requirements in such cases.

In addition to this the way in which Appellant was deposed as President of the Board of Education must be considered. This was done at a special meeting of the Board, which was called, as shown in the testimony, for the purpose of determining how much money was on hand. Mr. Williamson himself ordered the meeting, and, as he states, it was for the above purpose. The District Clerk who called the meeting states that the notice, which was an oral one, did not state the business to be transacted at the meeting.

At this meeting the Appellant, without being present himself, was by a majority vote of the Board of Education removed as President of the Board, and removed without any knowledge that such action was contemplated and without opportunity to present a defense to the charges against him.

After reviewing all the facts in the case the Commissioner is of the opinion that the charges preferred against the Appellant, Joseph Williamson, were inadequate and that not only was Appellant justified but should be commended for refusing to sign orders on the Custodian for moneys that were not in the Custodian's hands.

The Commissioner is further of the opinion that to remove a man from office without giving him an opportunity to meet the charges against him is contrary to all usage and fairness in such matters.

It is therefore hereby ordered that the Appellant, Joseph Williamson, be reinstated in his office as President of the Board of Education of Union Township from this date.

November 18, 1920.

PHYSICAL TRAINING

PREPARED BY

FREDERICK W. MARONEY

*Director of Physical Training*

The following report for the year ending June 30, 1920, is respectfully submitted. I wish to thank the members of the Department, the school officials, and the teachers who have done so much to make our physical training effective.

The Pierson Physical Training Law has been in operation for three years in our schools. It has done much for the physical, mental and moral training of pupils and teachers alike. It has afforded opportunities for vitalizing the routine work of the classroom. It has encouraged student leadership in the class activities, and it has developed civic consciousness in lessons of service and cooperative endeavor through its emphasis on athletic activities and the playing of games.

Miss Marianna G. Packer, Assistant Director of Physical Training, and I, have addressed meetings, taught classes, held institutes, observed teaching, inspected systems and conducted conferences in the several counties of the State throughout the year. We have endeavored to interpret the various phases of the physical training law, to help teachers solve their problems, to encourage boards of education to employ special teachers whenever this seemed advisable, and to stimulate interest in school districts where the work was not all that it should be.

There has been a generous response on the part of school boards to employ special teachers, to erect playground apparatus, to provide athletic fields and exercise rooms.

The physical training teachers of New Jersey are well prepared for their work. Our standards are high and the results obtained have been generally satisfactory.

COUNTY INSTITUTES

These meetings of teachers were held in sixteen of our twenty-one counties. Physical training and health education were given important place on the programs. Addresses were given to the general sessions, conferences were held with groups of teachers, demonstration lessons were conducted, and the various exercise activities of the State manuals covering the course of study were explained.

We have stressed practical demonstrations. We have endeavored to put a spirit of pleasure and good cheer into our work. We have tried to teach by example our interpretation of the various physical training activities. Class room teachers will learn more in a series of class lessons which they can observe, or better still, take part in, than by sitting for hours listening to reasons why, and how to do the exercises.

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## NORMAL SCHOOLS

Our normal schools are all well equipped for physical training. The students are given a thorough medical and physical examination. They take part in general gymnastics, athletics, dances and games, as a part of their preparation for teaching. They use the State manuals in their course of study and so become conversant with the material which they will later use in their respective schools. The normal school principals are all enthusiastic leaders in the field of physical training, and have engaged teachers to conduct this work who are a credit to the profession. We have reason to be proud of our normal school physical training departments.

Our work in these schools has been :

- First, to correlate the work of the schools with that of the normal schools ;
- Second, to meet the teachers and discuss problems common to all ;
- Third, to inspect the schools and teach demonstration lessons ;
- Fourth, to bring to the attention of the students the health clubs, Red Cross Crusaders and similar organizations which are doing such fine work in our schools.

## NORMAL SCHOOL FOR PHYSICAL TRAINING

The State Department of Education approved the establishing of a normal school for the preparation of young men and women who desire to teach physical training. This school has been started as a department of the Trenton State Normal School. A strong faculty has been engaged, and provisions have been made to conduct a school which will compare favorably with the best physical education schools in the country. This department will undoubtedly do much to strengthen our program, and will supply teachers who are thoroughly trained to carry out the far-reaching possibilities of the Pierson act.

## SUMMER SCHOOLS

Physical training courses are given at all the State summer schools. These courses provide an opportunity for beginning teachers to qualify in physical training, for supervisors to obtain new material, and for visitors to observe the ways in which the work is conducted.

## STATE SUMMER SCHOOL FOR PHYSICAL TRAINING

This school is conducted by Rutgers College and the State University of New Jersey. In addition to the physical training work conducted along the same plan as that of the State summer schools, there is a special course for physical training teachers.

All the summer school work is under the general supervision of the Commissioner of Education and his assistants. This insures uniformity, and makes for a clearer conception of the program than could be arrived at if each school faculty worked independently.



## SCHOOL REPORT.

### COUNTY AND CITY FIELD DAYS

Field days were conducted in most of our counties and cities during the months of May and June. Besides the games and athletic activities such as running, jumping, hurdling, etc., class activities in free-hand gymnastics, dancing and pageantry were demonstrated. In the rural school districts 130 community days were held. Some 33,000 people attended, and approximately 20,000 children took part. The credit for this commendable showing is due entirely to the teachers, to the supervisory officials, and to the far-sighted policy of the several boards of education.

### NEW JERSEY PHYSICAL EDUCATION ASSOCIATION

The Association membership includes physical training teachers in public schools, private schools, colleges, normal schools, Y. M. C. A's and athletic clubs.

The first annual convention was held in Newark during the month of December. Over six hundred teachers attended. Every county in the State was represented. The addresses were given by men who had real messages. Demonstrations of mass athletics, games, dances and formal gymnastics were given by thousands of school children from the schools of Newark and the surrounding cities. The emphasis was placed on practical work throughout the convention. A series of lessons taught by representative men and women from all sections of the State were given for the delegates. Over two hundred teachers availed themselves of this opportunity. They dressed in their gymnasium costumes and actually went through the exercises. The thousands of parents who witnessed the demonstrations were enthusiastic and generous in their praise. We believe that our physical training conventions should stress the practical side of our work. The theory underlying the various activities should not be neglected, nor should we omit inspirational messages, but we must realize that in these days of visual instruction our teachers will undoubtedly receive more help from seeing and taking part in the various activities, playing the games, and performing the dances, than by sitting down and listening to a detailed account of what should constitute a lesson.

### NEW JERSEY STATE INTERSCHOLASTIC ATHLETIC ASSOCIATION

The purpose of the New Jersey Interscholastic Athletic Association is to foster athletic competition in our public and private schools. The officials divide the State into districts according to the location and student enrollment, so that sectional and state championships in football, baseball, and basketball may be conducted. An executive committee determines the question of State championship. Practically all the high schools in the State are members of the Association. Two general meetings have been held during

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the year. Leaders in the athletic world have addressed these meetings. Championships have been awarded in football, baseball, basketball, swimming and track athletics. The executive committee has passed judgment on questions of eligibility and protested games. A hand-book has been published containing the scheme of organization, pictures of winning teams, state records, etc., all of which is interesting to students and their friends.

Representative teams under proper supervision are a power for good in a school. The normal boy desires to have his strength, skill, courage and endurance tested in competition with other boys. We should foster this desire and help him in his ambition. The State Athletic Association makes for an elevation of standards and a high appreciation of the ideals which may be inculcated through fair play.

## MEDICAL INSPECTION

Medical inspection is one of the most important departments in our school organization. The school law requires that "every pupil shall be examined to learn whether any physical defect exists," and "that a record of growth and development shall be kept from year to year." This examination should be made early in the school year. If defects can be remedied, or if operative relief is indicated, this work should be carried out early in the term. Otherwise, the child is likely to either suffer from inattention or become a problem in the classroom. Many cases of malnutrition have been traced to the presence of enlarged adenoids, carious teeth, or diseased tonsils. Inattention on the part of children may be the result or exist conjointly with defective vision, defective hearing or parasitic infection. The problem of medical inspection should be worked out by the classroom teacher, the school nurse, the physical training teacher, the supervising principal and the medical inspector. The classroom teacher is on the firing line. She comes into intimate contact with the children every day and should be capable of diagnosing all deviations from normal. She should isolate all suspicious cases and report them immediately to the proper authorities. I would recommend that all the card details be filled in by the teachers and that the cards when passed on by the medical inspectors be kept in the teacher's desk for reference and follow-up work.

Weighing and measuring the children, noting physical defects, e. g., round shoulders, flat chest, spinal curvatures, and low arches could well be done by the physical training teachers. The school nurses should assist the physicians in the examination of ears, nose, throat, heart and lungs.

To quote from my report of last year:

"The statement so frequently made, that our entire system of medical inspection is a farce, is not borne out by my inspection of many school districts. The great majority of men who have this work in hand are capable and painstaking. It is acknowledged by all that too much is expected of them and that they are underpaid.

"In my opinion, each school district should have a medical inspector for every 6,000 elementary school children and one full-time school nurse for

## SCHOOL REPORT.

every 1,200 children. We need the medical inspectors and it would be a mistake to permit school nurses, or to employ school nurses, to do this work.

"Constructive legislative measures which would result in securing adequate compensation either from the State or from local boards would do much to raise the standard of the work. Cards and printed forms, which could be uniformly used, would do much to systematize the work, but the most essential thing is to make these men feel that their efforts are appreciated and that we, as school people, realize the very worth-while service which they render the community in safeguarding the health of the children."

## GENERAL REMARKS

At the time of a great epidemic of sickness or after many lives have been lost in warfare we, as a people, become almost hysterical in our endeavors to promote legislation which will provide for the health and physical well-being of the children. When this period has passed there is usually a reaction. Some people think of physical training as a fad, a reform movement, an unnecessary burden to the taxpayer. They forget that the War College in Washington, composed of reputable physicians and surgeons, reported that at least one-half of the men rejected in the draft could have been saved if they had been given an adequate medical examination, had had remedial defects corrected, and some form of compulsory exercise during their school days. It is worthy of note that the War Department has made it obligatory for all officers below the grade of Major-General to spend at least two hours in some out-of-door sport weekly.

We must hold fast to our belief in the efficacy of physical training. We must not take it for granted that the Pierson Act, admirable as it is in its wise provisions for the welfare of our boys and girls, is all sufficient. You cannot make any man obey a law. You can punish him for not following out the provisions of a law, but that will do little good to the children who will suffer from neglect or a misguided policy. The world is quickly bored by the recital of misfortune. Therefore our teaching should be positive. We should cause our children to dwell on the subject of health and strength, beauty and good cheer, rather than on weakness and disease. Physical training accentuates the importance of all other health agencies. The physical training teacher should make himself worthy of the best. Then he should seek and demand the best from his pupils.

The following letter was sent out in January with the Commissioner's approval.

*To the Physical Training Teachers of New Jersey:*

The recent reports of the United States Public Health Service, the Life Extension Institute, the National Child Welfare Association, the American Red Cross and similar organizations which have studied the health problems confronting our country point out the urgent necessity for positive health teaching and the inculcation of health habits in our school children. We have accomplished much in New Jersey with medical inspection, the employment of school nurses or health supervisors, the establishing of dental clinics, the material contained in the monographs on "Hygiene and Safety" and "Physical Training," and with our State-wide interest in physical training. But we can and must do more.

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Physical training helps to accentuate the importance of all other health activities.

The physical training instructor comes into closer contact with the pupils than any other member of the corps of teachers. He helps to mould their lives for clean living and active participation in the practice of health habits through his daily work with them. Therefore it is to him that we should turn when we think of a program for a more thorough and more vigorous presentation of the subject of hygiene than we have ever demanded before.

The physical training teacher should be the personification of health, a veritable fountain of knowledge in all the necessary qualifications for a stronger, healthier and happier school child. He should be a health supervisor and be ever ready and willing to give generously of his time and energy in raising the standards of vital resistance to disease, through information and through health-producing activities. It is to him that the children should instinctively turn for counsel and advice in matters of personal hygiene and health essentials which are not serious enough to necessitate visiting the family physician.

Through his normal school and professional experience the physical training teacher is eminently fitted to accept this responsibility.

Therefore I would recommend that he devote *a part of every* physical training period, with of course the exception of the three minute relaxation or sitting up period, to instruction in personal hygiene. I would recommend that approximately *one-fifth* of the physical training period be spent in this manner; that a question box be installed in every gymnasium or playroom, into which the children should be encouraged to put questions pertaining to health matters which they would like answered or discussed, and that a bulletin board be put up for posting health notices, health motives, and contributions on subjects pertaining to the manifold phases of this vital subject. The State monographs are replete with material which is carefully graded and systematically arranged for class presentation. The small amount of time necessary to prepare the lessons would be well repaid; first, by enlivened interest in the physical training work on the part of the pupils; second, in the appreciation of the parents and school officials; and third, in the consciousness of rendering a truly significant service to the community. I do not mean that we should evade the time requirement of our physical training law. We can enliven our teaching and utilize some of the rest periods in the gymnasium lesson for this work. I firmly believe that in giving this health instruction we shall be following out the true spirit of the law, which has for its end the care and development of the physical, mental and moral vigor of the children.

Let us make this contribution to our health program, and put our very souls into it. We are face to face with a national crisis in health matters. The great emotional unrest throughout the world is evident to all of us, and it is the opinion of many authorities that one of the methods of treating this condition is through elevating health standards and causing our people to *believe* in the joy of living and the pleasure of work.

We can ill afford to let this opportunity pass by. The splendid co-operative spirit which you teachers manifested at our recent New Jersey Physical Education Convention, held in Newark, makes me feel confident that you will accept this trust, that you will start this instruction at once.

Don't let us think in terms of prescribed courses, academic credit or examinations for this work. Let us speed up our daily lessons and let the final results be measured by the increased interest in health matters and more cordial response on the part of pupils, parents, and teachers in the work we are doing for the boys and girls of our State.

Physical efficiency may be defined as that condition of the human mechanism which reacts most favorably upon the individual for the maintenance and development of his physical, mental and moral resources. It involves,



first, a survey or examination of his physical condition, including heart, lungs, eyes, ears, nose, throat, musculature, nerve reactions, etc.; second, his desire or ambition to reach or to maintain a higher standard or plane of metabolic efficiency in which the intake of food and the output of energy, through conscious and subconscious efforts, are equalized; third, good habits of living and a recognition of the importance of temperance in eating, sleeping, bathing and exercising; fourth, a development rather than an unfolding process, with the individual keenly interested in it as essential to his success in school, and later in business or professional work.

We have gone far beyond the belief that physical training, in either the rural or the city schools, has for its end the development of musculature and the winning of games. We now recognize it as a necessary adjunct to a health program for the children and for all whom they influence through precept and through example.

The economic value of good health has a popular appeal to the rural child and to his parents. It is often necessary for a man to drive and punish himself to get a piece of work done. The boy can learn these lessons of persistency and courage through his physical training activities.

The boy who can be taught to use limited ability to its greatest power will accomplish more for both body and soul than the boy who, with greater ability, does not exert himself to his limits of strength and endurance.

To the question, "How do we know we are progressing?" I would answer:

1. By the enthusiastic response on the part of the teachers and the pupils.
2. By the increased interest in all health activities, medical inspection, dental clinics, and physical training teaching.
3. By the cordial and whole-hearted support of the county superintendents and the helping teachers, all of whom supervise and direct the work in our rural schools.
4. By the newer buildings which are being equipped with movable desks and sliding doors so that adjoining rooms may be turned into one large room for exercising during inclement weather.
5. By the swings, slides and other interesting pieces of apparatus which are being set up in the school yards.
6. By the State requirement that all normal school students shall take courses in physical training designed to fit them to teach this work.
7. By the State requirement that all prospective teachers who apply for elementary school certificates must qualify either by examination or by summer school physical training courses to teach the subject.
8. By the response shown by boards of education to employ special teachers of physical training or teachers whose preparation enables them to do departmental work in which they emphasize the physical training program.



PART III

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SECTION A

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FINANCIAL AND OTHER STATISTICS BY COUNTIES

For the year ending June 30, 1920

## FINANCIAL

1. Current Expense Funds.
2. Manual and Industrial Training Funds.
3. Funds for Evening Schools for Foreign-Born Residents.
4. Vocational School Funds.
5. Funds for School Libraries and Apparatus.
6. Funds for Redemption of and Interest on Bonds.
7. Funds for Payments of and Interest on Notes Authorized by a vote of the District or Other Evidences of Indebtedness.
8. Outhouses and Water Closets.
9. Funds for Purchase of Land and Erecting, Enlarging, Remodeling, Furnishing and Equipping School Buildings.
10. Funds for Repairing, Refurnishing and Leasing School Buildings.
11. Summary of Receipts and Expenditures.
12. Cost of Education.
13. Interest-Bearing School Debt.

## SCHOOL BUILDINGS

14. School Buildings Owned and Rented, Amount in Sinking Fund, Value of Property, Number of Buildings, Etc.

## TEACHERS

15. Teachers Employed and Salaries Paid.
16. Summary of Teachers Employed.
17. Classification of Teachers in Day Schools According to Annual Salaries.
18. Professional Training of Teachers.

## PUPILS

19. Enrollment in Day Schools by Grades.
20. Age of Pupils Enrolled in Day Schools.
21. Regular Day School Attendance.
22. Pupils for Whom Tuition Is Paid and Received.

## MISCELLANEOUS

23. Evening Schools.
24. Summer Schools.
25. Colored Day Schools.
26. County Vocational Schools.
27. Apportionment of Reserve Funds for Year Beginning July 1, 1919.
28. Apportionment of School Moneys for Year Beginning July 1, 1919.

TABLE I.  
DISTRICT TAXES ORDERED FOR SCHOOL YEAR BEGINNING JULY 1, 1920.

COUNTIES.	Current Expenses.	Manual Training.	Vocational Schools.	Evening Schools for Foreign Born.	School Libraries.	Redemption of Bonds and Interest on Bonds.	Redemption of and Interest on Authorized Notes.
Atlantic .....	\$749,864.87	\$28,900.00	\$23,700.00		\$550.00	\$98,164.34	\$7,342.75
Bergen .....	2,399,374.58	72,825.00	300.00	\$1,850.00	3,415.00	349,436.78	85,134.56
Burlington .....	696,408.30	5,750.00			100.00	53,290.37	18,600.50
Camden .....	1,357,470.14	20,850.00		2,000.00	400.00	80,023.19	36,470.00
Cape May .....	169,453.85	3,385.00			120.00	41,124.51	1,000.00
Cumberland .....	453,176.16	10,700.00			160.00	31,645.00	3,000.60
Essex .....	6,155,015.84	163,652.00	83,836.00		2,960.00	739,961.18	62,300.00
Gloucester .....	362,817.25	7,875.00			205.00	35,290.29	15,425.00
Hudson .....	4,399,006.89	119,102.00	86,483.00	17,306.00	1,570.00	782,861.68	
Hunterdon .....	184,253.65	5,900.00			80.00	13,285.00	8,879.34
Mercer .....	1,111,985.94	39,400.00			325.00	155,897.76	13,000.00
Middlesex .....	1,198,686.59	37,770.00		6,650.00	1,305.00	105,988.78	15,080.00
Monmouth .....	808,332.46	25,960.00	1,800.00		60,072.50	8,890.00	
Morris .....	658,130.00	18,600.00			280.00	93,432.25	68,345.00
Ocean .....	215,354.00	3,300.00			80.00	17,052.86	
Passaic .....	1,991,639.00	66,790.00	39,650.00	3,750.00	10.00	85,183.77	2,555.00
Salem .....	215,158.00	6,497.00	1,700.00		50.00	22,560.50	
Somerset .....	427,681.40	9,400.00		1,300.00	30.00	34,724.75	22,080.00
Sussex .....	185,400.00	5,700.00	4,500.00	670.00		15,496.67	
Union .....	1,496,270.44	42,550.00	9,500.00	300.00	240.00	131,673.09	37,902.00
Warren .....	321,880.00	6,300.00	2,600.00	350.00	80.00	23,365.41	1,323.00
Total .....	\$25,366,759.29	\$701,206.00	\$253,463.00	\$34,100.00	\$11,955.00	\$2,988,530.68	\$467,327.15

TABLE 1—*Continued.*  
DISTRICT TAXES ORDERED FOR SCHOOL YEAR BEGINNING JULY 1, 1920.

COUNTIES.	Payment to Sinking Fund.	Leasing, Repairing and Re-furnishing School Build-ings.	Purchase of Land, Erecting, Enlarging, Altering and Furnishing School Build-ings.	Outhouses and Water Closets.	Total Amount of Taxes Or-dered Raised.	Net Valuation on Which County and State School Taxes are Apportioned.	Rate of Local District School Tax.
Atlantic .....	\$1,440.01	\$70,220.00	\$1,546.00		\$981,721.90	\$141,637,643.00	.6931
Bergen .....	78,762.25	171,655.00	18,050.00		3,171,803.17	201,683,744.00	1.5726
Burlington .....	2,819.15	23,501.08	4,050.60		714,519.40	44,928,063.00	1.5903
Camden .....	39,465.70	75,715.00	175.00		1,621,569.03	164,548,473.00	.9854
Cape May .....	6,728.06	7,525.00	250.00		229,586.42	39,926,679.00	.575
Cumberland .....	8,952.29	21,375.00			528,908.45	32,209,981.60	1.639
Essex .....	230,583.17	332,216.50	93,508.50		7,864,027.19	778,740,800.00	1.000
Gloucester .....	2,410.71	23,275.00	5,700.00		452,993.25	40,586,327.00	1.116
Hudson .....	192,156.50	273,041.00	10,800.00		5,793,221.07	742,110,952.60	.7806
Hunterdon .....	60.81	5,350.00	400.00		218,248.80	23,654,501.00	.9224
Mercer .....	43,247.14	83,200.00	7,500.00	\$5,916.00	1,460,146.84	147,034,693.00	.9630+
Middlesex .....	13,012.21	60,560.00	2,400.00		1,411,452.58	121,120,781.00	1.190
Monmouth .....	5,197.71	50,630.28	13,233.50		983,441.45	126,616,151.00	.7804
Morris .....	6,232.17	44,860.00			889,819.42	63,079,300.40	1.411
Ocean .....		13,785.00		1,000.00	250,571.86	24,613,667.34	1.018
Passaic .....	14,020.86	52,000.00	4,550.00		2,260,748.63	239,277,604.00	.9448
Salem .....		15,600.00	5,500.00		266,465.50	30,968,144.00	.8604
Somerset .....	8,740.19	23,190.05			526,546.39	41,695,114.00	1.262
Sussex .....	790.71	8,550.00			221,037.38	27,529,357.00	.802
Union .....	45,258.69	95,166.95	158,500.00	7,500.00	2,024,861.17	226,237,786.89	.8950
Warren .....		5,000.00	14,800.00		375,998.41	33,733,798.00	1.111
Total .....	\$699,878.33	\$1,457,255.86	\$340,957.00	\$14,416.00	\$32,275,848.31	\$3,291,334,159.63	.986

TABLE 2.  
CURRENT EXPENSE FUNDS.

RECEIPTS FROM STATE AND COUNTY FUNDS FOR CURRENT EXPENSES.

COUNTIES.	From \$250,000 State School Fund. Appropriation.	From Appropriation to Re-duce State School Tax.	From 90% State School Tax.	From 10% State School Tax Reserve Fund.	From Interest on Surplus Revenue.	From Reapportioned Bal-ances.	Total Receipts During the Year from State and County Current Expense Fund.	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.
Atlantic*	\$6,394.38	\$4,194.43	\$310,872.20	\$23,628.16	\$534.18		\$345,623.35		\$345,623.35
Bergen	19,912.64	6,622.97	490,864.45	65,071.26	1,795.08		584,265.80		584,265.80
Burlington	5,186.35	1,330.65	98,621.42	20,834.41	4,363.96		130,336.79		130,336.79
Camden	12,478.55	4,313.19	319,674.02	46,825.39	1,529.71		384,820.86		384,820.86
Cape May	1,801.02	1,280.14	94,878.40	7,144.15	750.06		105,853.71		105,853.71
Cumberland	5,293.17	1,018.63	75,496.39	18,319.16	1,766.13		101,893.48		101,893.48
Essex	55,147.01	23,451.10	1,738,088.21	172,151.40			1,988,837.72		1,988,837.72
Gloucester	3,634.75	1,262.03	93,535.79	14,503.76	1,811.50	\$331.43	115,079.26		115,079.26
Hudson	47,519.56	22,469.29	1,665,320.52	144,940.90			1,880,250.27		1,880,250.27
Hunterdon	2,415.17	766.53	56,811.63	9,383.84			69,377.17	\$4,554.66	73,931.83
Mercer	10,863.95	4,437.21	328,865.84	36,698.41	370.62		381,236.03		381,236.03
Middlesex	12,585.14	3,738.44	277,075.81	41,145.55			334,544.94		334,544.94
Monmouth	8,701.64	4,029.51	298,648.59	33,063.31	2,506.02		347,129.07		347,129.07
Morris	6,504.81	1,976.59	146,495.54	22,221.03	3,600.00		180,797.97		180,797.97
Ocean	1,802.94	861.63	59,413.13	7,188.12	964.10		70,109.92		76,109.92
Passaic	22,130.29	7,159.31	530,615.50	67,733.06	1,168.93		628,807.12	3.58	628,810.70
Salem	2,944.97	1,189.67	88,173.01	11,660.18	2,099.46		106,067.29		106,067.29
Somerset	3,909.89	1,319.86	97,822.26	13,653.62	2,869.09		119,574.72		119,574.72
Sussex	2,113.77	834.19	61,825.71	7,929.80	2,321.34		75,024.81		75,024.81
Union	15,005.27	6,726.83	498,562.14	47,317.89			567,612.13		567,612.13
Warren	3,565.33	1,077.80	79,881.32	12,691.22		33.75	96,649.42		96,649.42
Total	\$250,000.00	\$100,000.00	\$7,411,541.88	\$823,504.65	\$28,486.12	\$365.18	\$8,613,891.83	\$4,558.24	\$8,618,450.07

\* \$3,684.97 withheld from Weymouth Twp., Atlantic County, by order State Board of Education, but included in this report.



TABLE 2—Continued.  
CURRENT EXPENSE FUNDS.

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

COUNTIES.	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 .....	\$396,856.66	\$110,039.78	\$5,270.81	\$128.61	\$334.50	\$11,635.95	\$71.22
Bergen .....	1,406,231.95	173,751.83	10,649.11	687.54	117.11	100,504.11	215.47
Burlington .....	411,505.95	34,969.23	2,403.12	18.73	10.95	33,926.25	43.25
Camden .....	982,531.11	113,155.36	3,456.37	86.60	19.80	51,937.71	244.06
Cape May .....	106,722.35	33,584.21	718.58	22.11	1.25	7,682.95	215.60
Cumberland .....	304,559.42	26,723.54	845.59	62.50	102.60	14,468.00	329.58
Essex .....	4,143,731.34	615,232.96	16,293.90	527.42	1,289.94	33,805.80	164.74
Gloucester .....	226,418.28	33,108.97	636.16	44.66	2.00	46,296.12	369.16
Hudson .....	3,074,691.64	589,475.31	12,385.93	81.46	477.70	35,341.90	165.89
Hunterdon .....	179,522.68	20,109.68	120.94	.....	9.00	33,378.85	9.50
Mercer .....	679,228.87	116,400.01	3,725.21	25.96	689.15	22,526.58	24.46
Middlesex .....	829,978.93	98,676.83	8,849.33	199.92	217.12	47,329.17	.....
Monmouth .....	513,130.86	105,712.98	5,891.35	104.38	47.42	49,771.29	42.62
Morris .....	514,667.41	51,855.19	6,216.00	186.21	130.51	33,705.96	82.78
Ocean .....	107,993.10	21,030.54	589.20	30.12	.....	15,306.88	40.17
Passaic .....	1,431,787.47	189,322.51	6,756.08	560.39	243.37	20,413.94	369.68
Salem .....	160,215.42	31,210.70	1,121.37	47.52	.....	18,441.75	208.08
Somerset .....	278,317.02	34,626.25	2,614.21	179.07	13.65	16,524.03	204.75
Sussex .....	145,391.72	21,884.52	1,549.48	7.00	11.02	22,938.53	.....
Union .....	1,037,333.23	176,549.04	12,802.30	368.61	1,136.03	27,582.80	542.62
Warren .....	194,651.06	28,275.69	358.55	77.87	3.07	22,753.85	373.96
Total .....	\$17,125,467.37	\$2,625,044.13	\$103,312.59	\$3,447.28	\$4,856.24	\$666,362.36	\$3,716.69

TABLE 2—Continued.  
CURRENT EXPENSE FUNDS.

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

COUNTIES.	From all Other Sources for Current Expense Not Cov- ered by Columns A, B, C, D, E.	Total Receipts During the Year from District Tax, Railroad Tax and Other Sources for Current Ex- pense.	Balance on Hand Beginning of Year in District Tax, Railroad Tax and Other Sources for Current Ex- pense.	Total Receipts During the Year and Balance on Hand Beginning of Year; Dis- trict Tax, Railroad Tax and Other Sources.	Grand Total of Receipts During the Year and Bal- ance on Hand Beginning of Year for Current Ex- pense.
Atlantic .....	\$32,228.67	\$556,566.20	\$28,518.22	\$585,084.42	\$930,707.77
Bergen .....	102,829.27	1,854,986.39	285,511.50	2,140,497.89	2,724,763.69
Burlington .....	3,205.07	486,082.55	19,162.14	505,244.69	635,581.48
Camden .....	6,012.90	1,157,443.91	54,573.00	1,212,016.91	1,596,837.77
Cape May .....	2,699.33	151,645.78	15,243.85	166,889.63	272,743.34
Cumberland .....	2,616.17	349,707.40	45,963.77	395,671.17	497,564.65
Essex .....	79,288.16	4,890,334.26	419,270.40	5,339,604.66	7,328,442.38
Gloucester .....	8,003.91	314,879.26	44,483.85	359,363.11	474,442.37
Hudson .....	35,934.87	3,748,554.70	118,367.01	3,866,921.71	5,747,171.98
Hunterdon .....	4,635.42	237,786.07	14,325.76	252,111.83	326,043.66
Mercer .....	3,159.82	825,789.06	51,229.71	877,018.77	1,258,254.80
Middlesex .....	28,877.55	1,013,528.85	110,990.16	1,124,489.01	1,459,033.95
Monmouth .....	4,726.12	679,427.02	131,833.89	811,260.91	1,158,389.98
Morris .....	8,072.74	614,915.74	49,872.20	664,787.94	845,585.91
Ocean .....	302.54	145,382.55	47,158.06	192,540.61	262,650.53
Passaic .....	14,246.45	1,663,699.89	50,614.51	1,714,314.40	2,343,125.10
Salem .....	5,123.48	216,368.37	31,811.51	248,179.88	354,247.17
Somerset .....	5,611.20	338,081.68	28,820.98	366,902.66	486,477.38
Sussex .....	722.33	192,504.60	40,180.02	232,684.62	307,769.43
Union .....	34,252.05	1,290,626.68	116,026.22	1,406,652.90	1,974,265.93
Warren .....	15,247.67	261,741.72	40,192.35	301,934.07	398,583.49
Total .....	\$457,845.72	\$20,990,652.68	\$1,774,119.11	\$22,764,171.79	\$31,382,621.86

TABLE 2—Continued.  
CURRENT EXPENSE FUNDS.

## PAYMENTS FROM CURRENT EXPENSE FUNDS.

COUNTIES.	For Salaries of Superintendent, Supervising Principals, Supervisors, Principals and Teachers.	For Teachers' Pension and Annuity Fund.	For Teachers' Bonuses.	For Salaries of Janitors, Engineers and Firemen.	For Fuel.	For Transportation of Pupils to Other Districts.	For Transportation of Pupils Within the District.	For Tuition Fees.	For Expense of Superintendent, Supervising Principal, Supervisors, Principals and Teachers.
	1	1A	1B	2	3	4	4A	5	6
Atlantic .....	\$603,038.67	\$14,450.10	\$18,436.15	\$56,386.40	\$39,695.07	\$14,787.68	\$19,692.30	\$10,867.25	\$11,633.25
Bergen .....	1,558,024.42	24,005.41	221,120.00	181,273.98	111,326.83	25,432.86	12,411.35	96,015.63	9,902.61
Burlington .....	358,543.33	4,642.57	11,325.92	33,048.57	27,535.48	31,298.83	47,816.45	34,290.86	1,339.15
Camden .....	1,026,655.52	5,602.13	32,541.12	132,178.84	60,864.70	16,090.29	7,530.61	44,346.96	8,063.10
Cape May .....	155,375.03	2,302.70	6,761.00	18,112.82	14,677.65	11,298.60	12,004.50	7,428.98	1,567.34
Cumberland .....	304,661.26	5,434.95	16,500.00	22,324.40	22,886.14	11,410.11	33,518.38	10,522.00	742.24
Essex .....	4,871,532.14	92,975.48	444,489.98	437,062.87	212,484.51	4,780.23	17,248.62	10,008.32	21,484.12
Gloucester .....	254,510.57	4,613.43	6,881.93	22,471.88	23,100.73	23,770.60	13,139.00	34,241.00	1,743.25
Hudson .....	3,918,738.55	66,456.13	185,775.06	405,899.19	228,399.34	3,911.67	6,148.85	27,785.01	32,993.64
Hunterdon .....	166,660.40	1,394.60	4,900.00	9,678.46	14,856.73	31,638.41	9,867.40	30,852.30	152.18
Mercer .....	788,518.93	13,132.68	76,656.25	83,936.10	51,797.02	10,111.30	34,637.89	19,208.75	3,848.78
Middlesex .....	874,087.43	10,043.54	113,911.80	89,514.18	48,976.73	23,948.71	27,793.41	56,442.58	11,340.16
Monmouth .....	690,536.82	11,994.63	42,681.42	70,938.11	58,643.65	31,933.89	39,734.74	47,486.34	4,076.63
Morris .....	474,133.22	6,504.22	48,138.05	46,694.77	37,252.96	31,552.82	27,399.97	33,405.00	2,217.41
Ocean .....	150,675.25	2,348.93	.....	11,612.07	10,831.53	21,720.70	9,160.61	10,424.95	374.19
Passaic .....	1,539,555.30	6,580.54	245,887.25	152,043.64	66,155.83	11,559.84	9,204.85	25,845.34	6,371.13
Salem .....	189,338.53	1,704.60	3,493.02	16,980.66	15,625.03	18,948.09	13,174.02	22,975.85	229.21
Somerset .....	290,277.95	4,051.10	39,610.00	23,740.38	21,501.96	19,045.03	9,663.62	30,389.81	1,789.14
Sussex .....	143,530.12	1,766.13	6,904.97	8,831.92	15,052.72	36,551.92	13,166.30	21,732.00	1,250.15
Union .....	1,233,041.50	22,589.56	173,267.10	139,002.65	76,730.84	3,522.89	6,559.23	13,488.00	10,205.62
Warren .....	226,545.63	4,118.10	.....	17,476.71	15,635.32	22,199.60	15,754.67	22,858.95	416.79
Total .....	\$19,817,986.57	\$306,110.93	\$1,690,282.52	\$1,980,108.66	\$1,172,039.77	\$404,623.97	\$376,635.17	\$608,705.88	\$131,439.40

TABLE 2—Continued.  
CURRENT EXPENSE FUNDS.

## PAYMENTS FROM CURRENT EXPENSE FUNDS—Continued.

COUNTIES.	7 For Text Books.	8 For Supplies and Other Expenses of Instruc- tion.	9 For Apparatus Pur- chased with Current Expense Funds.	10 For Janitors' Supplies.	11 For Light, Water and Power.	12 For Medical Inspection Salaries, Supplies and Other Expenses.	13 For Compulsory Attend- ance Salaries, Sup- plies and Other Ex- penses.
Atlantic .....	\$16,669.12	\$21,017.15	\$8,532.99	\$5,290.82	\$7,850.05	\$14,325.03	\$7,379.84
Bergen .....	52,562.69	75,046.13	13,122.88	19,547.67	32,537.33	29,446.87	17,115.09
Burlington .....	14,793.40	15,594.11	2,791.62	2,747.08	4,562.16	8,072.57	2,701.50
Camden .....	45,666.07	48,607.86	4,398.96	9,988.72	11,717.55	17,912.46	8,823.52
Cape May .....	5,640.04	8,761.30	2,226.59	1,335.23	2,368.06	4,363.49	2,386.25
Cumberland .....	11,666.97	17,807.11	2,316.23	2,813.63	3,523.47	5,395.71	1,907.11
Essex .....	90,001.35	203,794.20	36,306.80	27,881.33	73,133.76	95,883.41	46,157.80
Gloucester .....	11,447.61	20,126.17	2,231.96	2,954.97	2,574.19	6,019.68	1,992.50
Hudson .....	82,058.65	116,778.00	24,916.29	43,270.38	59,806.69	100,845.90	70,427.50
Hunterdon .....	5,667.49	9,711.70	901.50	887.30	1,082.38	2,048.80	962.55
Mercer .....	20,018.25	21,902.31	1,984.22	5,858.00	6,537.95	18,700.77	9,604.32
Middlesex .....	27,611.35	38,138.31	5,705.83	7,519.80	8,926.11	13,856.21	6,482.46
Monmouth .....	22,447.52	36,079.27	4,808.02	6,599.79	11,744.49	12,150.23	7,574.63
Morris .....	17,741.37	29,602.86	4,932.12	4,290.12	6,882.51	11,965.53	5,329.91
Ocean .....	5,012.54	8,994.03	1,314.75	1,198.76	1,366.88	2,258.45	1,477.59
Passaic .....	38,073.37	46,617.89	5,107.25	13,026.35	19,432.63	23,020.73	17,794.85
Salem .....	9,009.84	10,053.83	3,763.98	1,974.23	1,282.91	2,865.50	893.00
Somerset .....	11,309.66	13,382.17	2,686.30	2,757.15	3,562.32	4,559.10	2,514.40
Sussex .....	7,900.27	8,416.16	3,247.27	1,224.44	716.34	4,291.75	1,186.73
Union .....	32,721.11	55,239.84	10,601.28	11,924.64	24,118.64	27,809.85	14,362.19
Warren .....	10,782.43	14,341.32	1,934.84	1,613.26	3,093.87	4,211.34	1,565.96
Total .....	\$538,804.10	\$820,011.72	\$143,831.68	\$174,703.67	\$286,820.89	\$410,003.38	\$228,739.70

TABLE 2—Continued.  
CURRENT EXPENSE FUNDS.

PAYMENTS FROM CURRENT EXPENSE FUNDS—Continued.

COUNTIES.	For Salary of District Clerk or Secretary.	For Salary of Custodian of School Monies.	For All Other Salaries, Supplies and Other Expenses of Board of Education and Business Offices.	For Insurance Premiums.	For Wages of Other Employees.	For Lectures and Recreation.
	14	14A	14B	15	16	17
Atlantic .....	\$7,404.02	\$2,944.59	\$2,561.42	\$6,761.80	\$13,804.59	\$3,170.65
Bergen .....	22,048.12	6,159.94	23,230.07	26,569.81	3,009.70	4,734.19
Burlington .....	5,394.26	2,035.50	3,515.41	3,798.39	1,929.94	176.80
Camden .....	9,089.21	1,816.95	15,844.85	14,045.24	824.27	889.71
Cape May .....	3,154.92	1,011.41	1,664.96	1,767.49	1,214.70	423.34
Cumberland .....	3,406.58	760.00	3,979.77	1,550.87	1,537.83	420.50
Essex .....	21,692.90	1,832.42	149,514.91	31,182.85	14,293.10	52,344.54
Gloucester .....	4,512.83	1,157.50	2,188.45	5,157.30	1,195.97	479.60
Hudson .....	23,915.01	4,850.50	77,342.40	33,596.69	22,472.92	17,577.62
Hunterdon .....	2,782.33	1,009.80	2,623.86	1,188.18	700.66	53.91
Mercer .....	6,425.01	1,869.98	12,416.92	5,658.23	7,568.77	1,369.70
Middlesex .....	8,505.98	3,450.57	7,860.03	10,280.12	2,665.94	1,038.70
Monmouth .....	10,433.10	2,625.73	6,777.62	10,193.50	2,357.38	3,313.62
Morris .....	7,585.30	2,848.26	2,485.49	6,601.60	2,852.57	1,407.39
Ocean .....	2,033.43	738.86	881.55	1,042.59	1,342.02	372.46
Passaic .....	9,049.75	4,269.28	24,147.92	13,562.55	6,743.63	234.10
Salem .....	2,768.00	598.33	2,304.95	1,768.61	1,089.68	125.16
Somerset .....	4,052.96	1,250.23	3,018.65	4,406.98	1,413.31	421.36
Sussex .....	2,751.90	754.00	2,039.21	1,526.42	744.23	156.75
Union .....	12,395.36	1,763.35	19,073.24	13,610.05	4,375.84	1,870.35
Warren .....	3,908.73	1,045.26	1,767.78	2,363.94	3,541.38	48.86
Total .....	\$173,909.70	\$44,792.46	\$365,239.46	\$196,033.21	\$95,678.43	\$90,629.31

COMMISSIONER OF EDUCATION.



TABLE 2—Continued.  
CURRENT EXPENSE FUNDS.

## PAYMENTS FROM CURRENT EXPENSE FUNDS—Continued.

COUNTIES.	For Evening Schools.		Special Summer Schools.		For Interest on Temporary Loans.	For Telephone Service.	For Incidental Expenses.
	For Salaries Supervisors, Principals and Teachers.	For All Other Salaries, Supplies and Expenses.	For Salaries Supervisors, Principals and Teachers.	For All Other Salaries, Supplies and Expenses.			
	18	18A	19	19A	20	20A	20B
Atlantic .....	\$2,669.00		\$160.00		\$482.75	\$427.43	\$2,787.94
Bergen .....	4,484.29	\$185.65	2,036.80	\$50.23	2,040.13	7,074.23	13,506.14
Burlington .....	160.00				1,439.54	\$76.31	1,990.77
Camden .....	3,374.50	681.23			3,763.28	1,588.85	2,441.37
Cape May .....	200.00				537.60	107.65	973.19
Cumberland .....	160.00		872.00		154.79	680.11	27.00
Essex .....	125,608.87	29,261.37	88,472.65	10,934.42	480.78	7,978.08	2,829.22
Gloucester .....					250.19	518.23	1,778.77
Hudson .....	42,544.44	8,297.11	41,842.80	1,470.59	3,172.48	7,681.29	6,331.56
Hunterdon .....					477.05	109.90	11,774.79
Mercer .....	12,810.25	3,786.04	9,095.91	655.15	726.05	2,786.62	2,933.81
Middlesex .....	4,363.05	930.66	2,980.00	1,428.50	308.54	1,903.11	6,133.33
Monmouth .....	95.50	96.00			265.04	2,135.46	3,709.65
Morris .....	2,316.00	346.50			510.44	1,976.63	1,076.20
Ocean .....					752.81	264.08	515.63
Passaic .....	11,562.00	3,060.76	3,146.65	135.70	4,226.07	1,530.10	5,133.03
Salem .....					115.83	309.02	290.46
Somerset .....				540.00	13.15	1,020.25	
Sussex .....	744.50		798.33		8.33	238.59	1,231.35
Union .....	12,161.25	1,617.37	7,509.00	309.00	128.66	4,660.27	4,227.79
Warren .....					181.28	488.81	504.05
<b>Total</b> .....	<b>\$223,283.65</b>	<b>\$48,262.09</b>	<b>\$157,814.14</b>	<b>\$15,523.39</b>	<b>\$19,954.75</b>	<b>\$44,350.02</b>	<b>\$70,295.05</b>

TABLE 2—Continued.  
CURRENT EXPENSE FUNDS.

PAYMENTS FROM CURRENT EXPENSE FUNDS—Continued.

COUNTIES.	For Salary Helping Teacher.	County Triant Officer.	Supervisor of Child Study.	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.
Atlantic .....	\$1,000.00			\$914,826.00	\$15,881.71	\$930,707.77
Bergen .....				2,595,220.45	129,543.24	2,724,763.69
Burlington .....	4,500.00	\$730.00		627,659.48	7,922.00	635,581.48
Camden .....	1,500.00			1,536,196.87	60,640.90	1,596,837.77
Cape May .....	1,500.00			269,164.84	3,578.50	272,743.34
Cumberland .....	2,840.00			489,799.16	7,765.49	497,564.65
Essex .....	1,500.00			7,224,000.03	104,382.35	7,328,442.38
Gloucester .....	3,000.00			452,067.31	22,375.06	474,442.37
Hudson .....				5,602,306.56	83,865.42	5,747,171.98
Hunterdon .....	3,000.00			314,988.08	11,055.58	326,043.66
Mercer .....				1,234,556.02	23,698.78	1,258,254.80
Middlesex .....				1,416,147.14	42,886.81	1,459,033.95
Monmouth .....	3,000.00	1,550.00	\$1,805.59	1,137,888.37	20,501.61	1,158,389.98
Morris .....				818,139.82	27,446.09	845,585.91
Ocean .....	3,000.00			249,654.66	12,005.87	262,650.53
Passaic .....	1,500.00			2,312,638.33	30,486.77	2,343,125.10
Salem .....	1,500.00			323,283.24	30,963.93	354,247.17
Somerset .....	3,000.00			490,977.58	*4,500.20	486,477.38
Sussex .....	1,500.00			288,262.80	19,446.63	307,709.43
Union .....	1,500.00			1,939,819.47	34,445.56	1,974,265.03
Warren .....	3,000.00			379,488.28	19,095.21	398,583.49
Total .....	\$37,440.00	\$2,280.00	\$1,805.59	\$30,678,144.55	\$704,477.31	\$31,382,621.86

\* Deficit.

TABLE 3.  
MANUAL AND INDUSTRIAL TRAINING FUNDS.  
RECEIPTS.

COUNTIES.	From State Appropriation.	From District Tax for Manual Training.	From Subscriptions, Endowments, 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 .....	\$13,901.81	\$21,435.05	\$36.61	\$1,672.15	\$36,145.62	\$7,828.50	\$43,974.12
Bergen .....	52,411.78	54,988.34	2,800.13	2,146.48	112,406.73	31,251.13	143,657.86
Burlington .....	5,986.71	5,150.00		458.61	11,595.32	2,387.21	13,982.53
Camden .....	13,197.10	13,149.79		156.83	26,503.72	396.42	26,900.14
Cape May .....	4,695.45	5,100.00		40.59	9,836.04	2,225.69	12,061.73
Cumberland .....	8,760.90	11,698.64		310.80	20,770.34	3,570.79	24,341.13
Essex .....	45,746.75	132,975.22	902.55	2,957.67	182,582.19	7,745.80	190,327.99
Gloucester .....	7,902.86	7,550.00		5,654.96	21,107.82	2,729.98	23,837.80
Hudson .....	39,862.02	104,207.00	62.03	1,494.99	145,626.04	24,240.40	169,866.44
Hunterdon .....	3,795.33	7,000.67		1,325.42	12,121.42		12,121.42
Mercer .....	13,877.11	31,292.08	207.79	379.09	45,846.07	6,712.70	52,558.79
Middlesex .....	22,001.81	27,805.00	4,197.01	849.56	54,853.38	8,352.20	63,205.58
Monmouth .....	21,351.26	24,066.00	738.42	524.80	46,680.48	10,799.24	57,479.72
Morris .....	13,458.09	13,942.59	1,465.67	319.70	29,186.05	8,937.14	38,123.19
Ocean .....	2,254.19	2,304.66	85.53		4,644.38	3,678.83	8,323.21
Passaic .....	17,317.85	61,798.66	400.00	2,526.34	82,042.85	2,400.31	84,443.16
Salem .....	8,901.25	6,000.00		211.30	15,112.55	2,287.39	17,399.94
Somerset .....	5,655.32	6,350.00	2.50	475.99	12,483.81	1,235.50	13,719.31
Sussex .....	4,519.60	3,937.50		221.33	8,678.43	7,966.64	16,645.07
Union .....	31,926.77	34,450.00	600.00	1,225.73	68,202.50	10,430.56	78,633.06
Warren .....	7,992.50	5,350.00	2,726.55	85.91	16,154.76	4,665.92	20,760.68
Total .....	\$344,616.26	\$580,551.20	\$14,374.79	\$23,038.25	\$962,580.50	\$149,782.37	1,112,362.87

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

COUNTIES.	DAY SCHOOLS.							
	For Salaries of Supervisors, Principals and Teachers.	For Teachers' Pension and Annuity Fund.	For Teachers' Bonuses.	For Manual and Industrial Training Material and Supplies.	For Repairs and Replacements.	For New Equipment.	For All Other Expense Incident to Manual and Industrial Training.	Total Manual and Industrial Training Expenditures, Day Schools.
	1	1A	1B	2	3	3A	4	
Atlantic .....	\$29,603.78	\$309.45	\$505.60	\$7,762.87	\$716.32	\$974.55	\$68.94	\$39,940.91
Bergen .....	78,164.27	718.12	6,417.67	21,210.06	1,292.18	5,158.73	189.13	113,150.16
Burlington .....	7,303.55	134.70	50.00	2,192.56	92.98	792.02	96.30	10,662.11
Camden .....	10,118.90	92.09	.....	13,747.25	1,060.86	450.03	14.73	25,432.86
Cape May .....	6,768.19	.....	300.60	2,130.20	30.95	61.81	25.15	9,316.30
Cumberland .....	14,455.78	117.18	690.00	4,524.98	484.81	839.79	430.48	21,453.02
Essex .....	114,974.50	2,199.62	7,047.00	48,621.95	1,181.29	6,123.18	74.25	180,221.79
Gloucester .....	9,970.93	112.07	386.33	3,700.09	358.09	1,438.16	3,885.41	19,851.08
Hudson .....	97,962.91	1,336.06	1,844.99	29,231.37	1,127.33	4,908.53	542.96	136,954.08
Hunterdon .....	6,466.00	50.70	.....	2,272.45	11.57	663.41	3,273.53	12,737.66
Mercer .....	30,208.09	563.22	2,082.50	11,630.33	953.14	2,767.16	1,759.18	49,364.22
Middlesex .....	37,307.85	597.15	4,138.11	12,025.22	261.41	1,728.88	1,477.04	57,535.66
Monmouth .....	30,665.19	640.02	1,400.00	7,973.43	498.74	4,093.58	353.80	45,624.76
Morris .....	20,889.39	314.79	1,352.06	6,724.08	1,261.23	3,928.12	880.86	35,350.41
Ocean .....	4,001.33	.....	.....	1,324.88	71.59	234.22	.....	5,632.02
Passaic .....	54,529.71	343.70	7,945.89	10,577.67	813.12	6,468.91	650.72	81,329.72
Salem .....	10,529.02	158.62	156.00	3,742.31	.....	99.66	21.58	14,707.19
Somerset .....	9,489.77	62.24	290.00	2,044.16	149.71	19.17	332.90	12,297.95
Sussex .....	7,961.94	175.88	459.94	1,534.96	34.00	2,192.99	91.54	12,451.19
Union .....	46,058.35	640.61	2,730.00	18,505.65	1,148.25	1,258.02	628.39	70,960.27
Warren .....	11,599.96	.....	.....	3,076.44	370.37	590.55	620.42	16,257.74
Total .....	\$639,030.00	\$8,566.16	\$37,615.43	\$213,952.85	\$11,866.94	\$44,791.47	\$15,417.25	\$971,240.10

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

COUNTIES.	EVENING SCHOOLS.						Total Manual and Industrial Training Expenditures—Pay 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.
	For Salaries of Supervisors, Principals and Teachers.	For Manual and Industrial Training, Material and Supplies.	For Repairs and Replacements.	For New Equipment.	For All Other Expenses Incident to Manual and Industrial Training.	Total Manual and Industrial Training Expenditures—Evening Schools.			
	1	2	3	3A	4				
Atlantic							\$39,940.91	\$4,033.21	\$43,974.12
Bergen							113,150.16	30,507.70	143,657.86
Burlington							10,662.11	3,326.42	13,982.53
Camden							25,432.86	1,467.28	26,900.14
Cape May							9,316.30	2,745.43	12,061.73
Cumberland							21,453.02	2,888.11	24,341.13
Essex		\$3,461.49				\$3,461.49	183,683.28	6,644.71	190,327.99
Gloucester							19,851.08	3,986.72	23,837.80
Hudson	\$561.00					561.00	137,515.08	32,351.36	169,866.44
Hunterdon							12,737.66	*616.24	12,121.42
Mercer							49,364.22	3,194.57	52,558.79
Middlesex							37,535.66	5,609.92	63,205.58
Monmouth							45,624.76	11,854.96	57,479.72
Morris	280.00					280.00	35,630.41	2,492.78	38,123.19
Ocean							5,632.02	2,691.19	8,323.21
Passaic							81,329.72	3,113.44	84,443.16
Salem							14,797.19	2,692.75	17,399.94
Somerset							12,297.95	1,421.36	13,719.31
Sussex							12,451.19	4,193.88	16,645.07
Union							70,969.27	7,663.70	78,633.06
Warren							16,237.74	4,562.94	20,760.68
Total	\$841.00	\$3,461.49				\$4,302.49	\$975,542.59	\$136,820.28	\$1,112,362.87

\* Deficit.



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

COUNTIES.	From State Appropriation.	From District Tax for Evening School for Foreign-Born Residents.	From All Other Sources for Evening School for Foreign-Born Residents.	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 .....						
Bergen .....	\$440.90	\$391.62	\$5.30	\$837.82	\$377.45	\$1,215.27
Burlington .....						
Camden .....	368.91	792.09		1,161.00		1,161.00
Cape May .....						
Cumberland .....						
Essex .....		500.00		500.00		500.00
Gloucester .....		298.23	590.00	888.23		888.23
Hudson .....	6,160.82	13,286.00		19,446.82	3,261.11	22,707.93
Hunterdon .....						
Mercer .....						
Middlesex .....	4,150.26	3,946.00	865.51	8,955.77		8,955.77
Monmouth .....	260.52		250.00	510.52	320.00	830.52
Morris .....					250.00	250.00
Ocean .....						
Passaic .....	2,432.31	2,500.00	2.00	4,934.31	382.61	5,316.92
Salem .....						
Somerset .....	63.19		315.54	378.73	15.93	394.66
Sussex .....						
Union .....	262.95	450.00		712.95	115.04	827.99
Warren .....						
Total .....	\$14,139.86	\$22,157.94	\$2,028.35	\$38,326.15	\$4,722.14	\$43,048.29

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

COUNTIES.	For Salaries, Principals and Teachers.	For Text Books and Supplies.	For Janitors' Salaries.	For Other Expenditures.	Total Expenditures During the Year.	Balance in Evening School for Foreign-Born Resi- dents' Account at Close of Year.	Grand Total of Expenditures During the Year and Bal- ance on Hand at Close of Year.
1	2	3	4				
Atlantic .....							
Bergen .....	\$690.00	\$14.62	\$198.50	\$12.00	\$915.12	\$300.15	\$1,215.27
Burlington .....							
Camden .....	987.00		174.00		1,161.00		1,161.00
Cape May .....							
Cumberland .....							
Essex .....	52.00	3.00	3.00		58.00	442.00	500.00
Gloucester .....	856.00	31.42		.81	888.23		888.23
Hudson .....	15,401.50	715.74	1,550.50	1,251.24	18,918.98	3,788.95	22,707.93
Hunterdon .....							
Mercer .....							
Middlesex .....	7,057.76	677.47	865.00	1,550.24	10,150.47	*1,194.70	8,955.77
Monmouth .....	541.00				541.00	289.52	830.52
Morris .....						250.00	250.00
Ocean .....							
Passaic .....	3,671.50	97.31	436.00	500.00	4,704.81	612.11	5,316.92
Salem .....							
Somerset .....	362.78	15.95			378.73	15.93	394.66
Sussex .....							
Union .....	354.00		171.00	16.00	541.00	286.99	827.99
Warren .....							
Total .....	\$29,973.54	\$1,555.51	\$3,398.00	\$3,330.29	\$38,257.34	\$4,790.95	\$43,048.29

\* Deficit.

TABLE 5.  
VOCATIONAL SCHOOL FUNDS.  
RECEIPTS.

COUNTIES.	From State Appropriation.	From District Tax for Vocational Schools.	From All Other Sources for Vocational Schools.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balances on Hand Beginning of Year.
Atlantic .....	\$10,632.44	\$16,700.00	\$802.63	\$28,135.07	\$1,721.11	\$20,856.18
Bergen .....	329.96	125.00	25.00	479.96	177.31	657.27
Burlington .....						
Camden .....						
Cape May .....						
Cumberland .....					71.14	71.14
Essex .....	82,262.85	45,803.89	50.15	128,116.89	159.98	128,276.87
Gloucester .....						
Hudson .....	74,482.14	46,725.00	4,539.89	125,747.03	2,749.35	128,496.38
Hunterdon .....						
Mercer .....						
Middlesex .....	2.23			2.23	1,546.52	1,548.75
Monmouth .....	2,481.70	1,700.00	1,306.17	5,487.87	*267.47	5,220.40
Morris .....	.33	150.00		150.33	89.48	239.81
Ocean .....						
Passaic .....	20,249.20	29,279.76	5,523.68	55,052.64		55,052.64
Salem .....						
Somerset .....						
Sussex .....	2,956.96	4,000.00	1,681.05	8,638.01	2,268.42	10,906.43
Union .....	5,300.68	7,000.00	100.00	12,400.68		12,400.68
Warren .....						
<b>Total .....</b>	<b>\$198,608.49</b>	<b>\$151,483.65</b>	<b>\$14,028.57</b>	<b>\$364,210.71</b>	<b>\$8,515.84</b>	<b>\$372,726.55</b>

TABLE 5—Continued.  
 VOCATIONAL SCHOOL FUNDS.  
 PAYMENTS.

COUNTIES.	DAY SCHOOLS.							
	For Salaries of Supervisors, Principals and Teachers.	For Teachers' Pension and Annuity Fund.	For Teachers' Bonuses.	For Material and Supplies.	For Repairs and Replacements.	For New Equipment.	For All Other Expense Incident to Vocational Schools.	Total Expenditures During the Year for Vocational Day Schools.
	1	1A	1B	2	3	3A	4	
Atlantic .....	\$21,420.81	\$3,600.84					\$2,221.79	\$27,243.44
Bergen .....								
Burlington .....								
Camden .....								
Cape May .....								
Cumberland .....								
Essex .....	60,616.23			\$9,128.57	\$1,448.91	\$927.60	5,573.04	77,694.35
Gloucester .....								
Hudson .....	58,388.32		\$1,373.30	4,649.65	1,096.55		5,195.76	70,703.58
Hunterdon .....								
Mercer .....								
Middlesex .....								
Monmouth .....	6,141.53			434.28	5.00	10.40	1,441.53	8,032.74
Morris .....								
Ocean .....								
Passaic .....	15,203.33		240.00	3,582.67	292.34	12,295.40	9,317.58	40,931.32
Salem .....								
Somerset .....								
Sussex .....	6,620.40			3,678.00	190.84	170.25	4.92	10,664.41
Union .....	4,408.55			1,128.11		8,457.27		13,993.93
Warren .....								
Total .....	\$172,799.17	\$3,600.84	\$1,613.30	\$22,601.28	\$3,033.64	\$21,860.92	\$23,754.62	\$249,263.77

\* Deficit.

TABLE 5—*Continued.*  
VOCATIONAL SCHOOL FUNDS.

## PAYMENTS.

COUNTIES.	EVENING SCHOOLS.						Total Expenditures Pay 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.
	For Salaries of Supervisors, Principals and Teachers.	For Material and Supplies.	For Repairs and Replacements.	For New Equipment.	For All Other Expense Incident to Vocational Schools.	Total Expenditures During the Year for Vocational Evening Schools.			
	1	2	3	3A	4				
Atlantic .....	\$385.00					\$385.00	\$27,243.44	\$2,612.74	\$29,856.18
Bergen .....							385.00	272.27	657.27
Burlington .....									
Camden .....									
Cape May .....								71.14	71.14
Cumberland .....									
Essex .....	38,220.00	\$2,274.13	\$458.63	\$136.77	\$6,909.09	47,998.62	125,692.97	2,583.96	128,276.87
Gloucester .....									
Hudson .....	15,680.50	5,494.72	796.53	4.60	4,150.00	26,126.35	96,829.93	31,666.45	128,496.38
Hunterdon .....									
Mercer .....									
Middlesex .....								1,548.75	1,548.75
Monmouth .....							8,032.74	*2,812.34	5,220.40
Morris .....								239.81	239.81
Ocean .....									
Passaic .....	6,612.00	634.83	5.40		370.00	7,622.23	48,553.55	6,499.09	55,052.64
Salem .....									
Somerset .....									
Sussex .....							10,664.41	242.02	10,906.43
Union .....							13,993.93	*1,593.25	12,400.68
Warren .....									
<b>Total .....</b>	<b>\$60,897.50</b>	<b>\$8,403.68</b>	<b>\$1,260.56</b>	<b>\$141.37</b>	<b>\$11,429.09</b>	<b>\$82,132.20</b>	<b>\$331,395.97</b>	<b>\$41,330.58</b>	<b>\$372,726.55</b>

\* Deficit.



TABLE 6.  
COUNTY VOCATIONAL SCHOOL FUNDS.

## RECEIPTS.

	TEACHERS.		PUPILS.		From State Approp- riation.	From District Tax for Vocational Schools.	From All Other Sources for Voc- ational Schools.	Total Receipts Dur- ing the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balances on Hand Beginning of Year.
	Men.	Women.	Boys.	Girls.						
Atlantic .....					\$8,693.91	\$5,008.07	\$3,851.50	\$17,552.61	\$7,791.11	\$25,346.75
Number teachers .....	4	1								
Aggregate salary .....	\$7,280.00	\$1,500.00								
Minimum salary .....	1,680.00	1,500.00								
Maximum salary .....	2,000.00	1,500.00								
Average salary .....	1,820.00	1,500.00								
Enrollment .....			183	183						
Cape May .....					6,632.87	3,250.00	2,180.03	11,462.90	361.92	11,824.82
Number teachers .....	2	1								
Aggregate salary .....	\$4,400.00	\$1,250.00								
Minimum salary .....	2,000.00	1,250.00								
Maximum salary .....	2,400.00	1,250.00								
Average salary .....	2,200.00	1,250.00								
Enrollment .....			80	86						
Essex .....					10,000.00	45,170.20	7,420.82	62,600.02		62,600.02
Number teachers .....	8	3								
Aggregate salary .....	\$15,300.00	\$4,900.00								
Minimum salary .....	1,400.00	990.00								
Maximum salary .....	4,000.00	1,600.00								
Average salary .....	1,912.50	1,225.00								
Enrollment .....			297	1,418						

TABLE 6—Continued.  
COUNTY VOCATIONAL SCHOOL FUNDS.

## RECEIPTS.

	TEACHERS.		PUPILS.		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.
	Men.	Women.	Boys.	Girls.						
Middlesex .....					\$10,000.00	\$32,710.05	\$2,552.32	\$45,262.32	\$6,071.70	\$51,334.02
Number teachers .....	9	3								
Aggregate salary .....	\$15,700.00	\$4,600.00								
Minimum salary .....	1,400.00	1,500.00								
Maximum salary .....	2,100.00	1,600.00								
Average salary .....	1,744.44	1,533.00								
Enrollment .....			231	21						
Total number teachers .....			23	9						
Aggregate salary .....	\$12,680.00	\$12,250.00								
Minimum salary .....	1,400.00	900.00								
Maximum salary .....	4,000.00	1,600.00								
Average salary .....	1,855.65	1,361.11								
Total enrollment .....			1,391	1,708						
Total .....					\$4,725.88	\$2,138.27	\$16,013.73	\$136,877.88	\$14,227.73	\$151,105.61

COMMISSIONER OF EDUCATION.

TABLE 6—Continued.  
COUNTY VOCATIONAL SCHOOL FUNDS.  
PAYMENTS.

COUNTIES.	DAY SCHOOLS.						
	For Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Teachers' Pension and Annuity Fund.	For Material and Supplies.	For Repairs and Replace- ments.	For New Equipment.	For All Other Expense In- cident to Vocational Schools.	Total Expenditures During the Year for County Vocational Day Schools.	Balance on Hand at Close of Year.
	1	2	3	3A	4		Total Expended During Year and Balance on Hand at Close of Year.
Atlantic .....	\$10,800.32	\$123.55	\$1.70	\$106.06	\$5,703.46	\$16,735.09	\$8,611.06
Cape May .....	5,578.14	396.08		142.06	1,588.58	7,704.86	4,110.96
Essex .....	30,906.47	7,495.50	1,243.90	9,174.91	13,552.66	62,373.44	226.58
Middlesex .....	24,626.07	4,467.53		5,209.12	12,034.86	46,337.58	4,996.44
Total .....	\$71,911.00	\$12,482.66	\$1,245.00	\$14,632.15	\$32,879.56	\$133,150.97	\$17,954.64
							\$151,105.61

TABLE 7.  
SCHOOL LIBRARIES AND APPARATUS FUNDS.  
RECEIPTS.

COUNTIES.	From State Appropriation.	From District Taxes.	From All Other Sources For Library Purposes.	Total Receipts During the Year for Library Purposes.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....	\$190.00	\$100.00	\$70.75	\$360.75	\$503.43	\$864.18
Bergen .....	610.00	3,671.97	473.99	4,755.96	1,956.07	6,712.03
Burlington .....	460.00	485.86	159.83	1,105.69	258.16	1,363.85
Camden .....	380.00	213.32	331.71	925.03	603.56	1,528.59
Cape May .....	270.00	210.00	107.35	587.35	441.68	1,029.03
Cumberland .....	780.00	481.76	652.90	1,914.66	244.52	2,159.18
Essex .....	310.00	12,773.43	167.50	13,250.93	916.31	14,167.24
Gloucester .....	280.00	231.71	190.74	702.45	361.96	1,064.41
Hudson .....	170.00	2,170.00	888.65	3,228.65	393.46	3,622.11
Hunterdon .....	350.00	100.00	195.35	645.35	76.94	722.29
Mercer .....	310.00	90.00	1,172.91	1,572.91	334.12	1,907.03
Middlesex .....	210.00	635.00	40.74	885.74	314.31	1,200.05
Monmouth .....	420.00	1,290.62	398.98	2,109.60	845.89	2,955.49
Morris .....	370.00	290.00	445.62	1,105.62	624.69	1,730.31
Ocean .....	160.00	150.00	159.54	469.54	273.36	742.90
Passaic .....	110.00	.....	608.42	718.42	264.95	983.37
Salem .....	70.00	.....	341.90	411.90	117.81	529.71
Somerset .....	200.00	25.06	103.80	328.86	244.78	573.64
Sussex .....	70.00	40.00	67.16	177.16	85.81	262.97
Union .....	210.00	335.00	516.00	1,061.87	510.53	1,572.40
Warren .....	270.00	80.60	439.39	789.39	343.71	1,133.10
<b>Total .....</b>	<b>\$6,200.00</b>	<b>\$23,373.73</b>	<b>\$7,534.10</b>	<b>\$37,107.83</b>	<b>\$9,716.05</b>	<b>\$46,823.88</b>

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

COUNTIES.	For Salary of Librarian.	For Library Books.	For Apparatus.	For 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 .....		\$272.34		\$7.70	\$280.04	\$482.28	\$862.18
Bergen .....	\$2,039.37	2,202.88	42.61		4,284.86	2,430.20	6,715.06
Burlington .....	155.00	871.27	138.50	35.00	1,180.77	171.08	1,351.85
Camden .....		419.63	435.57	30.25	885.45	623.74	1,509.19
Cape May .....	54.00	338.68	270.30		722.98	335.45	1,058.43
Cumberland .....	17.80	302.00	371.90	68.50	760.20	498.83	1,259.03
Essex .....	3,172.46	3,556.52	173.94	89.00	7,092.92	1,915.32	8,998.24
Gloucester .....		121.81	200.39		322.20	470.01	591.21
Hudson .....	1,350.76	70.60	869.65	139.00	2,430.01	1,182.86	3,612.87
Hunterdon .....		516.07	20.00		536.07	180.22	716.29
Mercer .....	1,005.25	331.82	163.89	14.25	1,515.21	391.82	1,907.03
Middlesex .....		633.57	136.76	10.00	780.33	449.72	1,229.05
Monmouth .....		1,425.22	247.78	144.43	1,817.43	1,168.00	2,985.43
Morris .....		602.50	333.61	85.00	1,021.11	619.14	1,640.25
Ocean .....		108.68	122.14	10.15	240.97	282.40	523.37
Passaic .....		239.72	267.50	20.00	527.22	516.15	1,043.37
Salem .....		132.42	25.69		158.11	262.20	420.31
Somerset .....		90.48	254.95		345.43	228.01	573.44
Sussex .....		102.43	10.00		112.43	159.54	271.97
Union .....		720.28	4.75	98.63	823.66	749.37	1,573.03
Warren .....		208.50	53.43	25.23	287.16	315.85	603.01
Total .....	\$11,101.83	\$15,998.53	\$1,814.53	\$796.57	\$19,711.43	\$14,412.40	\$34,123.83



TABLE 8.  
REDEMPTION OF AND INTEREST ON BONDS FUND.  
RECEIPTS.

COUNTIES.	From District Taxes for Redemption of Bonds.	From District Taxes for Interest on Bonds.	From District Taxes for Sinking Fund.	From Accrued Interest on Bond Issues.	Total Receipts During the Year for the Redemption of and interest on Bonds.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....	\$25,500.00	\$74,645.36	\$20,761.32	\$312.89	\$121,219.57	\$12,745.40	\$133,964.97
Bergen .....	125,247.41	259,737.66	72,673.54	31.17	457,689.78	26,098.45	483,788.23
Burlington .....	26,347.50	24,168.25	5,454.28	1,834.58	57,804.61	5,119.11	62,923.72
Camden .....	45,589.52	105,841.10	42,916.85	28.33	194,375.40	8,850.90	203,226.30
Cape May .....	16,680.00	23,312.05	6,102.47	.....	46,094.52	657.12	46,751.64
Cumberland .....	7,500.00	18,781.29	8,958.33	.....	25,239.62	13,931.11	39,170.73
Essex .....	63,978.78	675,494.98	231,434.09	10,929.70	981,837.55	810.87	982,648.42
Gloucester .....	19,765.00	16,680.00	3,774.30	2,350.70	42,570.00	7,222.73	49,792.73
Hudson .....	123,500.00	584,237.32	47,651.63	4,618.56	709,907.41	25.00	710,000.00
Hunterdon .....	5,800.00	7,953.82	.....	.....	13,753.82	125.67	13,879.49
Mercer .....	29,336.00	26,466.64	44,903.62	.....	100,706.26	12,138.11	112,844.37
Middlesex .....	46,225.00	95,817.88	47,844.67	4,494.29	194,381.84	7,604.15	201,985.99
Monmouth .....	46,940.00	67,720.76	58,680.12	\$12.88	173,353.76	22,714.11	196,067.87
Morris .....	42,400.00	39,916.27	5,427.40	241.00	88,014.67	17,279.09	105,293.76
Ocean .....	4,290.00	5,054.35	.....	.....	9,344.35	5,690.45	15,034.80
Passaic .....	87,800.00	293,235.54	74,480.01	1,902.83	457,418.38	28,240.86	485,659.24
Salem .....	7,349.00	7,795.40	.....	103.93	15,247.33	4,951.97	20,200.00
Somerset .....	19,000.00	15,387.50	8,629.61	1,275.63	44,292.74	2,737.24	47,030.00
Sussex .....	11,450.00	4,542.50	500.00	453.33	16,945.83	145.50	17,091.33
Union .....	37,182.59	151,358.64	61,654.05	24,763.32	281,958.61	25,708.29	307,666.90
Warren .....	10,325.99	5,693.75	.....	.....	16,019.74	2,549.83	18,569.57
Total .....	\$807,631.35	\$2,488,407.56	\$741,559.84	\$64,210.90	\$1,161,809.65	\$205,361.66	\$1,367,171.31

TABLE 8—Continued.  
REDEMPTION AND INTEREST ON BONDS FUND.  
PAYMENTS.

COUNTIES.	For Redemption of Bonds by District Taxes.	For Payments to Sinking Fund.	For Interest on Bonds.	Total Expenditures During the Year.	Balance on Hand at Close of Year.	Grand Total Expenditures During the Year and Bal- ance on Hand Close of Year.
Atlantic .....	\$24,000.00	\$25,062.91	\$77,608.70	\$126,671.61	\$7,293.36	\$133,964.97
Bergen .....	118,146.00	76,472.63	259,149.11	453,761.74	32,026.49	485,788.23
Burlington .....	21,900.00	4,204.28	28,006.94	54,201.22	8,822.50	63,023.72
Camden .....	41,089.52	42,923.42	109,944.84	193,957.78	9,269.52	203,227.30
Cape May .....	15,600.00	6,102.47	23,266.49	44,968.96	1,702.68	46,671.64
Cumberland .....	13,506.00	9,237.84	17,991.25	40,729.09	7,541.94	48,271.03
Essex .....	72,450.00	231,434.69	676,516.17	980,400.86	2,239.16	982,640.02
Gloucester .....	18,319.87	3,973.05	19,665.03	41,958.55	7,834.18	49,792.73
Hudson .....	138,905.58	32,553.10	588,856.48	760,315.16	25.00	760,340.16
Hunterdon .....	5,800.00	.....	7,587.50	13,387.50	491.39	13,878.89
Mercer .....	26,280.00	44,903.52	96,295.54	167,479.06	15,359.21	182,838.27
Middlesex .....	43,650.00	12,366.67	133,957.16	189,973.83	11,412.16	201,385.99
Monmouth .....	44,600.00	57,830.12	68,446.77	170,876.89	25,396.98	196,273.87
Morris .....	42,900.00	5,427.39	40,516.87	88,844.26	16,452.50	105,296.76
Ocean .....	10,700.00	.....	6,079.25	16,779.25	2,574.45	19,353.70
Passaic .....	88,100.00	75,783.51	202,021.04	365,904.55	34,769.69	400,674.24
Salem .....	7,340.00	.....	8,276.10	15,616.10	4,168.20	19,784.30
Somerset .....	22,100.00	8,696.78	16,509.92	47,306.70	323.34	47,630.04
Sussex .....	8,000.00	500.00	8,320.83	16,820.83	270.50	17,091.33
Union .....	38,675.00	62,054.05	183,979.67	284,708.72	25,956.18	316,664.90
Warren .....	9,325.00	.....	8,040.64	17,365.64	1,213.58	18,579.22
<b>Total .....</b>	<b>\$811,374.97</b>	<b>\$699,526.43</b>	<b>\$2,581,126.90</b>	<b>\$4,092,028.30</b>	<b>\$215,143.01</b>	<b>\$4,307,171.31</b>

TABLE 9.

RECEIPTS FOR PAYMENT 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 Beginning of Year.
Atlantic .....	\$1,075.00	\$1,561.35	\$2,636.35	\$3.59	\$2,639.94
Bergen .....	15,670.67	776.00	16,446.67	263.17	16,709.84
Burlington .....	6,550.00	1,711.96	8,261.96	87.50	8,349.46
Camden .....	4,500.00	143.44	4,643.44		4,643.44
Cape May .....		816.90	816.90		816.90
Cumberland .....					
Essex .....					
Gloucester .....	10,950.00	150.00	11,100.00		11,100.00
Hudson .....					
Hunterdon .....	5,101.67	449.93	5,551.60		5,551.60
Mercer .....					
Middlesex .....	500.00	55.00	555.00		555.00
Monmouth .....	4,700.00	82.50	4,782.50		4,782.50
Morris .....	7,000.00	526.23	8,126.23	1,204.86	9,331.09
Ocean .....					
Passaic .....	2,850.00	1,583.33	4,433.33	1,059.03	5,492.36
Salem .....	2,500.00	60.28	2,560.28		2,560.28
Somerset .....	9,100.00	2,023.33	11,123.33		11,123.33
Sussex .....					
Union .....	8,500.00	2,012.50	10,512.50	500.35	11,012.85
Warren .....	2,650.00		2,650.00		2,650.00
Total .....	\$82,247.34	\$11,952.75	\$94,200.09	\$3,118.50	\$97,318.59

TABLE 9—Continued.

## PAYMENT OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE OF THE DISTRICT OF OTHER EVIDENCES OF INDEBTEDNESS (EXCLUSIVE OF BONDS).

COUNTIES.	For Payment of Notes, Authorized by a vote of the District, or Other Evidences of Indebtedness.	For 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 .....	\$1,075.00	\$1,553.51	\$2,628.51	\$11.43	\$2,639.94
Bergen .....	15,650.00	763.67	16,413.67	296.17	16,709.84
Burlington .....	6,550.00	1,686.96	8,236.96	112.50	8,349.46
Camden .....	4,500.00	143.44	4,643.44		4,643.44
Cape May .....		816.90	816.90		816.90
Cumberland .....					
Essex .....					
Gloucester .....	10,950.00	150.00	11,100.00		11,100.00
Hudson .....					
Hunterdon .....	4,200.00	1,351.60	5,551.60		5,551.60
Mercer .....					
Middlesex .....	500.00	55.00	555.00		555.00
Monmouth .....	4,700.00	431.42	5,131.42	*348.92	4,782.50
Morris .....	7,600.00	656.09	8,256.09	1,075.00	9,331.09
Ocean .....					
Passaic .....	2,850.00	2,424.80	5,274.80	217.56	5,492.36
Salem .....	2,500.00	60.28	2,560.28		2,560.28
Somerset .....	9,100.00	2,327.72	11,427.72	*304.39	11,123.33
Sussex .....					
Union .....	8,500.00	2,141.67	10,641.67	371.18	11,012.85
Warren .....	2,650.00		2,650.00		2,650.00
Total .....	\$81,325.00	\$14,563.06	\$95,888.06	\$1,430.53	\$97,318.59

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TABLE 10.

## OUTHOUSES AND WATER CLOSETS.

COUNTIES.	Receipts.		Payments.	
	From District Taxes and Other Sources for Outhouses and Water Closets Including Balance from Beginning of Year.	For Outhouses and Water Closets.	Balance on Hand at Close of Year.	Total Expenditure During Year and Balance on Hand at Close of Year.
Atlantic .....	\$320.00	\$320.00	.....	\$320.00
Bergen .....	284.83	85.10	\$130.83	284.83
Burlington .....	490.00	490.00	.....	490.00
Camden .....	38.00	38.00	.....	38.00
Cape May .....	2,734.50	2,734.50	.....	2,734.50
Camden .....	23.00	23.00	.....	23.00
Essex .....	23.00	23.00	.....	23.00
Gloucester .....	23.00	23.00	.....	23.00
Hudson .....	288.96	54.91	234.05	288.96
Hunterdon .....	4,823.75	4,223.75	600.00	4,823.75
Mercer .....	600.00	600.00	.....	600.00
Middlesex .....	600.00	600.00	.....	600.00
Monmouth .....	600.00	600.00	.....	600.00
Morris .....	1,256.76	732.00	524.76	1,256.76
Ocean .....	600.00	600.00	.....	600.00
Passaic .....	1,967.31	1,097.72	869.59	1,967.31
Salem .....	30.00	30.00	.....	30.00
Somerset .....	30.00	30.00	.....	30.00
Sussex .....	30.00	30.00	.....	30.00
Union .....	497.40	25.50	471.90	497.40
Warren .....	497.40	25.50	471.90	497.40
Total .....	\$13,084.61	\$10,481.48	\$3,500.13	\$13,084.61



TABLE II.  
PURCHASE OF LAND AND ERECTING, ENLARGING, REMODELING, FURNISHING  
AND EQUIPPING SCHOOL BUILDINGS.

RECEIPTS.

COUNTIES.	From District Tax for Purchase of Land.	From Sale of Bonds or Notes for Purchase of Land.	From District Tax for Erecting, Enlarging and Equipping School Buildings.	From Sale of Bonds or Notes for Erecting, Enlarging and Equipping School Buildings.	From All Other Sources for Above Purposes.	Total Receipts During the Year.	Balance on Hand at Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic			\$3,236.00	\$106,037.50		\$109,273.50	\$2,699.02	\$111,972.52
Bergen	\$46,200.00	\$71,500.00	6,772.71	168,000.00	\$23,941.38	316,414.09	107,237.71	423,651.80
Burlington	5,000.00	31,555.28	10,422.41	87,950.00	910.90	135,838.59	842.88	136,681.47
Camden	5,300.00	44,025.00	700.00	296,300.00	9,927.59	356,252.59	14,266.04	370,518.63
Cape May			5,050.00			5,050.00	312.44	5,362.44
Cumberland	3,650.00		20,000.00			23,650.00	389.24	24,039.24
Essex	6,080.99	653,000.00	121,051.26	663,066.39	79,515.35	1,522,713.99	717,379.88	2,240,093.87
Gloucester	3,129.17	500.00	3,233.45	110,500.00	3,697.65	121,060.27	18,608.49	139,668.76
Hudson	215,800.00	241,389.05	214,780.00	1,825,420.00	13,116.94	2,510,505.99	723,121.26	3,233,627.25
Hunterdon			719.78	2,440.00	204.87	3,364.65	779.38	4,144.03
Mercer	1,100.00	93,900.00	11,723.72	231,000.00	632.97	338,356.69	40,018.08	378,374.77
Middlesex	9,500.00	169,283.89	5,600.00	712,880.87	20,132.25	917,377.01	90,331.95	1,007,708.96
Monmouth	200.00	11,700.00	16,528.05	11,460.00	2,654.65	42,543.60	852.47	43,396.07
Morris		44,000.00	14,600.00	74,263.91	5,877.18	138,741.09	7,296.44	146,037.53
Ocean	800.00					800.00		800.00
Passaic	137,008.68	1,100,714.32	1,500.00		20.05	1,239,243.05	19,762.72	1,259,005.77
Salem		800.00		40,997.34	4,421.77	46,219.11		46,219.11
Somerset		3,500.00	15,000.00	6,650.00	200.00	25,350.00	6,355.83	31,705.83
Sussex				35,226.50	608.00	35,834.50		35,834.50
Union	250.00	338,464.13	500.00	297,908.33	48,631.63	685,754.09	98,400.82	784,154.91
Warren	3,000.00		7,850.00	36,500.00	4,508.69	51,858.69	15,273.32	67,132.01
Total	\$437,018.84	\$2,804,311.67	\$459,268.28	\$4,706,600.84	\$219,091.96	\$8,626,291.59	\$1,863,927.97	\$10,490,219.56

TABLE II—Continued.

PURCHASE OF LAND AND ERECTING, ENLARGING, ALTERING, REMODELING,  
FURNISHING AND EQUIPPING SCHOOL BUILDINGS.

## PAYMENTS.

COUNTIES.	For Purchase of Land.	For Erecting, Enlarging and Equipping School Build- ings.	For Extraordinary Repairs and Altering School Build- ings.	For New Furniture and Equipment.	Total Expenditure During the Year.	Balance on Hand at Close of Year.	Total Expenditure During the Year and Balance on Hand at Close of Year.
Atlantic .....	\$1.00	\$89,107.68	\$717.11	\$2,791.69	\$92,617.48	\$19,355.04	\$111,972.52
Bergen .....	101,883.09	246,413.27	7,045.39	7,876.16	363,197.91	60,453.89	423,651.80
Burlington .....	2,270.75	74,825.57	16,725.63	3,740.16	97,562.11	39,119.36	136,681.47
Camden .....	33,924.65	265,675.36	30,052.59	3,933.44	333,586.04	36,932.59	370,518.63
Cape May .....			3,628.83	987.10	4,615.93	746.51	5,362.44
Cumberland .....	3,650.00	171.42			3,821.42	20,217.82	24,039.24
Essex .....	102,871.38	497,435.38	72,226.84	44,564.91	717,038.51	1,523,055.36	2,240,093.87
Gloucester .....	3,529.17	87,811.83	526.27	2,379.15	94,246.42	45,422.34	139,668.76
Hudson .....	524,460.71	1,199,402.71	191,357.92	197,362.75	2,112,524.09	1,121,103.16	3,233,627.25
Hunterdon .....		919.70	1,541.19	1,160.82	3,621.71	522.32	4,144.03
Mercer .....	75,452.92	91,433.68	44,625.77	14,049.90	225,562.27	152,812.50	378,374.77
Middlesex .....	14,881.26	488,384.67	402.00	14,200.63	517,868.56	489,840.40	1,007,708.96
Monmouth .....	7,935.06	37,388.45	3,553.91	3,473.90	52,321.26	*8,925.19	43,396.07
Morris .....	43,131.96	77,211.28	12,790.53	1,674.11	134,807.88	11,229.65	146,037.53
Ocean .....	800.00				800.00		800.00
Passaic .....	50,221.18	166,485.08	9,976.83	7,881.56	234,564.65	1,024,441.12	1,259,005.77
Salem .....	2,800.00	38,368.51		2,104.45	43,272.96	2,946.15	46,219.11
Somerset .....	4,500.60	21,536.34		3,429.77	29,466.11	2,239.72	31,705.83
Sussex .....		19,585.46		9,056.64	28,641.50	7,283.09	35,924.59
Union .....	72,704.77	218,004.43	12,328.14	6,453.35	309,490.69	474,664.22	784,154.91
Warren .....	3,088.12	49,592.85	4,602.50	10,547.32	67,830.79	*698.78	67,132.01
Total .....	\$1,048,075.96	\$3,669,753.67	\$412,101.45	\$337,527.21	\$5,467,458.29	\$5,022,761.27	\$10,490,219.56

\* Deficit.

TABLE 12.  
REPAIRING, REFURNISHING AND LEASING SCHOOL BUILDINGS.

## RECEIPTS.

COUNTIES.	From District Taxes.	From Sale of Buildings.	From Sale of Furniture and Equipment.	From Sale of Land.	From Fire Insurance.	From Interest on Deposits.	From All Other Sources for Above Purpose.	Total Receipts During the Year.	Balance on Hand at Beginning of Year.	Total Receipts During the Year and Balances on Hand at Beginning of Year.
Atlantic .....	\$55,563.57		\$50.00				\$23.67	\$55,637.24	\$2,836.06	\$58,473.30
Bergen .....	92,235.89	\$2,600.00	218.00		\$575.00	\$107.14	2,275.67	97,411.76	51,528.61	148,940.37
Burlington .....	21,658.80	15.00	174.50				703.29	22,551.65	2,455.88	25,007.53
Camden .....	63,541.68						180.70	63,531.38	6,108.73	69,640.11
Cape May .....	8,419.24	52.10					100.00	8,571.34	2,542.54	11,113.88
Cumberland .....	21,561.73	464.50	5.55	\$82.00			64.19	22,177.97	2,708.63	24,886.60
Essex .....	173,085.45	40.00	1,397.63	19.25	34.88	281.61	21,579.89	196,384.58	39,214.40	235,598.98
Gloucester .....	23,136.09	888.80	19.25				6,204.14	30,283.16	3,727.77	34,010.93
Hudson .....	267,155.27	144,060.60	234.00		325.00	87.95	1,822.85	413,685.07	13,268.61	426,953.68
Hunterdon .....	4,974.62				312.15		837.88	6,124.65	1,214.66	7,339.31
Mercer .....	71,674.11		77.50			963.75	3,531.00	76,186.36	3,975.22	80,161.58
Middlesex .....	52,730.32	125.00	400.00		11.12		13,614.23	66,880.67	9,660.28	76,540.95
Monmouth .....	47,350.84		200.00				612.27	48,253.11	5,987.46	54,240.57
Morris .....	32,350.60		191.00		25.00	200.00	3,345.75	36,111.75	6,530.42	42,642.17
Ocean .....	6,709.22	301.00						7,010.22	5,400.32	12,410.54
Passaic .....	55,190.02		54.00		75.40	10.84	2,473.28	57,803.54	3,250.96	61,054.50
Salem .....	18,135.32	27.00					62.87	18,225.19	1,979.04	20,204.23
Somerset .....	15,011.96	291.92	73.40		560.60		4,655.28	20,592.56	3,645.27	24,237.83
Sussex .....	10,123.28	1,373.24			1,150.00		86.26	12,732.78	3,204.13	15,936.91
Union .....	75,148.00	300.00	244.60		18,749.25	532.64	11,682.81	106,657.30	37,531.51	144,188.81
Warren .....	8,467.69						514.89	8,982.58	2,644.51	11,627.09
Total .....	\$1,124,023.16	\$149,938.56	\$3,429.43	\$82.00	\$21,817.86	\$2,123.93	\$74,379.92	\$1,375,794.86	\$209,415.01	\$1,585,209.87

TABLE 12—*Continued.*  
REPAIRING, REFURNISHING AND LEASING SCHOOL BUILDINGS.  
PAYMENTS.

COUNTIES.	For Ordinary Repairs.	For Repairs and Replacements of Furniture and Equipment.	For Leasing School Buildings.	Total Expenditure During the Year.	Balance on Hand at Close of Year.	Total Expenditure During the Year and Balance on Hand at Close of Year.
Atlantic .....	\$17,660.06	\$38,450.12	\$415.00	\$56,525.18	\$1,948.12	\$58,473.30
Bergen .....	77,580.15	44,692.13	4,168.92	126,441.20	22,499.17	148,940.37
Burlington .....	11,106.03	12,122.55	110.00	23,338.58	1,668.95	25,007.53
Camden .....	42,080.39	24,621.19	4,775.00	71,476.58	*1,836.47	69,640.11
Cape May .....	6,089.83	2,354.44	176.00	8,620.27	2,493.61	11,113.88
Cumberland .....	18,739.17	4,917.73	114.70	23,771.60	1,115.00	24,886.60
Essex .....	155,560.08	55,285.88	1,897.50	212,743.46	22,855.52	235,598.98
Gloucester .....	21,502.06	8,900.53	2,778.25	33,271.74	739.19	34,010.93
Hudson .....	195,865.33	80,254.32	1,962.50	278,082.15	148,871.53	426,953.68
Hunterdon .....	3,851.75	2,465.53	.....	6,317.28	1,024.03	7,339.31
Mercer .....	56,871.23	16,295.18	3,210.46	76,376.87	3,784.71	80,161.58
Middlesex .....	43,291.54	19,997.74	3,137.17	66,426.45	10,114.50	76,540.95
Monmouth .....	31,543.71	9,776.92	1,255.00	42,575.63	11,664.94	54,240.57
Morris .....	26,701.85	9,538.83	2,352.93	38,593.61	4,048.56	42,642.17
Ocean .....	5,116.98	2,947.53	383.20	8,447.71	3,962.83	12,410.54
Passaic .....	46,859.37	9,195.12	3,500.00	59,554.49	1,500.01	61,054.50
Salem .....	11,826.62	4,641.76	986.75	17,455.13	2,743.10	20,204.23
Somerset .....	18,485.74	3,686.28	60.00	22,232.02	2,005.81	24,237.83
Sussex .....	4,933.57	4,432.91	210.00	9,576.48	6,300.43	15,936.91
Union .....	37,144.15	72,626.81	5,800.25	115,571.21	28,617.60	144,188.81
Warren .....	347.96	11,202.28	.....	11,550.24	76.85	11,627.09
Total .....	\$833,248.47	\$438,403.78	\$37,293.63	\$1,308,945.88	\$276,263.99	\$1,585,209.87

COMMISSIONER OF EDUCATION.

## SCHOOL REPORT.

TABLE 13.

## SUMMARY OF RECEIPTS AND EXPENDITURES.

COUNTIES.	Grand Total of All Re- ceipts During the Year and Balances on Hand Be- ginning of Year.	Grand Total of All Expendi- tures During the Year.	Grand Total of All Bal- ances on Hand at Close of Year.	Grand Total of Expendi- tures During the Year and Balances on Hand Close of Year.
Atlantic .....	\$1,312,802.98	\$1,261,185.09	\$51,617.89	\$1,312,802.98
Bergen .....	3,952,381.29	3,673,852.18	278,529.11	3,952,381.29
Burlington .....	884,480.04	823,340.23	61,139.81	884,480.04
Camden .....	2,274,456.98	2,167,359.42	107,097.56	2,274,456.98
Cape May .....	349,836.96	338,204.78	11,572.18	349,836.96
Cumberland .....	624,067.47	583,969.11	40,098.36	624,067.47
Essex .....	11,120,047.35	9,455,929.03	1,664,118.32	11,120,047.35
Gloucester .....	734,828.23	653,991.73	80,836.50	734,828.23
Hudson .....	10,492,785.93	9,069,930.20	1,422,855.73	10,492,785.93
Hunterdon .....	370,090.16	357,192.81	12,897.35	370,090.16
Mercer .....	1,958,918.99	1,759,077.40	199,841.59	1,958,918.99
Middlesex .....	2,820,135.00	2,259,437.44	560,697.56	2,820,135.00
Monmouth .....	1,523,569.12	1,464,779.56	58,789.56	1,523,569.12
Morris .....	1,189,836.77	1,125,983.24	63,853.53	1,189,836.77
Ocean .....	305,537.64	289,406.05	23,131.59	305,537.64
Passaic .....	4,215,748.06	3,112,992.12	1,102,755.94	4,215,748.06
Salem .....	460,944.74	417,062.32	43,882.42	460,944.74
Somerset .....	617,829.33	615,530.16	2,299.17	617,829.33
Sussex .....	404,506.73	366,559.64	37,947.09	404,506.73
Union .....	3,317,720.63	2,746,558.99	571,161.64	3,317,720.63
Warren .....	520,962.99	495,455.44	25,507.55	520,962.99
Total .....	\$49,451,487.39	\$43,030,856.94	\$6,420,630.45	\$49,451,487.39

TABLE 14.  
COST OF EDUCATION.

COUNTIES.	(DAY SCHOOLS ONLY.)						Grand Total Operating Expenses.	Total Number of Pupils Enrolled in the District, Plus Those Living in the District, but Attending School in Other Districts.	Average Daily Attendance of Pupils Attending School in the District, Plus Those Living in the District, but Attending School in Other Districts.	Cost of Education Per Pupil Based on	
	Administration.	Instruction.	Operation of School Plant.	Maintenance of School Plant.	Expenses of Auxiliary Agencies.	Miscellaneous Expenses.				Total Enrollment.	Average Daily Attendance.
Atlantic .....	\$42,456.20	\$732,807.23	\$121,136.82	\$64,942.66	\$52,038.98	\$19,582.52	\$1,032,958.41	18,218	13,343	\$56.10	\$76.60
Bergen .....	78,983.45	1,996,645.45	330,009.48	131,850.08	82,277.88	136,766.99	2,756,533.33	49,823	39,188	53.39	67.89
Burlington .....	19,699.35	415,577.61	68,434.66	29,282.14	90,658.15	37,798.16	661,450.07	16,243	11,665	38.61	53.76
Camden .....	50,512.65	1,179,728.65	215,385.06	80,364.99	43,683.33	57,692.73	1,626,767.41	35,231	27,232	46.17	58.11
Cape May .....	16,598.30	183,168.75	36,538.26	10,443.86	28,486.03	11,740.27	286,975.47	5,127	3,623	54.52	77.15
Cumberland .....	18,708.59	369,878.13	52,752.52	25,806.58	47,118.46	13,402.88	527,667.16	13,299	10,134	38.88	51.01
Essex .....	290,955.22	5,833,535.93	754,355.65	244,393.96	180,473.05	85,542.20	7,389,256.01	121,867	95,225	60.55	77.50
Gloucester .....	10,326.70	315,616.83	51,431.60	39,443.48	43,767.33	44,737.24	505,323.18	11,744	8,141	40.11	57.86
Hudson .....	241,748.53	4,498,857.24	748,930.69	336,554.35	130,195.61	123,076.88	6,079,362.70	102,547	81,282	59.01	74.45
Hunterdon .....	6,701.23	196,692.17	27,116.23	10,089.39	43,755.64	49,125.58	333,480.24	6,601	4,486	45.85	67.46
Mercer .....	41,508.76	956,809.77	155,697.90	79,777.78	66,334.87	30,624.87	1,330,753.95	26,456	20,038	49.57	65.45
Middlesex .....	40,653.82	1,109,348.97	157,170.89	68,728.90	67,362.11	66,805.65	1,510,076.34	31,857	24,700	45.63	58.85
Monmouth .....	54,078.25	835,375.77	151,372.01	51,875.88	77,232.48	55,083.61	1,225,018.00	25,223	18,674	46.68	63.05
Morris .....	20,089.26	600,254.85	97,725.43	44,143.83	73,186.51	40,226.49	884,626.37	17,007	12,786	50.04	66.56
Ocean .....	5,372.20	176,816.29	26,384.06	8,862.29	33,812.63	12,433.29	263,680.76	5,446	4,041	46.50	62.67
Passaic .....	79,514.26	1,979,192.79	253,261.16	64,452.14	45,417.95	33,029.59	2,454,807.89	47,387	37,946	51.36	64.06
Salem .....	9,989.13	227,175.02	34,747.10	20,853.19	35,206.09	25,967.27	353,937.89	8,553	6,193	38.69	53.44
Somerset .....	15,205.69	360,432.45	51,082.92	27,416.61	34,552.61	32,214.16	520,904.44	10,716	7,783	45.77	63.02
Sussex .....	7,986.61	191,193.21	26,154.43	12,727.91	54,279.15	24,671.74	317,013.05	6,325	4,673	46.68	63.18
Union .....	80,972.76	1,537,829.85	255,406.86	115,451.07	40,476.91	95,424.07	2,125,561.52	36,853	29,200	57.31	72.33
Warren .....	12,304.52	273,049.75	41,360.54	20,186.82	42,501.12	24,453.40	413,856.15	9,499	7,508	41.16	52.07
Total .....	\$1,144,365.48	\$23,978,986.71	\$3,656,387.67	\$1,487,647.91	\$1,312,216.89	\$1,020,399.59	\$32,600,004.25	606,022	467,861	\$53.79	\$69.68



TABLE 15.  
STATEMENT OF INTEREST BEARING SCHOOL DEBT.

COUNTIES.	Amount of Interest Paid.	AMOUNT OF INDEBTEDNESS.				
		Outstanding July 1st, 1919.	Issued During Year.	Redeemed During the Year from District Taxes.	Redeemed During the Year from Sinking Funds.	Outstanding at the Close of School Year.
		1	2	3	4	5
Atlantic .....	\$79,162.21	\$1,804,275.06	\$120,213.75	\$25,075.00	\$1,000.00	\$1,898,413.75
Bergen .....	259,912.78	5,245,086.56	197,600.00	125,457.39	1,000.00	5,316,229.17
Burlington .....	29,783.90	669,850.00	124,900.00	30,450.00	1,200.00	763,100.00
Camden .....	110,088.28	2,502,208.00	74,325.00	40,639.52	2,110.48	2,533,783.06
Cape May .....	24,083.39	493,300.00	13,600.00	15,600.00	.....	490,700.00
Cumberland .....	17,991.25	395,600.00	.....	13,500.00	.....	382,100.00
Essex .....	676,516.17	16,391,144.92	512,500.00	63,903.77	12,546.23	16,827,194.92
Gloucester .....	19,815.63	377,929.92	108,600.00	16,806.66	500.00	468,623.26
Hudson .....	588,856.48	11,321,395.61	2,186,500.00	123,500.00	7,006.00	13,377,395.61
Hunterdon .....	8,939.10	199,079.16	15,264.34	7,300.00	.....	207,048.50
Mercer .....	96,295.54	2,245,540.00	324,900.00	26,280.00	35,000.00	2,509,160.00
Middlesex .....	134,612.16	2,316,125.00	861,000.00	45,650.00	.....	3,131,475.00
Monmouth .....	68,878.19	1,467,600.00	26,960.00	44,600.00	10,000.60	1,439,960.00
Morris .....	41,172.96	905,801.00	191,727.00	51,500.00	.....	1,046,028.00
Ocean .....	6,079.25	128,250.00	2,500.00	10,700.00	.....	120,050.00
Passaic .....	204,445.84	4,551,250.00	252,000.00	88,100.00	700.00	4,714,450.00
Salem .....	8,336.38	245,810.00	41,506.00	11,590.00	.....	275,720.00
Somerset .....	18,837.64	425,267.64	3,500.00	29,600.00	.....	399,167.64
Sussex .....	8,320.83	170,000.00	35,000.00	8,000.00	.....	197,000.00
Union .....	186,121.34	3,725,970.58	725,050.00	45,500.00	120,600.00	4,284,920.58
Warren .....	8,040.64	343,406.00	2,900.00	10,075.00	1,900.00	334,325.00
Total .....	\$2,595,689.96	\$5,924,883.39	\$5,819,340.00	\$833,827.34	\$193,556.71	\$60,710,829.43

TABLE 16.  
SCHOOL BUILDINGS OWNED AND RENTED.

COUNTIES.	SINKING FUND.	VALUE OF PROPERTY.				BUILDINGS.											
	Amount of Money in Sinking Fund on June 30th, 1920.	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 .....	\$267,560.15	\$641,275.00	\$3,425,548.75	\$217,998.34	\$4,284,822.00	1	...	35	18	5	6	20	88	5	512	19,258	Yes
Bergen .....	236,542.25	923,350.00	8,761,749.00	717,563.25	10,402,662.25	1	2	18	13	3	27	100	157	4	1,314	47,079	Yes
Burlington .....	10,460.73	108,385.00	1,311,937.85	173,200.20	1,593,523.05	2	3	24	17	2	12	27	84	4	397	15,679	Yes
Camden .....	22,427.78	411,050.00	3,415,120.00	306,235.76	4,132,403.76	...	1	36	25	5	30	55	140	11	889	32,448	Yes
Cape May .....	16,988.04	90,500.00	613,175.00	66,814.00	770,489.00	...	...	14	19	2	4	14	52	1	187	6,647	Yes
Cumberland .....	67,434.94	99,650.00	890,375.00	111,300.00	1,101,325.00	...	...	22	16	6	8	24	75	1	333	14,204	Yes
Essex .....	2,295,247.66	2,989,679.67	17,795,523.57	1,262,525.02	22,047,728.26	2	6	15	13	7	9	141	177	8	2,976	116,872	Yes
Gloucester .....	10,011.22	106,501.25	1,105,976.83	108,800.00	1,321,278.08	...	...	31	26	1	12	14	70	14	284	11,669	Yes
Hudson .....	281,499.37	3,155,371.50	17,880,860.04	1,871,782.38	22,908,013.92	2	2	1	...	...	2	111	112	2	2,301	98,221	Yes
Hunterdon .....	...	25,875.00	504,925.00	43,450.00	574,250.00	...	...	56	9	2	6	9	82	...	193	6,728	Yes
Mercer .....	389,163.74	347,750.00	3,240,200.00	338,210.00	3,926,160.00	3	1	11	5	1	22	43	81	1	633	23,662	Yes
Middlesex .....	18,062.31	496,407.00	4,895,687.00	366,822.00	5,758,916.00	3	1	27	10	3	15	51	105	1	735	27,182	Yes
Monmouth .....	101,849.04	312,810.00	2,959,700.00	243,945.00	3,516,455.00	2	...	48	29	9	14	43	141	2	667	25,063	Yes
Morris .....	8,228.70	244,053.00	1,954,723.73	149,489.93	2,348,266.66	...	...	41	27	1	20	24	108	5	461	15,902	Yes
Ocean .....	...	80,692.00	467,750.00	97,475.00	645,917.00	...	...	37	16	3	3	9	65	3	180	6,065	Yes
Passaic .....	1,102,000.43	970,340.23	5,232,023.64	490,119.25	6,692,483.12	1	...	18	7	3	2	62	89	3	1,099	42,718	Yes
Salem .....	...	76,375.00	514,775.00	53,440.00	644,590.00	1	...	45	7	5	6	13	62	14	229	8,363	Yes
Somerset .....	19,353.67	124,150.00	1,024,250.00	123,102.40	1,271,502.40	2	...	44	11	2	7	15	78	1	270	9,739	Yes
Sussex .....	3,472.89	31,650.00	489,825.00	74,285.00	595,760.00	...	...	71	5	1	2	9	87	1	190	7,533	Yes
Union .....	183,562.73	638,725.00	6,218,536.39	580,296.27	7,437,557.66	...	1	5	4	...	6	69	83	1	889	32,208	Yes
Warren .....	...	57,003.29	732,275.00	89,014.00	878,292.29	...	...	55	13	2	5	13	86	2	255	9,609	Yes
Total ...	\$5,033,865.65	\$11,931,592.94	\$83,434,936.80	\$7,485,867.80	\$102,852,397.54	21	17	654	290	69	218	875	2022	84	14,994	576,749	Yes

TABLE 17.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SUPERINTENDENTS				ASSISTANT SUPERINTENDENTS.										
	Annual Salary.	Men.	Women.	Average—Men.	NUMBER EMPLOYED.				Aggregate Salary— Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
					Men.	Women.	Total.	Aggregate Salary— Men.							
Atlantic .....	\$7,850.00	2	...	\$3,925.00	...	...	...	...	...	...	...	...	...	...	...
Bergen .....	4,000.00	1	...	4,000.00	...	...	...	...	...	...	...	...	...	...	...
Burlington .....	1,800.00	1	...	1,800.00	...	...	...	...	...	...	...	...	...	...	...
Camden .....	7,600.00	2	...	3,800.00	...	...	...	...	...	...	...	...	...	...	...
Cape May .....	5,200.00	2	...	2,600.00	...	...	...	...	...	...	...	...	...	...	...
Cumberland .....	5,575.00	2	...	2,787.50	...	...	...	...	...	...	...	...	...	...	...
Essex .....	31,550.00	6	...	5,258.33	4	...	4	\$15,500.00	...	\$2,000.00	...	\$4,500.00	...	\$3,875.00	...
Gloucester .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hudson .....	37,358.30	7	...	5,336.90	1	...	1	5,000.00	...	5,000.00	...	5,000.00	...	5,000.00	...
Hunterdon .....	2,500.00	1	...	2,500.00	...	...	...	...	...	...	...	...	...	...	...
Mercer .....	6,500.00	1	...	6,500.00	...	1	1	...	\$1,700.00	...	\$1,700.00	...	\$1,700.00	...	\$1,700.00
Middlesex .....	10,925.00	3	...	3,641.66	...	...	...	...	...	...	...	...	...	...	...
Monmouth .....	7,550.00	2	...	3,775.00	...	...	...	...	...	...	...	...	...	...	...
Morris .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ocean .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Passaic .....	14,500.00	3	...	4,833.33	...	...	...	...	...	...	...	...	...	...	...
Salem .....	2,500.00	1	...	2,500.00	...	...	...	...	...	...	...	...	...	...	...
Somerset .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sussex .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Union .....	17,950.00	4	...	4,487.50	...	...	...	...	...	...	...	...	...	...	...
Warren .....	3,800.00	1	...	3,800.00	...	...	...	...	...	...	...	...	...	...	...
Total .....	\$167,158.30	39	...	\$4,286.11	5	1	6	\$20,500.00	\$1,700.00	\$2,000.00	\$1,700.00	\$5,000.00	\$1,700.00	\$4,100.00	\$1,700.00

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	APPROVED SUPERVISING PRINCIPALS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....	3		3	\$6,325.00		\$1,800.00		\$2,425.00		\$2,108.33	
Bergen .....	8	1	9	25,350.00	\$1,500.00	2,500.00	\$1,500.00	4,150.00	\$1,500.00	3,168.75	\$1,500.00
Burlington .....	3	1	4	8,650.00	2,200.00	2,150.00	2,200.00	3,500.00	2,200.00	2,883.33	2,200.00
Camden .....	5		5	8,920.00		1,085.00		2,300.00		1,785.00	
Cape May .....	3		3	6,200.00		1,800.00		2,500.00		2,066.66	
Cumberland .....	1		1	2,500.00		2,500.00		2,500.00		2,500.00	
Essex .....	6		6	22,000.00		3,100.00		4,000.00		3,666.66	
Gloucester .....	3	1	4	6,150.00	1,650.00	1,650.00	1,650.00	2,800.00	1,650.00	2,050.00	1,650.00
Hudson .....											
Hunterdon .....											
Mercer .....	3		3	6,440.00		1,800.00		2,600.00		2,146.67	
Middlesex .....	11	1	12	18,000.00	3,310.00	300.00	3,310.00	3,200.00	3,310.00	1,633.33	3,310.00
Monmouth .....	7		7	14,000.00		1,000.00		2,950.00		2,000.00	
Morris .....	11		11	19,104.50		1,000.00		2,500.00		1,736.77	
Ocean .....	4		4	6,950.00		1,000.00		2,800.00		1,737.50	
Passaic .....	4		4	6,200.00		1,200.00		2,200.00		1,550.00	
Salem .....	1		1	2,260.00		2,260.00		2,260.00		2,260.00	
Somerset .....	2		2	5,856.00		1,850.00		4,000.00		2,925.00	
Sussex .....	2		2	2,492.10		*492.10		2,000.00		1,246.05	
Union .....											
Warren .....	1		1	1,750.00		1,750.00		1,750.00		1,750.00	
Total .....	78	4	82	\$169,141.60	\$8,660.00	\$300.00	\$1,500.00	\$4,150.00	\$3,310.00	\$2,168.48	\$2,165.00

\*  $\frac{1}{4}$  time in this county and  $\frac{3}{4}$  in Morris County.

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	UNAPPROVED SUPERVISING PRINCIPALS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic	2		2	\$5,000.00		\$1,800.00		\$3,200.00		\$2,500.00	
Bergen	14	1	15	34,100.00	\$1,700.00	1,600.00	\$1,700.00	3,200.00	\$1,700.00	2,435.71	\$1,700.00
Burlington	4	2	6	7,100.00	2,900.00	1,550.00	1,400.00	2,000.00	1,500.00	1,775.00	1,450.00
Camden	5		5	11,900.00		1,700.00		3,000.00		2,380.00	
Cape May											
Cumberland											
Essex	2		2	6,500.00		3,000.00		3,500.00		3,250.00	
Gloucester	3		3	6,800.00		1,850.00		2,850.00		2,266.67	
Hudson	6		6	16,000.00		2,100.00		3,550.00		2,666.67	
Hunterdon	1		1	2,500.00		2,500.00		2,500.00		2,500.00	
Mercer	1	2	3	500.00	4,150.00	500.00	1,650.00	500.00	2,500.00	500.00	2,075.00
Middlesex	4		4	8,900.00		2,000.00		2,500.00		2,225.00	
Monmouth	4		4	10,300.00		1,700.00		3,500.00		2,575.00	
Morris	7		7	19,800.00		1,800.00		4,000.00		2,828.57	
Ocean	4		4	5,600.00		800.00		1,700.00		1,400.00	
Passaic											
Salem	2		2	4,500.00		2,000.00		2,500.00		2,750.00	
Somerset	3		3	9,350.00		2,750.00		3,000.00		3,116.66	
Sussex	1		1	2,500.00		2,500.00		2,500.00		2,500.00	
Union	17	11	28	41,905.00	20,067.50	1,650.00	1,430.00	4,000.00	2,600.00	2,465.00	1,824.31
Warren	2	1	3	4,400.00	1,400.00	2,100.00	1,400.00	2,300.00	1,400.00	2,200.00	1,400.00
Total	82	17	99	\$197,655.00	\$30,217.50	\$500.00	\$1,400.00	\$4,000.00	\$2,600.00	\$2,410.42	\$1,777.50

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NON-TEACHING PRINCIPALS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....	4	8	12	\$11,900.00	\$14,200.00	\$2,300.00	\$1,600.00	\$3,800.00	\$1,800.00	\$2,975.00	\$1,775.00
Bergen .....	26	20	46	54,675.00	30,635.00	1,400.00	1,175.00	3,200.00	2,600.00	2,102.88	1,531.75
Burlington .....	12	19	31	22,400.00	31,350.00	1,200.00	1,350.00	2,400.00	2,400.00	1,866.66	1,650.00
Cape May .....	2	2	4	3,225.00	2,900.00	1,425.00	1,400.00	1,800.00	1,500.00	1,612.50	1,450.00
Cumberland .....	82	27	109	251,042.50	45,045.00	1,585.00	1,000.00	4,800.00	2,600.00	3,061.49	1,668.33
Essex .....	69	35	104	216,263.79	82,146.70	1,950.00	1,500.00	6,000.00	3,200.00	3,134.26	2,347.05
Hunterdon .....	3	21	24	8,650.00	36,900.00	1,850.00	1,300.00	4,200.00	2,100.00	2,883.33	1,757.14
Mercer .....	10	7	17	21,325.00	12,425.00	1,650.00	1,500.00	3,100.00	2,850.00	2,132.50	1,775.00
Middlesex .....	11	3	14	22,375.00	5,000.00	1,500.00	1,400.00	2,600.00	1,800.00	2,034.09	1,666.66
Monmouth .....		4	4		6,880.00		1,300.00		2,500.00		1,720.00
Morris .....	35	16	51	90,615.00	28,450.00	1,800.00	1,300.00	4,250.00	2,300.00	2,589.00	1,778.12
Ocean .....											
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....	1	1	2	2,700.00	1,075.00	2,700.00	1,075.00	2,700.00	1,075.00	2,700.00	1,075.00
Union .....	14	9	23	27,950.00	14,500.00	1,100.00	1,400.00	3,450.00	2,050.00	1,996.43	1,611.11
Warren .....											
Total .....	269	172	441	\$733,121.29	\$311,506.70	\$1,100.00	\$1,000.00	\$6,000.00	\$3,200.00	\$2,725.35	\$1,811.08



TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SUPERVISORS.										
	NUMBER EMPLOYED.			(Those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	1	10	11	\$2,600.00	\$14,800.00	\$2,600.00	\$1,000.00	\$2,600.00	\$1,900.00	\$2,600.00	\$1,480.00
Bergen .....		2	2		2,300.00		1,100.00		1,200.00		1,150.00
Burlington .....	1	1	2	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00
Camden .....											
Cape May .....		2	2		2,325.00		1,050.00		1,275.00		1,162.50
Cumberland .....		3	3		6,195.00		1,500.00		2,600.00		2,065.00
Essex .....											
Gloucester .....	2	30	32	2,950.00	59,408.30	1,250.00	1,208.30	1,700.00	3,500.00	1,475.00	1,980.28
Hudson .....											
Hunterdon .....		1	1		1,850.00		1,850.00		1,850.00		1,850.00
Mercer .....		1	1		1,750.00		1,750.00		1,750.00		1,750.00
Middlesex .....											
Monmouth .....											
Morris .....											
Ocean .....	2	7	9	3,500.00	11,125.00	1,700.00	1,175.00	1,800.00	2,300.00	1,750.00	1,589.30
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....		4	4		6,200.00		1,200.00		1,900.00		1,550.00
Union .....											
Warren .....											
Total .....	6	61	67	\$11,450.00	\$108,353.30	\$1,250.00	\$1,000.00	\$2,600.00	\$3,500.00	\$1,908.33	\$1,776.28

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL SUPERVISORS.										
	EMPLOYED. NUMBER			(Those who assist teachers in matters pertaining to instruction in special subjects, drawing, penmanship, etc.)							
	Men.	Women.	Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	1	4	5	\$1,200.00	\$3,590.00	\$1,200.00	\$500.00	\$1,200.00	\$1,160.00	\$1,200.00	\$897.50
Bergen .....	3	19	22	5,000.00	24,250.00	1,500.00	1,050.00	1,800.00	2,000.00	1,666.66	1,276.31
Burlington .....	2	7	9	3,160.00	6,925.00	1,500.00	800.00	1,600.00	1,200.00	1,550.00	989.28
Camden .....	2	9	11	4,100.00	12,250.00	2,000.00	1,100.00	2,100.00	2,000.00	2,050.00	1,361.11
Cape May .....											
Cumberland .....	1	10	11	1,200.00	9,900.00	1,200.00	750.00	1,200.00	1,275.00	1,200.00	990.00
Essex .....	20	51	71	43,395.00	77,015.00	1,200.00	800.00	3,750.00	1,950.00	2,169.75	1,510.60
Gloucester .....	3	11	14	2,650.00	8,625.00	400.00	425.00	1,400.00	1,050.00	883.33	783.40
Hudson .....	13	23	36	28,887.65	39,135.70	250.00	700.00	3,700.00	2,700.00	2,222.12	1,701.55
Hunterdon .....		5	5		3,575.00		175.00		1,000.00		715.00
Mercer .....		5	5		9,150.00		1,700.00		1,950.00		1,830.00
Middlesex .....	1	11	12	1,500.00	12,500.00	1,500.00	850.00	1,500.00	1,400.00	1,500.00	1,133.33
Monmouth .....	3	17	20	4,500.00	24,557.50	1,200.00	1,000.00	1,600.00	1,475.00	1,500.00	1,444.56
Morris .....		2	2	2,500.00			1,200.00		1,300.00		1,250.00
Ocean .....		2	2		2,075.00		975.00		1,100.00		1,037.50
Passaic .....	2	4	6	4,100.00	5,310.00	2,000.00	1,100.00	2,100.00	1,510.00	2,050.00	1,327.50
Salem .....	1	2	3	800.00	1,400.00	800.00	650.00	800.00	750.00	800.00	700.00
Somerset .....	2	3	5	3,800.00	4,800.00	1,800.00	1,600.00	2,000.00	1,600.00	1,900.00	1,600.00
Sussex .....	1	5	6	1,150.00	5,125.00	1,150.00	850.00	1,150.00	1,200.00	1,150.00	1,025.00
Union .....	13	27	40	22,960.00	32,015.00	500.00	500.00	2,500.00	1,800.00	1,766.15	1,185.77
Warren .....	2	6	8	2,500.00	6,165.00	1,000.00	800.00	1,500.00	1,250.00	1,250.00	1,027.50
Total .....	70	223	293	\$130,842.65	\$290,863.20	\$250.00	\$175.00	\$3,750.00	\$2,700.00	\$1,869.18	\$1,304.31

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, RURAL SCHOOLS—ONE ROOM.										
	NUMBER EMPLOYED.			(A rural school is one located either in the open country or the village, the majority of whose pupils are the children of farmers and others living in the country.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	5	19	24	\$4,120.00	\$14,122.50	\$700.00	\$630.00	\$1,125.00	\$855.00	\$824.06	\$743.29
Bergen .....		13	13		12,600.00		800.00		1,200.00		969.23
Burlington .....	2	25	27	1,500.00	19,460.00	700.00	675.00	800.00	1,000.00	750.00	778.40
Camden .....	1	21	22	700.00	15,507.00	700.00	630.00	700.00	800.00	700.00	738.42
Cape May .....	4	12	16	3,535.00	8,255.00	675.00	630.00	1,060.00	950.00	883.75	687.91
Cumberland .....	3	17	20	1,980.00	11,855.00	630.00	630.00	675.00	925.00	660.00	697.35
Essex .....		3	3		2,500.00		800.00		900.00		833.33
Gloucester .....	1	19	20	900.00	14,000.00	900.00	630.00	900.00	850.00	900.00	736.84
Hudson .....											
Hunterdon .....	7	51	58	5,460.00	40,165.00	800.00	300.00	1,400.00	1,400.00	780.00	787.54
Mercer .....	2	9	11	1,750.00	7,900.00	800.00	750.00	950.00	1,050.00	875.00	877.78
Middlesex .....		20	20		15,070.00		700.00		900.00		753.50
Monmouth .....	8	38	46	6,187.50	29,952.50	637.50	665.00	1,200.00	1,000.00	773.44	788.22
Morris .....	5	32	37	3,910.00	24,687.50	700.00	700.00	900.00	1,020.00	782.00	771.48
Ocean .....	6	25	31	4,565.00	17,310.00	630.00	630.00	950.00	925.00	760.83	692.40
Passaic .....	3	12	15	2,850.00	12,000.00	850.00	750.00	1,000.00	1,200.00	950.00	1,000.00
Salem .....	2	27	29	1,440.00	19,397.50	720.00	630.00	720.00	900.00	720.00	718.42
Somerset .....	3	35	38	2,450.00	29,350.00	750.00	700.00	900.00	1,250.00	816.66	838.57
Sussex .....	7	47	54	5,180.00	33,670.00	630.00	630.00	900.00	800.00	740.00	716.38
Union .....		1	1		800.00		800.00		800.00		800.00
Warren .....	3	41	44	2,300.00	30,525.00	700.00	700.00	900.00	900.00	766.66	744.51
Total .....	62	467	529	\$48,827.50	\$359,127.00	\$630.00	\$500.00	\$1,400.00	\$1,400.00	\$787.54	\$769.00

TABLE 17—Continued.

## TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, RURAL SCHOOLS—TWO ROOMS.										
	NUMBER EMPLOYED.			(Teachers counted in the one and two-room rural school tables are not included 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 .....	5	23	28	\$4,085.00	\$17,592.50	\$765.00	\$630.00	\$900.00	\$902.50	\$817.00	\$764.89
Bergen .....	4	19	23	4,800.00	17,025.00	1,000.00	700.00	1,400.00	1,100.00	1,200.00	896.05
Burlington .....	1	21	22	720.00	16,035.00	720.00	575.00	725.00	1,100.00	720.00	763.57
Camden .....	1	21	22	800.00	15,925.00	800.00	630.00	800.00	900.00	800.00	758.33
Cape May .....	4	18	22	3,450.00	12,980.00	750.00	630.00	900.00	900.00	862.50	721.11
Cumberland .....	2	24	26	1,425.00	16,729.00	675.00	630.00	750.00	825.00	712.50	697.04
Essex .....		6	6		5,425.00		800.00		1,075.00		904.17
Gloucester .....	3	39	42	2,900.00	30,280.00	900.00	585.00	1,000.00	1,045.00	966.66	776.41
Hudson .....											
Hunterdon .....	3	15	18	2,700.00	12,280.00	800.00	700.00	1,000.00	1,000.00	900.00	818.66
Mercer .....		8	8		6,825.00		750.00		950.00		853.13
Middlesex .....		12	12		9,525.00		700.00		975.00		793.75
Monmouth .....	4	36	40	3,905.00	29,107.50	855.00	665.00	1,200.00	1,075.00	976.25	808.54
Morris .....	8	42	50	7,795.00	35,500.00	900.00	700.00	1,045.00	1,155.00	974.37	845.24
Ocean .....	3	19	22	2,640.00	14,040.00	840.00	630.00	900.00	900.00	880.00	738.95
Passaic .....	1	9	10	1,200.00	9,000.00	1,200.00	850.00	1,200.00	1,200.00	1,200.00	1,000.00
Salem .....	2	10	12	1,530.00	7,635.00	765.00	630.00	765.00	900.00	765.00	763.50
Somerset .....	1	23	24	800.00	19,150.00	800.00	700.00	800.00	1,000.00	800.00	832.69
Sussex .....	1	9	10	800.00	6,750.00	800.00	700.00	800.00	800.00	800.00	756.00
Union .....	1	3	4	1,300.00	1,400.00	1,300.00	750.00	1,300.00	900.00	1,300.00	466.66
Warren .....	5	15	20	4,150.00	11,050.00	700.00	700.00	1,000.00	850.00	830.00	733.66
Total .....	49	372	421	\$45,000.00	\$294,254.00	\$675.00	\$585.00	\$1,400.00	\$1,200.00	\$918.36	\$791.00

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, KINDERGARTEN—DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....	27	27		\$28,145.00			\$775.00		\$1,650.00		\$1,042.40
Bergen .....	68	68		61,940.00			700.00		1,550.00		910.88
Burlington .....	5	5		3,925.00			700.00		1,000.00		785.00
Camden .....	15	15		14,200.00			800.00		1,050.00		946.66
Cape May .....	2	2		1,570.00			760.00		810.00		785.00
Cumberland .....											
Essex .....	242	242		273,880.00			700.00		1,500.00		1,131.73
Gloucester .....	3	3		2,425.00			750.00		900.00		808.33
Hudson .....	77	77		95,928.39			800.00		1,900.00		1,245.82
Hunterdon .....	2	2		1,700.00			850.00		850.00		850.00
Mercer .....	64	64		53,800.00			700.00		1,100.00		840.63
Middlesex .....	38	38		32,697.50			700.00		1,225.00		860.46
Monmouth .....	18	18		16,400.00			750.00		1,050.00		911.11
Morris .....	8	8		7,100.00			750.00		1,150.00		895.00
Ocean .....	6	6		4,300.00			450.00		900.00		716.67
Passaic .....	72	72		73,350.00			800.00		1,450.00		1,018.75
Salem .....	3	3		2,275.00			725.00		800.00		758.33
Somerset .....	12	12		10,100.00			700.00		1,000.00		841.75
Sussex .....	5	5		3,650.00			400.00		900.00		730.00
Union .....	51	51		47,191.50			600.00		1,300.00		925.32
Warren .....											
Total .....	718	718		\$734,637.39			\$400.00		\$1,900.00		\$1,023.17

TABLE 17—Continued.

## TEACHERS EMPLOYED AND SALARIES PAID.

TEACHERS, GRADES 1 TO 4, INCLUSIVE—DAY SCHOOLS.

(Not including one and two-room rural school teachers.)

COUNTIES.	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....		184	184		\$177,411.88		\$440.00		\$1,650.00		\$964.19
Bergen .....	1	583	584	\$1,350.00	534,312.50	\$1,350.00	700.00	\$1,350.00	1,400.00	\$1,350.00	918.48
Burlington .....		169	169		132,420.00		550.00		1,100.00		783.55
Camden .....		436	436		404,759.50		630.00		1,400.00		928.35
Cape May .....		50	50		37,769.50		630.00		1,090.00		755.39
Cumberland .....	1	124	125	630.00	92,015.00	630.00	630.00	630.00	925.00	630.00	742.06
Essex .....		1,253	1,253		1,426,662.50		760.00		1,680.00		1,138.59
Gloucester .....		107	107		84,085.00		585.00		975.00		785.84
Hudson .....		1,169	1,169		1,331,426.89		700.00		1,810.00		1,138.94
Hunterdon .....		36	36		27,105.00		630.00		900.00		752.91
Mercer .....		288	288		252,625.00		700.00		1,300.00		877.17
Middlesex .....	1	375	376	750.00	339,608.40	750.00	640.00	750.00	1,300.00	750.00	905.62
Monmouth .....		221	221		187,378.57		700.00		1,400.00		847.86
Morris .....		149	149		130,377.10		700.00		1,320.00		875.01
Ocean .....		38	38		27,756.00		630.00		900.00		730.26
Passaic .....		535	535		530,250.00		700.00		1,450.00		991.12
Salem .....		81	81		63,553.75		630.00		1,100.00		784.61
Somerset .....		86	86		74,475.00		700.00		1,150.00		865.98
Sussex .....		39	39		30,600.00		700.00		950.00		784.61
Union .....	1	410	411	1,600.00	395,613.15	1,600.00	500.00	1,600.00	1,300.00	1,600.00	964.99
Warren .....		83	83		68,770.00		760.00		1,030.00		828.55
Total .....	4	6,416	6,420	\$4,330.00	\$6,348,968.74	\$630.00	\$440.00	\$1,600.00	\$1,680.00	\$1,082.50	\$989.55

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TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, GRADES 5 TO 8, INCLUSIVE—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(Not including one and two-room rural school teachers.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	7	135	142	\$7,430.00	\$146,541.50	\$630.00	\$750.00	\$1,600.00	\$1,650.00	\$1,061.43	\$1,085.49
Bergen .....	25	427	452	36,165.00	427,797.50	900.00	700.00	2,415.00	1,800.00	1,446.60	1,001.86
Burlington .....	6	110	116	6,300.00	94,512.57	800.00	700.00	1,200.00	1,200.00	1,050.00	859.20
Camden .....	9	268	277	9,595.00	267,537.51	850.00	600.00	1,400.00	1,500.00	1,066.11	998.27
Cape May .....	8	28	36	8,610.00	24,608.50	810.00	630.00	1,500.00	1,050.00	1,076.25	878.87
Cumberland .....	9	96	105	8,095.00	76,687.00	630.00	630.00	1,175.00	1,175.00	899.44	798.82
Essex .....	31	895	926	39,922.50	1,142,566.50	900.00	700.00	2,000.00	2,100.00	1,287.82	1,276.61
Gloucester .....	6	71	77	5,990.00	60,723.00	770.00	675.00	1,600.00	1,200.00	998.33	855.25
Hudson .....	5	875	880	6,750.00	1,127,234.27	1,025.00	700.00	1,700.00	2,136.00	1,350.00	1,288.27
Hunterdon .....	1	38	39	1,325.00	30,925.00	1,325.00	630.00	1,325.00	1,200.00	1,325.00	813.81
Mercer .....	3	177	180	3,275.00	169,225.00	975.00	700.00	1,200.00	1,300.00	1,091.67	956.07
Middlesex .....	17	196	213	20,047.00	192,925.50	700.00	640.00	1,700.00	1,425.00	1,179.23	984.31
Monmouth .....	19	161	180	25,375.00	148,884.84	1,000.00	700.00	2,000.00	1,600.00	1,335.52	924.75
Morris .....	14	96	110	17,835.00	91,093.00	1,000.00	750.00	1,800.00	1,350.00	1,273.93	948.88
Ocean .....	3	32	35	3,450.00	25,300.00	1,350.00	630.00	1,600.00	1,000.00	1,150.00	790.63
Passaic .....	10	409	419	15,425.00	433,500.00	1,250.00	650.00	1,875.00	1,600.00	1,542.50	1,059.90
Salem .....	3	61	64	3,125.00	52,249.00	925.00	665.00	1,200.00	1,150.00	1,041.66	856.54
Somerset .....	6	59	65	9,200.00	57,500.00	1,100.00	750.00	1,800.00	1,500.00	1,533.33	974.57
Sussex .....	2	24	26	2,650.00	20,250.00	1,300.00	700.00	1,350.00	975.00	1,325.00	843.75
Union .....	7	280	287	8,356.00	293,790.50	800.00	700.00	1,650.00	1,353.00	1,193.71	1,049.25
Warren .....	5	53	58	6,310.00	45,075.00	1,200.00	700.00	1,295.00	1,295.00	1,262.00	850.47
Total .....	196	4,491	4,687	\$245,230.50	\$4,928,926.19	\$630.00	\$600.00	\$2,415.00	\$2,136.00	\$1,251.17	\$1,097.51

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, JUNIOR HIGH SCHOOL, GRADES 7 TO 9, INCLUSIVE— DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....											
Bergen .....											
Burlington .....											
Camden .....	3	14	17	\$3,798.00	\$16,850.00	\$1,100.00	\$950.00	\$1,500.00	\$1,400.00	\$1,266.00	\$1,203.57
Cape May .....											
Cumberland .....											
Essex .....	11	70	81	18,780.00	108,470.00	1,400.00	1,100.00	1,956.00	2,100.00	1,707.27	1,549.57
Gloucester .....											
Hudson .....		8	8		12,916.82		1,403.33		1,900.00		1,614.60
Hunterdon .....		2	2		1,600.00		800.00		800.00		800.00
Mercer .....	16	61	77	25,550.00	73,706.00	1,200.00	750.00	2,000.00	1,850.00	1,596.88	1,208.20
Middlesex .....	5	31	36	8,100.00	35,900.00	1,375.00	900.00	1,875.00	1,450.00	1,620.00	1,158.06
Monmouth .....		12	12		11,900.00		950.00		1,200.00		991.66
Morris .....											
Ocean .....											
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....											
Union .....											
Warren .....											
Total .....	35	198	233	\$56,228.00	\$261,336.82	\$1,106.00	\$750.00	\$2,000.00	\$2,100.00	\$1,606.51	\$1,319.88

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....	30	51	81	\$58,584.38	\$71,000.00	\$1,059.38	\$900.00	\$2,800.00	\$1,900.00	\$1,952.81	\$1,392.15
Bergen .....	44	135	179	72,200.00	172,300.00	1,100.00	925.00	2,300.00	1,950.00	1,640.90	1,276.29
Burlington .....	11	36	47	13,300.00	38,292.50	950.00	800.00	1,700.00	1,400.00	1,209.09	1,063.67
Camden .....	19	74	93	31,090.00	89,925.00	1,200.00	900.00	2,100.00	2,000.00	1,636.31	1,215.20
Cape May .....	15	16	31	21,217.50	16,367.50	1,000.00	807.50	2,000.00	1,250.00	1,414.50	1,022.97
Cumberland .....	17	48	65	23,160.00	47,250.00	855.00	807.50	2,000.00	1,275.00	1,362.35	984.37
Essex .....	220	262	482	522,637.42	413,733.25	1,200.00	800.00	3,400.00	2,800.00	2,375.62	1,579.13
Gloucester .....	4	31	35	4,450.00	30,995.00	1,000.00	700.00	1,250.00	1,400.00	1,116.67	999.83
Hudson .....	143	190	333	332,219.30	343,105.53	1,300.00	950.00	4,400.00	3,000.00	2,323.21	1,805.82
Hunterdon .....	6	24	30	10,200.00	26,275.00	1,100.00	850.00	2,500.00	1,400.00	1,700.09	1,094.79
Mercer .....	23	36	59	41,700.00	45,540.00	1,200.00	1,060.00	2,550.00	1,650.00	1,813.04	1,265.00
Middlesex .....	22	48	70	40,250.00	60,220.00	1,400.00	850.00	2,950.00	1,750.00	1,829.54	1,254.58
Monmouth .....	22	81	103	37,349.99	93,320.05	1,100.00	850.00	2,500.00	1,500.00	1,697.72	1,152.69
Morris .....	23	49	72	34,105.00	53,790.00	940.00	900.00	1,950.00	1,400.00	1,482.82	1,097.75
Ocean .....	5	20	25	7,500.00	19,450.00	1,100.00	850.00	1,700.00	1,200.00	1,560.00	972.50
Passaic .....	48	94	142	89,050.00	133,860.00	1,200.00	1,000.00	2,500.00	1,900.00	1,855.20	1,424.04
Salem .....	6	19	25	7,825.00	18,730.00	1,075.00	850.00	1,700.00	1,300.00	1,364.16	985.78
Somerset .....	13	28	41	22,500.00	33,150.00	1,200.00	900.00	2,500.00	1,600.00	1,730.76	1,183.92
Sussex .....	5	18	23	6,750.00	17,800.00	1,000.00	875.00	1,750.00	1,200.00	1,350.00	988.88
Union .....	47	113	160	88,526.50	152,987.50	1,200.00	825.00	2,900.00	2,000.00	1,883.54	1,353.87
Warren .....	12	24	36	16,500.00	25,125.00	1,050.00	850.00	1,650.00	1,400.00	1,375.00	1,046.87
Total .....	735	1,397	2,132	\$1,481,115.00	\$1,903,216.33	\$855.00	\$700.00	\$4,400.00	\$3,000.00	\$2,015.12	\$1,362.36

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SHORT TERM TEACHERS—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(A teacher teaching not less than four months but not for the full term. A teacher teaching less than four months is classed as a "substitute teacher.")							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	1	3	4	\$700.00	\$2,175.00	\$700.00	\$475.00	\$700.00	\$900.00	\$700.00	\$725.00
Bergen .....		3	3		1,712.00		360.00		800.00		570.66
Burlington .....		1	1		310.00		310.00		310.00		310.60
Camden .....		2	2		1,337.00		500.00		837.00		668.50
Cape May .....											
Cumberland .....		3	3		2,290.00		630.00		850.00		763.33
Essex .....		9	9		5,907.50		405.00		940.00		656.38
Gloucester .....											
Hudson .....	2	14	16	2,400.00	7,224.00	700.00	240.00	1,700.00	1,044.00	1,200.00	518.60
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....		4	4		2,100.00		350.00		950.00		525.00
Morris .....	1	1	2	1,320.00	288.00	1,320.00	288.00	1,320.00	288.00	1,320.00	288.00
Ocean .....		1	1		900.00		900.00		900.00		900.00
Passaic .....											
Salem .....		4	4		1,698.00		108.00		720.00		424.50
Somerset .....											
Sussex .....											
Union .....											
Warren .....		2	2		1,750.00		750.00		1,000.00		875.00
Total .....	4	47	51	\$4,420.00	\$27,691.50	\$700.00	\$108.00	\$1,700.00	\$1,044.00	\$1,105.00	\$589.18

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SUBSTITUTE TEACHERS—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(Not assigned to a regular class, or teaching a class for less than four months.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	3	3	3		\$2,250.00		\$750.00		\$750.00		\$750.00
Bergen .....	8	8	8		8,150.00		800.00		1,300.00		1,018.75
Burlington .....	2	2	2		925.00		225.00		700.00		462.50
Camden .....	18	18	18		16,270.00		900.00		950.00		903.88
Cape May .....											
Cumberland .....	3	3	3		2,275.00		700.00		800.00		758.33
Essex .....	5	5	5		5,775.00		900.00		1,400.00		1,155.00
Gloucester .....											
Hudson .....	1	8	9	\$1,000.00	5,848.00	\$1,000.00	174.00	\$1,000.00	1,000.00	\$1,000.00	731.00
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....	1	4	5	180.00	2,155.00	160.00	80.00	160.00	950.00	160.00	538.75
Morris .....											
Ocean .....											
Passaic .....		1	1		800.00		800.00		800.00		800.00
Salem .....											
Somerset .....											
Sussex .....		1	1		300.00		300.00		300.00		300.00
Union .....		1	1		753.00		753.00		753.00		753.00
Warren .....											
Total .....	2	54	56	\$1,160.00	\$45,501.00	\$160.00	\$80.00	\$1,000.00	\$1,400.00	\$580.00	\$842.61

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS—UNGRADED, BACKWARD AND INCORRIGIBLE CLASSES—DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....	.....	1	1	.....	\$955.00	.....	\$955.00	.....	\$955.00	.....	\$955.00
Bergen .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington .....	.....	3	3	.....	3,450.00	.....	1,150.00	.....	1,150.00	.....	1,150.00
Camden .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex .....	4	6	10	\$5,700.00	9,094.00	\$1,200.00	\$94.00	\$1,700.00	2,000.00	\$1,425.00	1,515.67
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson .....	1	10	11	1,300.00	15,928.56	1,300.00	1,000.00	1,300.00	1,880.00	1,300.00	1,592.86
Hunterdon .....	.....	1	1	.....	850.00	.....	850.00	.....	850.00	.....	850.00
Mercer .....	.....	4	4	.....	3,800.00	.....	800.00	.....	1,150.00	.....	950.00
Middlesex .....	.....	1	1	.....	900.00	.....	900.00	.....	900.00	.....	900.00
Monmouth .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris .....	.....	2	2	.....	2,225.00	.....	1,100.00	.....	1,125.00	.....	1,112.50
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic .....	1	6	7	1,900.00	6,250.00	1,900.00	900.00	1,900.00	1,250.00	1,900.00	1,041.66
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union .....	1	1	2	1,650.00	1,254.00	1,650.00	1,254.00	1,650.00	1,254.00	1,650.00	1,254.00
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	7	35	42	\$10,550.00	\$44,706.56	\$1,200.00	\$800.00	\$1,900.00	\$2,000.00	\$1,507.14	\$1,277.33



TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS—TEACHER CLERKS—DAY SCHOOLS.									
	NUMBER EMPLOYED.			(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.
Atlantic .....		1	1		\$1,065.00		\$1,065.00		\$1,065.00	
Bergen .....		13	13		12,795.00		750.00		1,250.00	
Burlington .....		5	5		3,895.00		725.00		850.00	
Camden .....		4	4		3,400.00		800.00		900.00	
Cape May .....		1	1		760.00		700.00		700.00	
Cumberland .....		2	2		1,545.00		770.00		775.00	
Essex .....		89	89		99,493.00		750.00		1,650.00	
Gloucester .....		1	1		700.00		700.00		700.00	
Hudson .....	1	59	60	\$1,900.00	76,121.79	\$1,900.00	775.00	\$1,900.00	2,400.00	\$1,900.00
Hunterdon .....										
Mercer .....		3	3		2,850.00		700.00		1,350.00	
Middlesex .....		7	7		6,801.50		772.50		1,400.00	
Monmouth .....		5	5		4,575.00		700.00		1,275.00	
Morris .....		3	3		2,550.00		700.00		1,100.00	
Ocean .....		1	1		725.00		725.00		725.00	
Passaic .....		8	8		7,600.00		800.00		1,200.00	
Salem .....		1	1		750.00		750.00		750.00	
Somerset .....		1	1		1,320.00		1,320.00		1,320.00	
Sussex .....										
Union .....		26	26		22,134.00		753.00		1,149.00	
Warren .....		1	1		700.00		700.00		700.00	
Total .....	1	231	232	\$1,900.00	\$249,786.29	\$1,900.00	\$700.00	\$1,900.00	\$2,400.00	\$1,900.00
										\$1,081.30

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	MANUAL TRAINING TEACHERS—EVENING SCHOOLS.										
	NUMBER EMPLOYED.			(Includes only supervisors and teachers devoting full time to the work.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Night—Men.	Minimum Per Night—Women.	Maximum Per Night—Men.	Maximum Per Night—Women.	Average Per Night—Men.	Average Per Night—Women.
Atlantic	.....	1	1	.....	*\$60.00	.....	\$3.00	.....	\$3.00	.....	\$3.00
Bergen	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	2	.....	2	\$451.50	.....	\$3.50	.....	\$3.50	.....	\$3.50	.....
Camden	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	3	1	4	576.00	192.00	3.00	3.00	3.00	3.00	3.00	3.00
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	11	.....	11	3,236.00	.....	3.00	.....	6.00	.....	3.91	.....
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	9	.....	9	2,156.00	.....	2.50	.....	3.00	.....	2.72	.....
Middlesex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	1	2	3	75.00	205.00	2.50	2.50	2.50	2.50	2.50	2.50
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	7	.....	7	1,472.00	.....	3.28	.....	3.28	.....	3.28	.....
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	34	5	39	\$8,158.50	\$649.00	\$2.50	\$2.50	\$6.00	\$3.00	\$3.52	\$1.91

\* Part time.

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	MANUAL TRAINING TEACHERS—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(Includes only supervisors and teachers devoting full time to the work.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	8	12	20	\$13,225.00	\$13,225.00	\$1,200.00	\$775.00	\$2,000.00	\$1,300.00	\$1,653.12	\$1,102.08
Bergen .....	29	27	56	42,176.00	31,925.00	1,000.00	300.00	2,150.00	1,600.00	1,454.34	1,182.40
Burlington .....	3	5	8	3,650.00	4,115.00	850.00	300.00	1,500.00	1,565.00	1,216.66	823.00
Camden .....	11	6	17	17,500.00	5,000.00	1,200.00	*200.00	2,100.00	1,250.00	1,590.90	933.33
Cape May .....	3	3	6	4,550.00	2,771.00	1,400.00	771.51	1,650.00	1,050.00	1,516.66	923.66
Cumberland .....	5	7	12	8,500.00	7,225.00	1,200.00	925.00	2,075.00	1,175.00	1,700.00	1,032.14
Essex .....	44	42	86	71,747.50	56,620.00	650.00	525.00	2,450.00	1,950.00	1,636.62	1,348.09
Gloucester .....	2	10	12	2,000.00	8,340.00	600.00	425.00	1,400.00	1,100.00	1,000.00	834.00
Hudson .....	39	37	76	67,166.21	50,139.96	1,000.00	950.00	3,350.00	1,900.00	1,722.21	1,355.13
Hunterdon .....	2	2	4	3,000.00	2,000.00	1,400.00	1,000.00	2,200.00	1,800.00	1,800.00	1,450.00
Mercer .....	10	14	24	15,900.00	16,080.00	1,300.00	700.00	2,500.00	1,850.00	1,590.00	1,148.57
Middlesex .....	13	29	33	18,175.00	21,170.00	480.00	750.00	1,900.00	1,400.00	1,398.07	1,058.50
Monmouth .....	6	21	27	9,250.00	23,030.00	1,300.00	755.00	1,725.00	1,475.00	1,541.66	1,096.66
Morris .....	7	10	17	10,250.00	11,790.00	1,350.00	900.00	1,650.00	1,600.00	1,464.29	1,179.00
Ocean .....	1	2	3	1,200.00	2,060.00	1,200.00	950.00	1,200.00	1,050.00	1,200.00	1,000.00
Passaic .....	24	19	43	35,045.00	22,055.00	500.00	550.00	3,000.00	1,900.00	1,460.20	1,160.78
Salem .....	3	4	7	3,400.00	3,750.00	900.00	750.00	1,300.00	1,150.00	1,133.33	937.50
Somerset .....	3	3	6	5,000.00	3,500.00	1,250.00	900.00	2,000.00	1,600.00	1,666.66	1,166.66
Sussex .....	1	5	6	1,700.00	4,675.00	1,700.00	800.00	1,700.00	1,075.00	1,700.00	935.00
Union .....	22	22	44	30,836.50	21,833.00	700.00	700.00	3,000.00	1,600.00	1,402.56	992.41
Warren .....	6	3	9	8,466.67	2,650.00	1,000.00	800.00	1,600.00	1,000.00	1,411.11	883.33
Total .....	242	274	516	\$373,357.88	\$315,393.96	\$480.00	\$200.00	\$3,350.00	\$1,950.00	\$1,542.80	\$1,151.07

\* Teaches one day a week.

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	VOCATIONAL TEACHERS—EVENING SCHOOLS.										
	NUMBER EMPLOYED.			(Teachers employed both day and evening are classed as holding two teaching positions.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Night—Men.	Minimum Per Night—Women.	Maximum Per Night—Men.	Maximum Per Night—Women.	Average Per Night—Men.	Average Per Night—Women.
Atlantic .....	1	12	3	\$238.00	\$147.00	\$3.00	\$3.00	\$4.00	\$3.00	\$3.66	\$3.00
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....	57	33	90	25,178.50	12,454.00	4.00	3.50	5.00	5.00	5.00	4.44
Gloucester .....											
Hudson .....	50	24	74	12,824.00	6,156.00	3.00	3.00	6.00	5.00	4.15	4.49
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....	10	24	34	1,900.00	4,176.00	3.00	2.20	4.00	3.20	3.10	2.72
Salem .....											
Somerset .....											
Sussex .....											
Union .....	3		3	651.25		4.00		6.00		4.67	
Warren .....											
Total .....	121	83	204	\$40,881.75	\$22,933.00	\$3.00	\$2.20	\$6.00	\$5.00	\$4.96	\$4.06

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	VOCATIONAL TEACHERS—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(Teachers employed both day and evening are classed as holding two teaching positions.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	7	8	15	\$11,800.00	\$9,800.00	\$1,200.00	\$1,050.00	\$2,000.00	\$1,500.00	\$1,685.71	\$1,225.00
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....	16	19	35	27,815.00	26,744.00	1,400.00	975.00	3,100.00	2,600.00	1,738.43	1,407.57
Gloucester .....	1		1	1,250.00		1,250.00		1,250.00		1,250.00	
Hudson .....	16	18	34	25,828.83	29,784.00	1,300.00	1,000.00	2,100.00	1,956.00	1,614.30	1,654.66
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....	2		2	4,100.00		2,000.00		2,100.00		2,050.00	
Morris .....											
Ocean .....											
Passaic .....	10	3	13	18,800.00	2,400.00	1,200.00	200.00	3,600.00	1,100.00	1,880.00	800.00
Salem .....	2		2	3,650.00		1,800.00		1,850.00		1,825.00	
Somerset .....											
Sussex .....	2	3	5	3,200.00	3,600.00	1,600.00	850.00	1,600.00	1,150.00	1,600.00	1,000.00
Union .....	4		4	6,840.00		1,540.00		1,900.00		1,710.00	
Warren .....											
Total .....	60	51	111	\$103,283.83	\$71,728.00	\$1,200.00	\$200.00	\$3,600.00	\$2,600.00	\$1,721.39	\$1,406.43

TABLE 17—Continued.

## TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	EVENING SCHOOL TEACHERS.										
	NUMBER EMPLOYED.			(Teachers classed in the day school tables and teaching in the evening schools are also included in this table. This table does not include foreign-born evening school teachers.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Night—Men.	Minimum Per Night—Women.	Maximum Per Night—Men.	Maximum Per Night—Women.	Average Per Night—Men.	Average Per Night—Women.
Atlantic	5	4	9	\$1,024.00	\$672.00	\$3.00	\$2.50	\$4.00	\$3.00	\$3.20	\$2.62
Bergen	7	14	21	1,736.00	2,357.50	3.00	2.75	6.25	3.00	3.75	2.55
Burlington	1	1	1	80.00	80.00	1.50	1.50	1.50	1.50	1.50	1.50
Camden	12	2	14	2,521.00	402.00	3.00	3.00	3.50	3.50	3.46	3.25
Cape May	2	2	2	200.00	200.00	1.70	1.70	1.70	1.70	1.70	1.70
Cumberland	1	1	2	192.00	160.00	3.00	2.50	3.00	2.50	3.00	2.50
Essex	159	167	326	67,726.67	56,284.70	3.00	3.00	6.00	5.00	5.00	4.00
Gloucester											
Hudson	62	99	161	17,138.50	17,578.50	3.00	2.50	6.00	4.00	4.03	3.29
Hunterdon											
Mercer	11	20	31	2,970.00	4,796.00	2.50	2.50	5.00	3.00	3.06	2.72
Middlesex	6	13	19	2,203.06	3,511.75	2.00	2.50	4.00	4.00	3.58	2.80
Monmouth											
Morris	3	8	11	682.50	1,633.50	2.50	2.50	5.00	4.00	3.83	3.25
Ocean											
Passaic	23	18	41	6,348.00	3,928.50	3.00	2.00	4.50	4.00	4.31	3.41
Salem											
Somerset											
Sussex	5	5	5	960.00	960.00	3.00	3.00	3.00	3.00	3.00	3.00
Union	18	33	51	5,547.75	6,127.50	3.00	3.00	5.00	4.50	3.79	3.37
Warren											
Total	314	380	694	\$109,249.42	\$97,531.95	\$1.70	\$1.50	\$6.25	\$5.00	\$5.11	\$3.77



TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS IN EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS.										
	NUMBER			(RECEIVING STATE AID.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Night—Men.	Minimum Per Night—Women.	Maximum Per Night—Men.	Maximum Per Night—Women.	Average Per Night—Men.	Average Per Night—Women.
Atlantic .....	.....	4	4	.....	\$600.00	.....	\$2.00	.....	\$3.00	.....	\$2.67
Bergen .....	.....	3	6	\$486.50	500.50	\$3.50	3.50	\$3.50	3.50	\$3.50	3.50
Burlington .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson .....	15	37	52	3,965.00	8,204.00	3.00	2.50	5.00	4.00	3.14	2.94
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex .....	6	11	17	2,143.95	3,580.81	2.50	2.50	4.00	5.00	3.20	3.00
Monmouth .....	1	1	2	245.00	204.00	5.00	4.00	5.00	4.00	5.00	4.00
Morris .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic .....	2	19	21	544.00	4,027.50	4.00	3.00	4.00	4.00	4.00	3.50
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	3	3	.....	328.78	.....	2.50	.....	2.50	.....	2.50
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union .....	.....	3	3	.....	354.00	.....	3.00	.....	3.00	.....	3.00
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	27	81	108	\$7,384.45	\$17,889.59	\$2.50	\$2.00	\$5.00	\$5.00	\$4.02	\$3.24

TABLE 17—Continued.

## TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS IN EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS.										
	NUMBER EMPLOYED.			(NOT RECEIVING STATE AID.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Night—Men.	Minimum Per Night—Women.	Maximum Per Night—Men.	Maximum Per Night—Women.	Average Per Night—Men.	Average Per Night—Women.
Atlantic .....											
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....	2	2	2	\$728.00	\$512.00	\$2.00	\$4.00		\$4.00	\$3.50	\$4.00
Gloucester .....		1	1		192.00		3.00		3.00		3.00
Hudson .....	1	4	5	220.00	902.00	2.50	2.50	2.75	2.50	2.50	2.56
Hunterdon .....	2	3	5	448.00	576.00	3.00	3.00	4.00	3.00	3.50	3.00
Mercer .....											
Middlesex .....											
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....											
Union .....											
Warren .....											
Total .....	5	10	15	\$1,396.00	\$2,182.00	\$2.00	\$2.50	\$5.00	\$4.00	\$4.10	\$3.20

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS, SUB-NORMAL CLASSES—DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....	1	6	7	\$1,100.00	\$6,600.00	\$1,100.00	\$850.00	\$1,100.00	\$1,400.00	\$1,100.00	\$1,100.00
Bergen .....		8	8		8,280.00		1,000.00		1,380.00		1,035.00
Burlington .....											
Camden .....		11	11		11,900.00		950.00		1,150.00		1,081.81
Cape May .....		1	1		900.00		900.00		900.00		900.00
Cumberland .....		4	4		3,900.00		975.00		975.00		975.00
Essex .....	2	55	57	2,600.00	76,285.00	1,300.00	850.00	1,300.00	1,800.00	1,300.00	1,387.00
Gloucester .....											
Hudson .....		33	33		52,398.14		850.00		2,250.00		1,587.82
Hunterdon .....											
Mercer .....		18	18		21,100.00		800.00		1,300.00		1,172.22
Middlesex .....		6	6		6,290.00		865.00		1,200.00		1,048.33
Monmouth .....		7	7		7,025.00		900.00		1,150.00		1,003.57
Morris .....		3	3		3,050.00		900.00		1,150.00		1,016.67
Ocean .....											
Passaic .....		12	12		14,750.00		1,050.00		1,500.00		1,229.16
Salem .....											
Somerset .....		3	3		3,150.00		1,000.00		1,150.00		1,050.00
Sussex .....		2	2		1,950.00		950.00		1,000.00		975.00
Union .....	1	11	12	1,200.00	13,298.00	1,200.00	1,000.00	1,200.00	1,500.00	1,200.00	1,208.91
Warren .....											
Total .....	4	189	184	\$4,900.00	\$230,876.14	\$1,100.00	\$800.00	\$1,300.00	\$2,250.00	\$1,225.00	\$1,282.64

TABLE 17—Continued.

## TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS, DEAF CLASSES—DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....											
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....		12	12		\$20,640.00		\$1,100.00		\$2,500.00		\$1,720.00
Gloucester .....											
Hudson .....		3	3		3,756.00		600.00		1,700.00		1,252.00
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....											
Union .....		2	2		2,044.00		\$19.00		1,225.00		1,022.00
Warren .....											
Total .....		17	17		\$26,440.00		\$600.00		\$2,500.00		\$1,555.29

TABLE 17—*Continued.*  
TEACHERS EMPLOYED AND SALARIES PAID.

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COUNTIES.	SPECIAL TEACHERS, BLIND CLASSES—DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....											
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....		3	3		\$4,700.00		\$1,100.00		\$1,900.00		\$1,566.67
Gloucester .....											
Hudson .....		1	1		1,556.00		1,556.00		1,556.00		1,556.00
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....											
Union .....											
Warren .....											
Total .....		4	4		\$6,256.00		\$1,100.00		\$1,900.00		\$1,564.00

TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS—UNCLASSIFIED—DAY SCHOOL.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic .....	1	9	10	\$807.50	\$9,119.50	\$807.50	\$750.00	\$807.50	\$1,406.00	\$807.50	\$1,013.28
Bergen .....	4	23	27	5,100.00	24,900.00	400.00	800.00	1,800.00	1,600.00	1,275.00	1,082.60
Burlington .....		12	12		660.00		200.00		460.00		330.00
Camden .....	1	18	19	1,900.00	18,880.00	1,900.00	750.00	1,900.00	1,400.00	1,900.00	1,055.55
Cape May .....	1	8	9	1,700.00	7,930.00	1,700.00	850.00	1,700.00	1,200.00	1,700.00	991.25
Cumberland .....		1	1		1,000.00		1,000.00		1,000.00		1,000.00
Essex .....	57	103	160	99,005.00	134,080.00	1,200.00	900.00	1,600.00	900.00	1,736.92	1,301.74
Gloucester .....											
Hudson .....	8	60	68	12,408.00	74,955.08	1,150.00	900.00	1,920.00	1,920.00	1,551.00	1,249.25
Hunterdon .....											
Mercer .....	2	12	14	2,250.00	12,150.00	450.00	800.00	1,800.00	1,450.00	1,125.00	1,012.50
Middlesex .....	3	14	17	3,450.00	13,635.00	500.00	725.00	1,500.00	1,275.00	1,150.00	973.92
Monmouth .....	1	4	5	1,650.00	2,780.00	1,650.00	180.00	1,650.00	1,200.00	1,650.00	695.00
Morris .....	1	14	15	1,650.00	14,635.00	1,650.00	800.00	1,650.00	1,325.00	1,650.00	1,045.36
Ocean .....											
Passaic .....	5	22	27	8,250.00	24,700.00	1,300.00	900.00	1,900.00	1,500.00	1,650.00	1,122.72
Salem .....	2	2	4	1,550.00	2,100.00	700.00	950.00	850.00	1,150.00	775.00	1,050.00
Somerset .....	2	4	6	1,900.00	4,750.00	800.00	1,000.00	1,100.00	1,400.00	950.00	1,187.50
Sussex .....	1	3	4	2,000.00	2,625.00	2,000.00	800.00	2,000.00	950.00	2,000.00	875.00
Union .....	2	15	17	2,730.00	16,748.00	1,340.00	120.00	1,400.00	1,941.00	1,365.00	1,116.53
Warren .....											
Total .....	91	314	405	\$146,350.50	\$365,647.58	\$400.00	\$120.00	\$2,000.00	\$1,941.00	\$1,608.24	\$1,164.48



TABLE 17—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

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COUNTIES.	HELPING TEACHERS—DAY SCHOOL.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Men.	Women.	Total.									
Atlantic .....	1	1			\$1,500.00		\$1,500.00		\$1,500.00		\$1,500.00
Bergen .....	3	3			4,500.00		1,500.00		1,500.00		1,500.00
Burlington .....	3	3			4,500.00		1,500.00		1,500.00		1,500.00
Camden .....	1	1			1,500.00		1,500.00		1,500.00		1,500.00
Cape May .....	1	1			1,500.00		1,500.00		1,500.00		1,500.00
Cumberland .....	2	2			3,000.00		1,500.00		1,500.00		1,500.00
Essex .....	1	1			1,500.00		1,500.00		1,500.00		1,500.00
Gloucester .....	2	2			3,000.00		1,500.00		1,500.00		1,500.00
Hudson .....											
Hunterdon .....	2	2			3,000.00		1,500.00		1,500.00		1,500.00
Mercer .....											
Middlesex .....	2	2			3,000.00		1,500.00		1,500.00		1,500.00
Monmouth .....											
Morris .....	2	2			3,000.00		1,500.00		1,500.00		1,500.00
Ocean .....	1	1			1,500.00		1,500.00		1,500.00		1,500.00
Passaic .....	1	1			1,500.00		1,500.00		1,500.00		1,500.00
Salem .....	1	1			1,500.00		1,500.00		1,500.00		1,500.00
Somerset .....	2	2			3,000.00		1,500.00		1,500.00		1,500.00
Sussex .....	1	1			1,500.00		1,500.00		1,500.00		1,500.00
Sussex .....	1	1			1,500.00		1,500.00		1,500.00		1,500.00
Union .....	1	1			1,500.00		1,500.00		1,500.00		1,500.00
Warren .....	2	2			3,000.00		1,500.00		1,500.00		1,500.00
Total .....	28	28			\$42,000.00		\$1,500.00		\$1,500.00		\$1,500.00

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TABLE 18.  
SUMMARY OF TEACHERS EMPLOYED.

COUNTIES.	Number of Teachers Employed, Excluding Superintendents, Assistant Superintendents, Supervisors (Approved and Unapproved), Non-Teaching Principals, Special Supervisors, Manual Training, Vocational and Evening School Teachers.			Grand Total of All Teachers Employed, Day and Evening.		
	Men.	Women.	Total.	Men.	Women.	Total.
Atlantic .....	50	463	513	83	509	592
Bergen .....	78	1,303	1,381	167	1,392	1,559
Burlington .....	20	379	399	33	397	430
Camden .....	34	906	940	89	946	1,035
Cape May .....	32	137	169	42	140	182
Cumberland .....	32	324	356	44	346	390
Essex .....	325	3,014	3,339	724	3,359	4,083
Gloucester .....	14	273	287	28	295	323
Hudson .....	161	2,507	2,668	452	2,811	3,263
Hunterdon .....	17	171	188	21	178	199
Mercer .....	46	680	726	85	748	833
Middlesex .....	48	748	796	104	815	919
Monmouth .....	55	593	648	91	635	726
Morris .....	52	399	451	81	425	506
Ocean .....	17	144	161	26	148	174
Passaic .....	68	1,181	1,249	190	1,291	1,481
Salem .....	15	209	224	25	215	240
Somerset .....	25	253	278	35	262	297
Sussex .....	16	149	165	29	163	192
Union .....	60	915	975	156	1,025	1,181
Warren .....	25	221	246	37	231	268
Total .....	1,190	14,969	16,159	2,542	16,331	18,873

TABLE 19.  
TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL SALARIES.

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

COUNTIES.	Less than \$300—Men.	Less than \$300—Women.	\$300 to \$399—Men.	\$300 to \$399—Women.	\$400 to \$499—Men.	\$400 to \$499—Women.	\$500 to \$599—Men.	\$500 to \$599—Women.	\$600 to \$699—Men.	\$600 to \$699—Women.	\$700 to \$799—Men.	\$700 to \$799—Women.	\$800 to \$899—Men.	\$800 to \$899—Women.	\$900 to \$999—Men.	\$900 to \$999—Women.	\$1,000 to \$1,099—Men.	\$1,000 to \$1,099—Women.	\$1,100 to \$1,199—Men.	\$1,100 to \$1,199—Women.
Atlantic .....							5		11	7	38	2	108	3	69	6	61	2	42	
Bergen .....	1				1			1			87		244	1	259	22	333	7	164	
Burlington .....						2			2	12	150	1	119	3	61	5	27	2	10	
Camden .....									14	1	130	1	90	1	275	6	131	2	162	
Cape May .....									33	2	38	1	29	8	14	4	14	3	6	
Cumberland .....								6	61	2	84	3	133	2	32	5	12	1	7	
Essex .....									1		68		177	1	54	5	384	5	306	
Gloucester .....					1	2		4	27	2	72	2	98	3	59	5	13		5	
Hudson .....	1									1	25		184		370	1	342		200	
Hunterdon .....				1					1	6	2	57	3	60	1	18	2	29	1	1
Mercer .....				1			1					155	1	111	2	98		166	1	64
Middlesex .....	1					2					5	145	4	156	3	136		115	3	73
Monmouth .....				1		3		1	1	4	5	95	1	165	4	134	4	107	2	21
Morris .....											3	91	2	104	6	64	8	82	5	28
Ocean .....					1			2	25	1	62	4	22	4	14	1	14	1	3	
Passaic .....											27	1	178		300	2	185	2	174	
Salem .....									20	3	87	1	41		44		3	1	13	
Somerset .....						1					1	23	3	96	1	62		27	2	20
Sussex .....				1	1	1			2	2	71	3	36	1	28	1	11	1	2	
Union .....							1	1	5		95	1	145	1	137		152	2	136	
Warren .....										4	80	1	78	2	27	3	26		7	
Total .....	2	1		3	4	10	4	12	12	211	43	1,680	35	2,374	47	2,775	60	2,234	43	1,444

TABLE 19—Continued.

## TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL SALARIES.

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

COUNTIES.	\$1,200 to \$1,299—Men.	\$1,200 to \$1,299—Women.	\$1,300 to \$1,399—Men.	\$1,300 to \$1,399—Women.	\$1,400 to \$1,499—Men.	\$1,400 to \$1,499—Women.	\$1,500 to \$1,599—Men.	\$1,500 to \$1,599—Women.	\$1,600 to \$1,699—Men.	\$1,600 to \$1,699—Women.	\$1,700 to \$1,799—Men.	\$1,700 to \$1,799—Women.	\$1,800 to \$1,899—Men.	\$1,800 to \$1,899—Women.	\$1,900 to \$1,999—Men.	\$1,900 to \$1,999—Women.	\$2,000 to \$2,499—Men.	\$2,000 to \$2,499—Women.	\$2,500 to \$2,999—Men.	\$2,500 to \$2,999—Women.	\$3,000 and Over—Men.	\$3,000 and Over—Women.	
Atlantic	3	44	2	49	11	14	4	19	2	3	7	9	.....	2	13	9	3	.....	548				
Bergen	7	118	14	71	6	25	10	17	8	6	12	7	14	5	9	3	17	2	9	1	13	1,474	
Burlington	3	14	1	.....	1	2	1	5	1	1	1	.....	1	1	.....	2	1	.....	421				
Camden	3	73	4	18	2	15	4	8	3	2	3	3	3	4	3	2	16	5	.....	2	996		
Cape May	2	2	1	.....	3	3	1	1	.....	1	1	.....	3	.....	1	.....	3	.....	174				
Cumberland	2	4	2	.....	7	2	3	2	.....	1	.....	1	.....	1	.....	1	.....	376					
Essex	13	258	16	216	14	184	14	456	24	253	21	90	26	45	14	14	94	63	92	19	99	3,540	
Gloucester	2	1	.....	1	1	.....	2	2	1	1	1	.....	1	.....	.....	1	1	.....	308				
Hudson	4	254	4	211	8	153	12	378	11	68	11	59	7	175	6	34	65	118	48	17	89	7	2,854
Hunterdon	1	2	2	.....	1	.....	2	.....	.....	.....	.....	.....	.....	.....	1	.....	3	.....	195				
Mercer	5	39	1	36	2	11	7	5	5	5	3	9	6	6	3	3	7	4	4	1	2	764	
Middlesex	3	68	2	27	6	27	6	8	8	2	7	3	7	.....	4	.....	14	.....	4	1	4	1	845
Monmouth	5	41	5	12	4	17	8	7	12	2	4	.....	6	2	1	1	2	5	5	.....	4	695	
Morris	10	24	2	12	3	.....	4	.....	4	.....	5	.....	6	.....	1	.....	2	5	1	3	.....	475	
Ocean	.....	2	2	.....	1	.....	2	2	4	.....	2	.....	1	.....	.....	.....	1	.....	171				
Passaic	10	157	2	61	4	59	7	24	5	7	8	8	11	12	9	5	29	7	14	.....	14	1,322	
Salem	5	1	1	2	.....	1	1	.....	1	.....	1	.....	2	.....	.....	.....	2	.....	2	.....	.....	231	
Somerset	4	9	.....	5	.....	5	4	5	.....	4	.....	.....	5	.....	2	.....	4	.....	2	.....	3	288	
Sussex	1	2	3	.....	1	1	.....	1	.....	1	.....	.....	.....	.....	.....	.....	2	.....	2	.....	.....	176	
Union	5	139	2	61	3	28	5	27	13	21	5	9	18	3	4	2	31	5	8	1	8	1,074	
Warren	9	5	.....	1	3	2	3	2	.....	2	1	.....	.....	.....	.....	.....	2	.....	.....	1	.....	259	
Total	97	1,260	66	776	69	542	95	967	107	397	90	191	129	262	57	67	316	205	211	41	239	8	17,186

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TABLE 20.  
PROFESSIONAL TRAINING OF TEACHERS.  
DOES NOT INCLUDE EVENING SCHOOL TEACHERS.

COUNTIES.	NORMAL GRADUATES.					Number of College Graduates.	Not Graduates of Higher Institutions.	Total.
	Trenton.	Montclair.	Newark.	City Training Schools.	Other Normal Schools.			
Atlantic .....	96	26	4	10	227	99	121	583
Bergen .....	252	236	149	57	471	265	100	1,530
Burlington .....	144	4	1	4	59	48	169	429
Camden .....	204	4	.....	199	185	130	291	1,013
Cape May .....	30	.....	.....	.....	33	43	74	180
Cumberland .....	116	1	2	1	33	66	169	388
Essex .....	275	343	616	643	955	648	181	3,661
Gloucester .....	50	2	.....	.....	69	44	156	321
Hudson .....	226	256	313	1,035	434	376	324	2,964
Hunterdon .....	63	2	6	.....	6	38	84	199
Mercer .....	348	2	1	199	32	115	91	783
Middlesex .....	293	32	120	3	122	124	184	878
Monmouth .....	220	37	31	5	122	124	185	724
Morris .....	96	63	39	7	61	83	143	492
Ocean .....	33	1	3	8	18	33	78	174
Passaic .....	92	129	76	579	225	202	75	1,378
Salem .....	44	4	1	1	38	32	120	240
Somerset .....	65	13	13	1	77	56	69	294
Sussex .....	27	8	11	1	36	28	76	187
Union .....	116	48	130	197	316	221	94	1,122
Warren .....	40	7	2	.....	19	42	158	268
Total .....	2,830	1,218	1,518	2,950	3,538	2,817	2,942	17,813

TABLE 21.  
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 .....	383	382	765	527	460	987	605	535	1,140
Bergen .....	277	204	481	480	431	911	1,750	1,700	3,450
Burlington .....	534	503	1,037	458	400	857	165	102	327
Camden .....	502	449	951	437	421	858	413	454	867
Cape May .....	230	229	459	273	255	528	53	61	114
Cumberland .....	444	316	760	475	437	912			
Essex .....	39	38	77	60	74	134	7,590	7,237	14,827
Gloucester .....	363	313	676	781	762	1,543	104	74	178
Hudson .....							2,349	2,360	4,709
Hunterdon .....	1,154	1,099	2,253	296	276	572	62	75	137
Mercer .....	250	213	463	147	126	273	1,319	1,239	2,558
Middlesex .....	462	443	905	312	278	590	949	1,000	1,949
Monmouth .....	1,046	895	1,941	773	721	1,494	438	433	871
Morris .....	570	531	1,101	849	859	1,708	231	218	449
Ocean .....	440	402	842	304	264	568	88	58	146
Passaic .....	276	239	515	189	194	383	2,538	2,397	4,935
Salem .....	599	455	1,054	194	127	321	75	86	161
Somerset .....	955	804	1,759	783	732	1,515	260	315	575
Sussex .....	808	725	1,533	182	164	346	178	201	379
Union .....	11	12	23	127	160	287	1,264	1,246	2,510
Warren .....	694	706	1,400	319	318	637			
Total .....	10,037	8,958	18,995	7,966	7,468	15,434	20,431	19,851	40,282



TABLE 21—Continued.  
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Number of Pupils Enrolled in Grade I.			Number of Pupils Enrolled in Grade II.			Number of Pupils Enrolled in Grade III.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	1,277	1,154	2,431	987	904	1,891	893	888	1,781
Bergen .....	4,007	3,749	7,756	2,808	2,518	5,326	2,681	2,472	5,153
Burlington .....	1,400	1,204	2,604	861	790	1,651	771	728	1,499
Camden .....	3,333	2,896	6,229	2,220	2,128	4,348	1,972	1,887	3,859
Cape May .....	356	311	667	246	231	480	182	170	352
Cumberland .....	1,216	1,064	2,280	610	605	1,215	593	570	1,163
Essex .....	8,878	8,272	17,150	6,984	6,744	13,728	6,347	6,061	12,408
Gloucester .....	843	809	1,652	567	477	1,044	552	443	995
Hudson .....	8,792	8,071	16,863	6,385	5,938	12,323	5,740	5,423	11,163
Hunterdon .....	222	205	427	219	203	422	214	198	412
Mercer .....	2,360	2,244	4,604	1,372	1,348	2,720	1,321	1,308	2,629
Middlesex .....	3,098	2,885	5,983	1,936	1,715	3,651	1,692	1,617	3,309
Monmouth .....	1,551	1,451	3,002	1,165	1,119	2,284	1,119	1,031	2,150
Morris .....	1,197	1,107	2,304	690	675	1,365	746	671	1,417
Ocean .....	263	239	502	203	174	377	164	167	331
Passaic .....	3,253	2,999	6,252	2,840	2,526	5,366	2,687	2,582	5,269
Salem .....	613	563	1,176	456	398	854	371	376	747
Somerset .....	494	429	923	396	394	790	379	362	741
Sussex .....	326	280	606	203	175	378	188	181	369
Union .....	2,992	2,777	5,769	2,227	2,038	4,265	2,006	1,852	3,858
Warren .....	587	541	1,128	459	456	915	349	345	694
Total .....	47,658	43,250	90,908	33,834	31,559	65,393	30,967	29,332	60,299

TABLE 21—Continued.

## ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Number of Pupils Enrolled in Grade IV.			Number of Pupils Enrolled in Grade V.			Number of Pupils Enrolled in Grade VI.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	928	952	1,880	869	801	1,670	709	716	1,425
Bergen .....	2,588	2,427	5,015	2,464	2,560	5,024	2,184	2,187	4,371
Burlington .....	827	751	1,578	774	725	1,499	692	605	1,297
Camden .....	1,950	2,039	3,989	1,927	1,913	3,840	1,499	1,553	3,052
Cape May .....	194	188	382	197	193	390	199	176	375
Cumberland .....	540	519	1,059	598	613	1,211	497	504	1,001
Essex .....	6,127	6,090	12,217	6,027	6,034	12,061	5,112	5,156	10,268
Gloucester .....	479	425	904	509	451	960	395	377	772
Hudson .....	5,922	5,546	11,468	5,510	5,426	10,936	4,992	5,144	10,136
Hunterdon .....	213	196	409	161	164	325	160	160	320
Mercer .....	1,364	1,288	2,652	1,252	1,288	2,540	1,034	1,062	2,096
Middlesex .....	1,811	1,744	3,555	1,589	1,524	3,113	1,224	1,195	2,419
Monmouth .....	961	961	1,922	1,007	967	1,974	934	969	1,903
Morris .....	648	624	1,272	679	601	1,370	575	534	1,109
Ocean .....	170	144	314	180	166	346	149	175	324
Passaic .....	2,665	2,673	5,338	2,420	2,403	4,823	2,270	2,287	4,557
Salem .....	356	277	633	393	364	757	316	375	691
Somerset .....	328	351	679	291	320	611	277	288	565
Sussex .....	185	163	348	176	138	314	140	145	285
Union .....	2,060	1,973	4,033	1,921	1,864	3,785	1,623	1,552	3,175
Warren .....	423	428	851	280	309	589	283	301	584
Total .....	30,739	29,759	60,498	29,224	28,914	58,138	25,264	25,461	50,725

COMMISSIONER OF EDUCATION.

TABLE 21—Continued.  
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Number of Pupils En- rolled in Grade VII.			Number of Pupils En- rolled in Grade VIII.			Number of Pupils En- rolled in Grade IX.			Number of Pupils En- rolled in Grade X.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	541	625	1,166	399	402	801	382	374	756	232	227	459
Bergen .....	1,712	1,769	3,481	1,310	1,334	2,644	862	914	1,776	560	619	1,179
Burlington .....	522	539	1,061	361	442	803	177	291	468	118	148	266
Camden .....	1,038	1,150	2,188	634	723	1,357	596	698	1,294	233	271	504
Cape May .....	145	155	300	130	118	248	108	134	242	68	97	165
Cumberland .....	424	524	948	353	394	747	307	338	645	183	230	413
Essex .....	4,290	4,478	8,768	3,158	3,530	6,688	2,421	2,398	4,819	1,508	1,597	3,105
Gloucester .....	322	314	636	221	274	495	190	256	446	115	129	244
Hudson .....	4,063	4,034	8,097	2,990	3,151	6,141	1,717	1,816	3,533	1,156	1,216	2,372
Hunterdon .....	155	157	312	154	156	310	76	108	184	75	107	182
Mercer .....	869	905	1,774	586	605	1,191	423	486	909	277	349	626
Middlesex .....	924	942	1,866	554	606	1,160	283	349	632	291	290	581
Monmouth .....	806	851	1,657	685	733	1,418	570	593	1,163	375	405	780
Morris .....	500	479	979	392	402	794	395	427	822	244	301	545
Ocean .....	141	187	328	112	160	272	117	152	269	86	105	191
Passaic .....	1,786	1,745	3,531	1,389	1,437	2,826	684	647	1,331	528	505	1,033
Salem .....	305	311	616	181	228	409	117	146	263	59	107	166
Somerset .....	244	237	481	179	185	364	180	196	376	115	133	248
Sussex .....	123	145	268	106	100	206	87	144	231	53	86	140
Union .....	1,350	1,273	2,623	994	1,044	2,038	880	822	1,702	513	536	1,049
Warren .....	284	310	600	184	225	409	146	177	323	108	169	277
Total .....	20,544	21,136	41,680	15,072	16,249	31,321	10,718	11,466	22,184	6,897	7,637	14,534

TABLE 21—Continued.  
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Number of Pupils Enrolled in Grade XI.			Number of Pupils Enrolled in Grade XII.			Number of Pupils Enrolled in Sub-Normal Classes.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	156	293	359	98	145	243	57	29	86
Bergen .....	411	384	795	242	318	560	71	47	118
Burlington .....	97	159	256	63	104	167			
Camden .....	185	175	360	103	125	228	179	67	246
Cape May .....	60	75	135	36	46	82	11	4	15
Cumberland .....	124	199	323	91	140	231	54	17	71
Essex .....	993	953	1,946	742	808	1,550	175	133	308
Gloucester .....	64	98	162	46	61	107			
Hudson .....	714	662	1,376	550	587	1,137	343	162	505
Hunterdon .....	69	94	163	69	94	163			
Mercer .....	172	199	371	119	159	278	177	87	264
Middlesex .....	180	266	386	135	195	330	36	33	69
Monmouth .....	240	314	554	185	251	436	86	38	124
Morris .....	165	226	391	88	160	248	28	17	45
Ocean .....	62	93	155	49	50	99			
Passaic .....	354	301	655	208	197	405	101	67	168
Salem .....	46	87	133	37	55	92			
Somerset .....	76	95	171	49	68	117	33	10	43
Sussex .....	37	87	124	34	55	89	27	4	31
Union .....	296	415	711	225	290	515	116	65	181
Warren .....	79	129	208	77	104	181			
Total .....	4,580	5,154	9,734	3,246	4,012	7,258	1,494	780	2,274

TABLE 21—*Continued.*  
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Training Classes.			Anaemic Pupils.			Backward and Incorrigible Classes.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....				10	8	18			
Bergen .....									
Burlington .....									
Camden .....									
Cape May .....									
Cumberland .....									
Essex .....	111	44	155						
Gloucester .....									
Hudson .....		64	64	24	31	55	37		37
Hunterdon .....									
Mercer .....							48	15	63
Middlesex .....									
Monmouth .....									
Morris .....							18		18
Ocean .....									
Passaic .....									
Salem .....									
Somerset .....									
Sussex .....									
Union .....									
Warren .....									
<b>Total .....</b>	<b>111</b>	<b>108</b>	<b>219</b>	<b>34</b>	<b>39</b>	<b>73</b>	<b>103</b>	<b>15</b>	<b>118</b>

TABLE 21—Continued.  
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Other Special Classes.			Number of Pupils Enrolled in Blind Classes.			Number of Pupils Enrolled in Deaf Classes.			Number of Pupils Enrolled During Year.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....										9,053	8,805	17,858
Bergen .....										24,407	23,633	48,040
Burlington .....										7,820	7,560	15,380
Camden .....										17,221	16,949	34,170
Cape May .....										2,488	2,446	4,934
Cumberland .....										6,509	6,470	12,979
Essex .....	923	517	1,440							61,485	60,164	121,649
Gloucester .....										5,551	5,263	10,814
Hudson .....	549	291	840	5	2	7	8	10	18	51,846	49,934	101,780
Hunterdon .....										3,299	3,292	6,591
Mercer .....										13,090	12,921	26,011
Middlesex .....										15,476	15,022	30,498
Monmouth .....										11,941	11,732	23,673
Morris .....										8,015	7,922	15,937
Ocean .....										2,528	2,536	5,064
Passaic .....										24,188	23,199	47,387
Salem .....										4,118	3,955	8,073
Somerset .....										5,039	4,919	9,958
Sussex .....										2,853	2,803	5,656
Union .....	11	15	26							18,616	17,934	36,550
Warren .....										4,272	4,524	8,796
Total .....	1,483	823	2,306	5	2	7	8	10	18	299,815	291,983	591,798



TABLE 22.  
AGES OF PUPILS ENROLLED IN DAY SCHOOLS.  
DOES NOT INCLUDE EVENING SCHOOL ENROLLMENT.

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.	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.
Atlantic .....	139	134	704	691	922	861	853	833	863	863	902	824
Bergen .....	691	695	2,165	2,005	2,435	2,335	2,329	2,354	2,459	2,340	2,301	2,257
Burlington .....	28	28	595	618	774	720	794	763	800	725	765	707
Camden .....	141	153	840	823	1,718	1,686	1,886	1,876	1,847	1,756	1,765	1,783
Cape May .....	24	29	235	230	236	210	229	244	223	220	225	238
Cumberland .....			487	517	612	551	641	621	612	607	674	650
Essex .....	2,786	2,757	5,410	5,175	6,302	6,143	5,862	5,770	5,842	5,908	5,808	5,702
Gloucester .....	43	26	451	454	554	530	500	503	561	544	527	499
Hudson .....	747	739	3,989	4,032	5,173	4,960	5,156	4,973	5,243	5,058	5,035	5,005
Hunterdon .....	48	57	243	250	299	317	323	299	326	323	344	319
Mercer .....	516	514	1,253	1,237	1,343	1,318	1,284	1,306	1,239	1,222	1,228	1,241
Middlesex .....	329	366	1,343	1,390	1,677	1,720	1,737	1,623	1,651	1,604	1,541	1,502
Monmouth .....	205	203	899	957	1,063	1,093	1,119	1,049	1,109	1,080	1,155	1,100
Morris .....	42	61	715	686	736	743	786	731	750	783	751	755
Ocean .....	67	52	184	169	210	211	237	225	236	228	228	209
Passaic .....	581	625	2,423	2,297	2,500	2,295	2,364	2,372	2,322	2,326	2,343	2,304
Salem .....	27	31	340	335	407	379	410	372	395	391	397	355
Somerset .....	95	124	380	408	497	479	507	509	524	486	468	469
Sussex .....	95	111	233	211	278	233	271	391	299	264	266	267
Union .....	377	416	1,496	1,451	1,826	1,786	1,877	1,794	1,867	1,730	1,840	1,827
Warren .....	8	6	285	312	406	426	467	459	416	457	433	467
Total .....	6,959	7,127	24,670	24,338	29,068	28,996	29,892	28,957	29,584	28,915	28,996	28,480

TABLE 22—Continued.  
 AGES OF PUPILS ENROLLED IN DAY SCHOOLS.  
 DOES NOT INCLUDE EVENING SCHOOL ENROLLMENT.

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COUNTIES.	NUMBER OF PUPILS BETWEEN											
	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.	Thirteen and Fourteen Years of Age—Boys.	Thirteen and Fourteen Years of Age—Girls.	Fourteen and Fifteen Years of Age—Boys.	Fourteen and Fifteen Years of Age—Girls.	Fifteen and Sixteen Years of Age—Boys.	Fifteen and Sixteen Years of Age—Girls.
Atlantic .....	861	896	874	835	869	780	712	709	577	579	354	362
Bergen .....	2,309	2,320	2,254	2,205	2,211	2,205	2,042	1,936	1,413	1,223	874	826
Burlington .....	803	770	743	712	735	707	695	650	536	499	304	333
Camden .....	1,682	1,719	1,796	1,845	1,722	1,678	1,548	1,505	1,207	1,041	600	597
Cape May .....	231	209	230	213	216	212	192	196	176	158	120	130
Cumberland .....	632	617	615	667	634	622	581	539	448	439	266	257
Essex .....	5,488	5,470	5,487	5,520	5,275	5,211	4,829	4,673	3,760	3,469	2,219	2,163
Gloucester .....	534	440	549	515	505	504	475	439	384	363	227	219
Hudson .....	4,879	5,034	5,070	4,928	4,990	4,862	4,844	4,493	3,290	2,890	1,641	1,462
Hunterdon .....	321	293	308	314	318	298	284	270	215	233	144	152
Mercer .....	1,196	1,169	1,173	1,184	1,236	1,161	1,098	1,025	720	667	401	417
Middlesex .....	1,460	1,525	1,439	1,358	1,462	1,374	1,282	1,168	782	660	428	381
Monmouth .....	1,126	1,079	1,068	1,060	1,049	983	979	989	881	818	622	578
Morris .....	736	721	724	726	717	701	745	657	582	519	381	396
Ocean .....	221	221	242	254	214	207	205	209	191	221	137	150
Passaic .....	2,224	2,261	2,283	2,280	2,326	2,294	2,137	2,036	1,447	1,155	679	550
Salem .....	410	380	364	379	370	375	362	312	295	250	190	195
Somerset .....	498	469	471	490	447	472	423	364	322	267	209	179
Sussex .....	253	249	261	256	253	210	230	228	201	189	128	118
Union .....	1,683	1,635	1,723	1,715	1,745	1,543	1,566	1,426	1,170	1,081	685	725
Warren .....	432	443	422	460	394	428	377	363	264	279	197	185
Total .....	27,990	27,920	28,006	27,916	27,688	26,827	25,606	24,187	18,861	17,000	10,806	10,375

TABLE 22—Continued.  
 AGES OF PUPILS ENROLLED IN DAY SCHOOLS.  
 DOES NOT INCLUDE EVENING SCHOOL ENROLLMENT.

COUNTIES.	NUMBER OF PUPILS BETWEEN										TOTAL.		GRAND TOTAL.
	Sixteen and Seventeen Years of Age—Boys.	Sixteen and Seventeen Years of Age—Girls.	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 .....	240	231	101	147	49	46	32	14	1	.....	9,053	8,805	17,858
Bergen .....	419	465	227	268	77	82	28	23	3	.....	24,407	23,633	48,040
Burlington .....	156	207	63	82	20	30	8	6	1	3	7,820	7,560	15,380
Camden .....	267	291	136	127	44	51	14	15	8	3	17,221	16,949	34,170
Cape May .....	89	83	44	50	11	22	6	2	1	.....	2,488	2,446	4,934
Cumberland .....	180	201	78	116	30	45	14	16	5	5	6,509	6,470	12,979
Essex .....	1,220	1,213	637	662	350	246	144	61	66	21	61,485	60,164	121,649
Gloucester .....	111	127	48	81	20	17	1	2	1	.....	5,551	5,263	10,814
Hudson .....	718	686	388	347	118	140	51	37	514	288	51,846	49,934	101,780
Hunterdon .....	77	93	33	40	15	28	1	6	.....	.....	3,299	3,292	6,591
Mercer .....	213	254	111	140	56	49	14	16	9	1	13,090	12,921	26,011
Middlesex .....	190	204	100	96	37	42	18	9	.....	.....	15,476	15,022	30,498
Monmouth .....	364	398	174	234	76	86	34	19	8	6	11,941	11,732	23,673
Morris .....	203	269	95	116	33	40	14	16	5	2	8,015	7,922	15,937
Ocean .....	83	92	44	64	21	17	6	7	1	.....	2,528	2,536	5,064
Passaic .....	331	249	144	107	56	47	20	17	8	4	24,188	23,199	47,387
Salem .....	90	118	47	56	8	17	4	7	2	3	4,118	3,955	8,073
Somerset .....	118	118	52	63	20	16	8	6	.....	.....	5,039	4,919	9,958
Sussex .....	46	92	24	44	9	24	6	6	.....	.....	2,853	2,803	5,656
Union .....	430	483	222	225	74	80	29	12	6	5	18,616	17,934	36,550
Warren .....	103	117	42	70	19	37	6	5	1	1	4,272	4,524	8,796
Total .....	5,648	5,901	2,810	3,144	1,143	1,162	458	302	640	346	299,815	291,983	591,798

TABLE 23.  
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	Average 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.		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic	172	2	2	1,356,619½	1,319,355½	2,675,975	1,190,057	1,155,248½	2,345,305½
Bergen	186	2	2	3,967,740½	3,836,252½	7,803,993	3,586,054½	3,432,036½	7,018,091
Burlington	177	2	3	1,165,910	1,140,448	2,315,358	990,892½	974,618	1,965,510½
Camden	178	2	1	2,749,513	2,732,216	5,481,729	2,294,957½	2,280,671	4,575,628½
Cape May	175	7	3	347,489	347,507	694,996	302,825½	302,164½	604,990
Cumberland	175	6	2	1,040,733½	1,040,036½	2,080,770	905,279½	906,888½	1,812,168
Essex	187	2	1	10,286,709	10,067,861½	20,354,570½	9,324,627	9,058,513	18,383,140
Gloucester	177	2	2	812,589½	780,652	1,593,241½	688,184	668,553½	1,356,737½
Hudson	195	2	2	8,783,483½	8,495,257	17,278,740½	8,644,942	7,713,473	15,758,415
Hunterdon	183	2	2	476,550	502,634½	979,184½	399,954	424,051½	824,005½
Mercer	185	6	1	2,086,091½	2,078,612½	4,164,704	1,839,583½	1,812,246½	3,651,830
Middlesex	183	8	2	2,496,078½	2,433,649½	4,929,728	2,230,330½	2,161,565½	4,400,896
Monmouth	182	8	2	1,780,041½	1,774,219½	3,554,261	1,590,717½	1,575,617½	3,166,335
Morris	184	2	2	1,247,892½	1,239,538½	2,487,431	1,110,170½	1,092,724½	2,202,895
Ocean	170	7	2	370,114	373,765½	743,879½	319,253½	324,803½	644,057
Passaic	187	8	1	4,027,738	3,866,810	7,894,548	3,733,038½	3,543,396½	7,276,435
Salem	176	6	2	907,050½	608,760½	1,215,811	522,475½	526,340½	1,048,816
Somerset	184	8	2	771,219	761,271	1,532,490	667,491	652,332½	1,319,823½
Sussex	185	8	2	423,577½	421,800½	845,378	366,725	365,738½	732,463½
Union	189	7	2	3,073,214½	2,953,389½	6,026,604	2,784,404½	2,648,891½	5,433,296
Warren	183	7	4	671,201	714,425½	1,385,626½	606,114½	644,478	1,250,592½
Total	181	7	2	48,541,556	47,497,463	96,039,019	43,507,078	42,264,353	85,771,431

\* Does not include Evening School Attendance.

TABLE 23—Continued.  
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	DAYS ABSENT.			TIMES TARDY.	The Sum of Number of Teaching Sessions as Re- ported in all Registers.	Average Number of Cases of Tardiness Per Session— Total.	Per Cent. of Attendance.	Average Daily Attendance.	Number of Pupils Not Ab- sent or Tardy During Year—Total.
	Boys.	Girls.	Total.	Total.					
Atlantic .....	166,562½	164,107	330,669½	46,071	160,192	.2875	.8764	13,035	2,318
Bergen .....	381,686	404,216	785,902	70,887	437,346	.1620	.8992	37,353	1,318
Burlington .....	175,017½	174,830	349,847½	25,829	127,333½	.2021	.8489	10,866	704
Camden .....	454,555½	451,545	906,100½	45,607	301,562	.1512	.8348	24,456	309
Cape May .....	44,663½	45,342½	90,006	11,570	49,264	.2348	.8704	3,427	62
Cumberland .....	135,454	133,148	268,602	13,689½	112,230	.1219	.8709	9,840	271
Essex .....	962,082	1,009,348½	1,971,430½	141,063	1,065,889½	.1323	.9031	95,619	3,313
Gloucester .....	124,405½	112,098½	236,504	19,747	95,032	.2078	.8516	7,521	230
Hudson .....	738,541½	781,784	1,520,325½	87,900	854,775	.1028	.9120	81,057	2,782
Hunterdon .....	76,596	78,583	155,179	13,534	59,350	.2280	.8415	4,411	137
Mercer .....	246,508	266,366	512,874	37,460	217,988	.1716	.8768	19,648	535
Middlesex .....	256,748	272,084	528,832	40,210	264,701	.1519	.8927	23,639	842
Monmouth .....	189,324	198,602	387,926	40,914	224,929	.1818	.8908	17,308	687
Morris .....	137,722	146,814	284,536	14,743	144,673	.1019	.8856	11,959	514
Ocean .....	50,860½	48,962	99,822½	9,125	51,577	.1769	.8658	3,652	140
Passaic .....	294,609½	323,413½	618,113	45,344	338,400	.1339	.9217	37,946	1,764
Salem .....	84,575	82,420	166,995	16,176	71,617	.2258	.8626	5,789	231
Somerset .....	103,728	108,938½	212,666½	24,529	86,945½	.2821	.8612	7,114	132
Sussex .....	56,852½	56,062	112,914½	12,327	58,306	.2114	.8664	3,942	184
Union .....	288,810	304,498	593,308	63,154½	296,686	.2128	.9015	28,523	855
Warren .....	65,086½	69,947½	135,034	6,800	84,843	.0801	.9025	6,805	407
Total .....	5,034,478	5,233,110	10,267,588	786,620	5,103,639½	.1511	.8957	153,946	15,398

TABLE 23—Continued.  
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	Number of Sessions Truant.	Total Number of Days Transported.	No. of Pupils Transported within the Districts for Whom the Cost of Transportation is Paid.	No. of Pupils Transported from without the Districts for whom the Cost of Transportation is Paid.	Total Number Transported.	Pupils Enrolled Who Have Attended Public Schools in Other Districts in the State During the Present School Year.	Number of Cases of Suspension or Expulsion During the School Year.
Atlantic .....	805	92,360½	515	340	855	580	62
Bergen .....	1,872½	196,858	701	936	1,637	1,862	128
Burlington .....	1,833½	306,676	912	995	1,907	738	56
Camden .....	591	81,387	456	428	884	823	185
Cape May .....	69	56,086½	256	231	487	255	30
Cumberland .....	904	192,913	1,166	269	1,435	517	69
Essex .....	24,434	110,989½	946	79	1,025	3,335	206
Gloucester .....	207	140,360	404	030	1,034	431	81
Hudson .....	14,305½	72,126½	289	156	445	2,312	51
Hunterdon .....	66	72,965	293	447	740	642	29
Mercer .....	3,018	196,566½	1,115	492	1,607	855	60
Middlesex .....	5,665	176,080	1,238	439	1,677	1,129	127
Monmouth .....	552½	239,869½	1,169	741	1,910	1,520	100
Morris .....	584	179,514	782	563	1,345	1,059	71
Ocean .....	32	99,761	403	349	752	243	26
Passaic .....	898	37,393½	245	90	335	1,534	42
Salem .....	321	102,954	472	384	856	398	18
Somerset .....	338	71,784½	344	264	608	630	65
Sussex .....	341	94,120½	280	410	690	507	39
Union .....	1,669	56,980½	364	353	717	1,379	116
Warren .....	315	96,619½	346	485	781	541	53
Total .....	58,821	2,680,365½	12,606	9,031	21,727	21,260	1,605



TABLE 24.  
PUPILS FOR WHOM TUITION IS PAID.

COUNTIES.	Number of Pupils Attending Approved or Registered High Schools in Other Districts for Whom the Tuition Is Paid by Your District.	Total Amount of Tuition Paid or to Be Paid for High School Pupils.	Number of Pupils Attending Schools in Other Districts Below High School Grade for Whom the Tuition Is Paid by Your District.	Total Amount of Tuition Paid or to Be Paid for Pupils Below High School.	Amount Paid for Transporting All High School Pupils to Other Districts.	Amount Paid for Transporting All Pupils Below High School to Other Districts.	Total Amount Paid for Transportation to Other Districts.	Amount Paid for Transportation of Pupils Attending High Schools Within the District.
Atlantic	254	\$9,696.25	107	\$1,196.00	\$13,466.62	\$1,310.06	\$14,776.68	\$733.47
Bergen	1,589	36,400.98	232	7,943.00	24,529.59	126.69	24,656.28	310.23
Burlington	536	27,223.25	390	5,724.00	24,072.79	6,026.04	31,298.83	1,315.40
Camden	613	34,818.50	403	10,618.46	15,986.96	103.33	16,090.29	
Cape May	156	6,290.00	67	1,704.98	9,816.75	1,402.35	11,219.10	6,275.50
Cumberland	183	8,515.00	142	2,097.00	10,036.49	1,313.62	11,350.11	6,924.78
Essex	97	5,842.00	50	2,460.20	4,293.56	500.10	4,853.66	4,727.36
Gloucester	479	22,848.00	451	11,694.75	20,124.85	3,645.75	23,770.60	1,004.28
Hudson	734	27,180.00	33	1,935.01	1,569.40	25.20	1,594.60	
Hunterdon	402	22,433.55	510	6,562.75	26,306.13	2,534.91	28,841.04	
Mercer	321	16,721.25	128	2,432.50	8,441.30	1,670.00	10,111.30	1,745.02
Middlesex	747	38,638.91	784	19,458.80	19,095.76	4,836.00	23,931.76	3,352.40
Monmouth	968	38,127.01	580	10,926.50	28,041.64	3,804.25	31,845.89	2,423.20
Morris	614	31,382.00	456	8,981.50	29,652.14	2,218.99	31,871.13	2,161.68
Ocean	239	9,250.00	151	3,015.00	13,369.59	3,042.61	16,412.20	1,427.50
Passaic	253	16,852.29	43	1,247.00	11,847.60	36.00	11,883.60	
Salem	368	17,298.00	245	5,833.79	15,615.71	226.55	15,842.26	500.00
Somerset	365	20,150.81	406	10,239.00	16,122.22	2,922.81	19,045.03	2,682.50
Sussex	379	17,743.50	325	5,530.00	15,963.42	849.30	36,812.72	
Union	236	11,583.58	67	1,747.50	3,276.70	140.50	3,426.20	1,615.78
Warren	319	14,713.50	384	8,245.45	14,400.37	7,799.23	22,199.60	
Total	9,843	\$483,728.38	5,954	\$129,593.79	\$346,629.59	\$45,203.29	\$391,832.88	\$37,199.10

TABLE 24—Continued.  
PUPILS FOR WHOM TUITION IS PAID.

COUNTIES.	Amount Paid for Transportation of Pupils Attending Schools Below High School Within the District.	Total Amount Paid for Transportation of Pupils Within the District.	Number of Pupils Attending Approved or Registered High Schools in Your District for Whom the Tuition is Paid by Other Districts.	Total Tuition Received or to Be Received in High School.	Number of Pupils Attending Schools in Your District Below High School Grade for Whom the Tuition is Paid by Other Districts.	Total Tuition Received or to Be Received Below High School.	Total Amount Received or to Be Received for Tuition.
Atlantic .....	\$17,848.83	\$18,582.30	251	\$10,343.75	224	\$2,281.00	\$12,624.75
Bergen .....	11,675.57	11,985.80	1,587	93,140.90	232	8,086.24	101,236.14
Burlington .....	48,652.80	49,968.20	538	27,292.25	455	10,874.00	38,166.25
Camden .....	7,539.61	7,539.61	592	37,288.37	402	11,622.01	48,910.38
Cape May .....	5,734.00	12,009.50	165	6,505.00	87	1,539.98	8,044.98
Cumberland .....	26,643.60	33,568.38	269	12,348.50	169	2,022.00	14,370.50
Essex .....	12,456.83	17,184.19	164	17,624.00	95	6,259.10	23,883.10
Gloucester .....	12,134.72	13,139.00	593	16,288.00	476	26,897.17	43,185.17
Hudson .....	6,119.86	6,119.86	912	40,519.60	88	830.50	41,350.10
Hunterdon .....	10,491.38	10,491.38	400	20,272.80	583	10,135.02	30,408.72
Mercer .....	32,892.87	34,637.89	332	17,273.75	326	9,931.08	27,204.83
Middlesex .....	24,016.05	27,368.45	188	6,906.25	614	15,135.68	22,041.93
Monmouth .....	27,898.34	30,321.54	980	39,918.79	637	11,849.50	51,768.29
Morris .....	25,438.43	27,600.11	690	34,029.50	427	9,427.00	43,456.50
Ocean .....	12,981.61	14,409.11	260	9,720.00	200	3,827.50	13,547.50
Passaic .....	9,264.85	9,264.85	300	17,321.44	87	1,581.00	18,902.44
Salem .....	14,402.12	14,902.12	262	12,632.50	276	8,711.25	21,343.75
Somerset .....	6,981.12	9,603.62	320	15,217.50	339	6,048.20	21,265.70
Sussex .....	13,389.26	13,389.26	333	15,800.00	325	5,565.50	21,365.50
Union .....	4,780.45	6,396.23	546	30,122.25	131	4,368.75	34,491.00
Warren .....	15,754.67	15,754.07	363	16,086.40	320	8,429.95	24,516.35
Total .....	\$347,096.37	\$384,295.47	10,045	\$496,660.55	6,433	\$165,423.33	\$662,083.88

TABLE 25.  
EVENING SCHOOLS.

COUNTIES.	Number of Evenings the Schools were Maintained, Including Legal Holidays and Institute Days.	Number of Male Pupils Between Twelve and Fourteen Years.	Number of Male Pupils Between Fourteen and Twenty Years of Age.	Number of Male Pupils Over Twenty Years of Age.	Total Number of Male Pupils.	Number of Female Pupils Between Twelve and Fourteen Years.	Number of Female Pupils Between Fourteen and Twenty Years of Age.	Number of Female Pupils Over Twenty Years of Age.	Total Number of Female Pupils.	Total Number of Pupils Between Twelve and Fourteen Years.	Total Number of Pupils Between Fourteen and Twenty Years of Age.	Total Number of Pupils Over Twenty Years of Age.
Atlantic .....	64	62	110	172	26	103	129	88	213			
Bergen .....	66	181	178	359	180	160	340	361	338			
Burlington .....	52	14	3	17	8	8	8	22	3			
Camden .....	88	268	225	493	74	49	123	342	274			
Cape May .....	62	4	11	15	3	6	9	7	17			
Cumberland .....	64	10	6	16	10	7	17	20	13			
Essex .....	85	1,018	4,755	2,763	8,536	811	3,047	2,036	5,894	1,829	7,802	4,799
Gloucester .....	56½	35	2	35	2	2	2	37				
Hudson .....	73	2,697	2,584	5,281	1,470	984	2,454	4,167	3,568			
Hunterdon .....												
Mercer .....	88	725	407	1,132	428	192	620	1,153	599			
Middlesex .....	70	257	593	850	225	309	534	482	902			
Monmouth .....												
Morris .....	64	80	80	160	67	102	169	147	182			
Ocean .....												
Passaic .....	64	591	451	1,042	479	567	1,046	1,070	1,018			
Salem .....												
Somerset .....												
Sussex .....	64	31	88	119	1	6	7	32	94			
Union .....	67	654	430	1,084	618	205	823	1,272	635			
Warren .....												
Total .....	68	1,018	10,364	7,929	19,311	811	6,638	4,726	12,175	1,829	17,002	12,655

\* Includes all evening school teachers. No State aid. † Franklin, in Gloucester County not included in these figures. ‡ New Brunswick included all evening school teachers. § Includes M. T. evening school teachers.

TABLE 25—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.	Contractual Amount of Salary Men Teachers in Evening Schools.	Contractual Amount of Salary Women Teachers in Evening Schools.	Total Contractual Amount of Salary for 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 .....	301	5	4	9	\$1,024.00	\$672.00	\$1,696.00	\$3.20	\$2.62	.....
Bergen .....	699	7	14	21	1,736.00	2,357.50	4,093.50	3.75	2.55	\$185.05
Burlington .....	25	1	1	1	.....	80.00	80.00	.....	1.50	.....
Camden .....	616	15	5	20	3,007.50	902.50	3,910.00	3.50	3.40	.....
Cape May .....	24	2	.....	2	200.00	.....	200.00	1.70	.....	.....
Cumberland .....	33	1	1	2	192.00	160.00	352.00	3.00	2.50	.....
Essex .....	14,430	219	203	422	93,481.17	69,442.70	162,923.87	4.85	4.80	261.75
Gloucester .....	37	1	.....	1	600.00	.....	600.00	5.00	.....	.....
Hudson .....	7,735	138	161	299	36,669.50	31,907.75	68,577.25	3.93	3.47	.....
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer .....	1,752	21	24	45	5,346.00	5,698.00	11,044.00	3.24	3.49	.....
Middlesex .....	1,384	16	24	40	4,346.95	6,135.56	10,482.51	3.88	3.65	.....
Monmouth .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris .....	329	3	8	11	682.50	1,633.50	2,316.00	3.83	3.25	.....
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic .....	2,088	30	18	48	7,820.00	3,928.50	11,748.50	4.07	3.40	.....
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	126	5	.....	5	960.00	.....	960.00	3.00	.....	.....
Union .....	1,907	22	32	54	5,627.75	6,144.50	11,772.25	3.75	3.41	1,429.06
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	31,486	485	495	980	\$161,693.37	\$129,062.51	\$290,755.88	\$4.90	\$3.83	\$1,875.80

† Includes evening schools for foreign-born residents. \* Includes all evening school teachers. No State aid.

TABLE 26.  
SUMMER SCHOOLS.

COUNTIES.	TEACHERS EMPLOYED.		TOTAL SALARY PAID.		NUMBER OF PUPILS ENROLLED.				Actual Number of Days Schools Kept Open.	Number Days Schools Closed.	Average Attendance.
	Men.	Women.	Men.	Women.	Elementary Grades —Boys.	Elementary Grades —Girls.	High School Grades —Boys.	High School Grades —Girls.			
Atlantic .....		1		\$85.00	10	18			20		13
Bergen .....	4	16	\$620.00	1,390.00	188	195	28	18	30	1	314
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....	121	649	13,578.09	74,995.10	9,074	9,208	1,128	1,017	30	2	16,650
Gloucester .....											
Hudson .....	20	325	4,578.95	34,935.84	5,599	5,103	150	141	32	½	8,743
Hunterdon .....											
Mercer .....	6	120	731.50	6,297.75	1,912	1,935	123	182	30		3,196
Middlesex .....	1	28	180.00	105.00	234	221	178	190	29		329
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....	5	16	773.10	1,390.56	230	185	53	33	30		421
Salem .....											
Somerset .....											
Sussex .....	1	6	208.34	540.00	68	54			30		90
Union .....	12	77	1,881.25	5,982.75	1,246	1,179	165	259	30	1	2,366
Warren .....											
Total .....	176	1,238	\$22,551.23	\$125,722.00	18,561	18,098	1,825	1,840	29	2	31,522

TABLE 27.  
COLORED DAY SCHOOLS.

COUNTIES.	Number of Buildings Used Exclusively for Colored Schools.	Number of Colored Teachers Employed.	Average Annual Salary of Each.	Number of Colored Pupils Enrolled in Colored Schools—Boys.	Number of Colored Pupils Enrolled in Colored Schools—Girls.	Number of Colored Pupils Enrolled in Colored Schools—Total.	Number of Colored Pupils Enrolled in All Other Schools—Boys.	Number of Colored Pupils Enrolled in All Other Schools—Girls.	Number of Colored Pupils Enrolled in All Other Schools—Total.
Atlantic .....	1	41	\$1,129.56	435	446	881	424	465	889
Bergen .....							336	370	706
Burlington .....	7	16	793.75	332	320	652			
Camden .....	12	56	946.27	944	1,099	2,043	69	91	160
Cape May .....	5	11	756.68	136	141	277	14	23	37
Cumberland .....	2	4	800.00	72	57	129	186	181	367
Essex .....		4	1,200.00				2,573	2,733	5,306
Gloucester .....	6	12	820.00	277	284	561			
Hudson .....									
Hunterdon .....									
Mercer .....	5	20	859.50	406	446	852	167	210	377
Middlesex .....							50	50	100
Monmouth .....	6	18	944.44	363	412	775	181	194	375
Morris .....							198	213	411
Ocean .....	1	1	925.00	11	21	32	3	4	7
Passaic .....							35	36	71
Salem .....	7	15	723.26	285	308	593	73	67	140
Somerset .....	1	1	700.00	26	20	46	48	50	98
Sussex .....									
Union .....							639	615	1,254
Warren .....									
Total .....	53	199	\$928.79	3,287	3,554	6,841	4,906	5,362	10,268



TABLE 28.  
APPORTIONMENT OF RESERVE FUND FOR 1919-1920.

COUNTIES	Number of Teachers.	Total Days' Attendance.	Amount Apportioned from \$250,000.00 State School Fund Appropriation.	Amount Apportioned from \$100,000.00 State Fund.	Amount Allotted from Railroad Tax.	Amount Apportioned Ninety Per Cent. State School Tax.	Amount Apportioned Out of Ten Per Cent. Reserve Fund by State Board of Education.	Total Amount Apportioned by State.	Amount Out.	Amount In.	Amount Per Teacher.
Atlantic .....	542	2,095,122	\$6,394.38	\$4,194.43	\$134,780.74	\$310,872.26	\$23,628.16	\$479,869.91	\$10,913.20		\$885.36
Bergen .....	1,380	6,524,186	19,912.04	6,622.97	212,817.59	490,864.45	65,071.26	795,288.31		\$10,530.76	576.29
Burlington .....	402	1,699,310	5,186.35	1,330.65	42,757.98	98,621.42	20,834.41	168,730.81		9,876.47	419.72
Camden .....	931	4,088,602	12,478.55	4,313.19	138,596.82	319,674.02	46,825.39	521,887.97		11,306.06	560.56
Cape May .....	184	590,104	1,801.02	1,280.14	41,135.17	94,878.40	7,144.15	146,238.88	3,397.89		794.77
Cumberland .....	366	1,734,308	5,293.17	1,018.63	32,731.97	75,496.39	18,319.16	132,859.32		9,930.67	363.00
Essex .....	3,687	18,068,939	55,147.61	23,451.10	753,559.87	1,738,088.21	172,151.40	2,742,397.59	20,969.51		745.62
Gloucester .....	280	1,190,928	3,634.75	1,262.03	40,553.07	93,535.79	14,503.76	135,489.40		4,110.90	548.17
Hudson .....	2,780	15,569,802	47,519.56	22,469.29	722,010.93	1,665,320.32	144,940.90	2,602,261.20	40,094.71		936.06
Hunterdon .....	195	791,330	2,415.17	766.53	24,631.07	56,811.63	9,383.84	94,008.24		3,071.44	482.09
Mercer .....	800	3,559,578	10,863.95	4,437.21	142,582.00	328,865.84	36,698.41	523,447.41		157.76	654.31
Middlesex .....	770	4,123,527	12,585.14	3,738.44	120,128.08	277,075.81	41,145.55	454,673.02		10,359.35	590.48
Monmouth .....	679	2,880,584	8,791.64	4,029.51	129,481.11	298,648.59	33,063.31	474,014.16	119.87		698.11
Morris .....	461	2,131,303	6,504.81	1,976.59	63,514.13	146,495.54	22,221.03	240,712.10		5,943.74	522.15
Ocean .....	172	590,733	1,802.94	801.63	25,758.96	59,413.13	7,188.12	94,964.78		586.66	532.12
Passaic .....	1,331	7,250,999	22,130.29	7,169.31	230,051.93	530,615.50	67,733.09	857,690.12		8,775.81	644.39
Salem .....	217	904,919	2,944.97	1,189.67	38,228.00	88,173.01	11,660.18	142,195.83		1,863.18	655.28
Somerset .....	283	1,281,077	3,909.89	1,319.86	42,411.56	97,822.26	13,653.62	159,117.13		2,784.48	562.25
Sussex .....	171	692,578	2,113.77	834.19	26,804.95	61,825.71	7,929.80	99,508.42		1,060.28	581.92
Union .....	1,036	4,916,482	15,005.27	6,726.83	216,154.97	498,562.14	47,317.89	783,767.10	8,077.90		756.52
Warren .....	243	1,168,181	3,565.33	1,077.80	34,633.09	79,881.32	12,001.22	131,248.76		3,215.52	540.12
Total .....	16,910	81,912,592	\$250,000.00	\$100,000.00	\$3,213,323.93	\$7,411,541.88	\$823,504.65	\$11,798,370.46	\$83,573.08	\$83,573.08	.....

TABLE 29.

## APPORTIONMENT OF SCHOOL MONEYS FOR 1919-20.

Amount of State State School Tax .....	\$8,235,046.53
Amount of State Appropriation .....	100,000.00
Amount of State School Fund Appropriation .....	250,000.00
Amount of Railroad Tax .....	*3,213,323.93

COUNTIES	Number of Pupils Enrolled.	Total Days' Attendance.	Amount Apportioned from \$250,000.00 State School Fund Appropriation.	Amount Apportioned from \$100,000.00 State Fund Appropriation.	Amount Allotted from Railroad Tax.*	Amount Apportioned, Ninety Per Cent. State School Tax.	Amount Apportioned Out of Ten Per Cent. Reserve Fund by State Board of Education.	Total Amount Apportioned by State.
Atlantic .....	16,120	2,095,122	\$6,394.38	\$4,194.43	\$134,780.74	\$310,872.26	\$23,628.16	\$479,869.91
Bergen .....	44,394	6,524,186	19,912.04	6,622.97	212,817.59	490,864.45	65,071.26	795,288.31
Burlington .....	14,214	1,699,310	5,186.35	1,330.65	42,757.98	98,621.42	20,834.41	168,730.81
Camden .....	31,946	4,088,602	12,478.55	4,313.19	138,596.82	319,674.02	46,825.39	521,887.97
Cape May .....	4,874	590,104	1,861.02	1,280.14	41,135.17	94,878.40	7,144.15	146,238.88
Cumberland .....	12,498	1,734,308	5,293.17	1,018.63	32,731.97	75,496.39	18,319.16	132,859.32
Essex .....	117,448	18,068,939	55,147.01	23,451.10	753,559.87	1,738,088.21	172,151.40	2,742,397.59
Gloucester .....	9,895	1,190,928	3,634.75	1,262.03	40,553.07	93,535.79	14,503.76	153,489.40
Hudson .....	98,884	15,569,802	47,519.56	22,469.29	722,010.93	1,665,320.52	144,940.90	2,602,261.26
Hunterdon .....	6,402	791,330	2,415.17	766.53	24,631.07	56,811.63	9,383.84	94,008.24
Mercer .....	25,037	3,559,578	10,863.95	4,437.21	142,582.00	328,865.84	36,698.41	523,447.41
Middlesex .....	28,071	4,123,527	12,585.14	3,738.44	120,128.08	277,075.81	41,145.55	454,673.02
Monmouth .....	22,557	2,880,584	8,791.64	4,029.51	129,481.11	298,648.59	33,063.31	474,014.16
Morris .....	15,160	2,131,303	6,504.81	1,976.59	63,514.13	146,495.54	22,221.03	240,712.16
Ocean .....	4,904	590,733	1,802.94	801.63	25,758.96	59,413.13	7,188.12	94,964.78
Passaic .....	46,210	7,250,999	22,130.29	7,159.31	230,051.93	530,615.50	67,733.09	857,690.12
Salem .....	7,955	964,919	2,944.97	1,189.67	38,228.00	88,173.61	11,660.18	142,195.83
Somerset .....	9,315	1,281,077	3,909.89	1,319.86	42,411.50	97,822.26	13,653.62	159,117.13
Sussex .....	5,410	692,578	2,113.77	834.19	26,804.95	61,825.71	7,929.80	99,508.42
Union .....	32,282	4,916,482	15,005.27	6,726.83	216,154.97	498,562.14	47,317.89	783,767.10
Warren .....	8,249	1,168,181	3,565.33	1,077.80	34,633.09	79,881.32	12,091.22	131,248.76
Total .....	561,825	81,912,592	\$250,000.00	\$100,000.00	\$3,213,323.93	\$7,411,541.88	\$823,504.65	\$11,798,370.46

\* Subject, prior to distribution, to any further deductions required.

## SCHOOL REPORT.

## SECTION B

## ATTENDANCE BY COUNTIES AND DISTRICTS

FOR YEAR ENDING JUNE 30, 1920

## TOTAL ATTENDANCE FOR STATE

COUNTIES	Total Attendance	Loss	Gain
Atlantic .....	2,364,182		150,267
Bergen .....	7,097,216		331,305
Burlington .....	1,989,291		85,068
Camden .....	4,606,081		166,847
Cape May .....	606,602		22,455
Cumberland .....	1,820,906		18,204
Essex .....	19,145,286		346,609
Gloucester .....	1,364,738		73,814
Hudson .....	16,245,412		345,834
Hunterdon .....	841,128		7,375
Mercer .....	3,793,394		146,213
Middlesex .....	4,497,436		128,679
Monmouth .....	3,208,621		127,596
Morris .....	2,245,336		28,875
Ocean .....	648,900		27,878
Passaic .....	7,423,898		106,992
Salem .....	1,057,050		7,027
Somerset .....	1,355,699		20,262
Sussex .....	744,608		23,468
Union .....	5,582,475		301,806
Warren .....	1,264,127		46,416
Total .....	87,902,386		2,512,990

## ATLANTIC COUNTY

DISTRICT	Total Attendance	Loss	Gain
Absecon .....	24,432		1,749½
Atlantic City .....	1,320,499		86,984
Brigantine .....			
Buena Vista .....	167,307		7,661½

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ATLANTIC COUNTY—*Continued*

DISTRICT	Total Attendance	Loss	Gain
Egg Harbor City .....	78,991½		2,169½
Egg Harbor Township .....	39,966½		1,429
East Atlantic City .....			
Folsom .....	7,165	22	
Galloway .....	43,144½	612½	
Hamilton .....	68,541	2,174½	
Hammonton .....	234,230½		17,763
Linwood .....	14,867		2,753
Longport .....			
Margate City .....	6,468½		1,760½
Mullica Township .....	23,090		648½
Northfield .....	19,723		160½
Pleasantville .....	211,692½		14,047½
Port Republic .....	7,730		712
Somers Point .....	18,823		4,639
Ventnor .....	56,573½		7,809½
Weymouth .....	20,937½		2,789
Total .....	2,364,182	2,809	153,076

## BERGEN COUNTY

Allendale .....	26,954½	329½	
Alpine .....	7,025	1,098	
Bergenfield .....	127,637½		786
Bogota .....	114,904½		7,762½
Carlstadt .....	139,520½	801	
Cliffside Park .....	234,389		11,998½
Closter .....	58,813		4,307
Cresskill .....	26,673	1,411	
Delford .....	32,620		2,456
Demarest .....	16,128	649½	
Dumont .....	107,691½		8,859½
East Paterson .....	73,072		2,452
East Rutherford .....	201,821		17,597½
Edgewater .....	100,699½		962
Emerson .....	28,796½	766	
Englewood .....	373,694½	2,208	
Englewood Cliffs .....	9,092		1,833½
Fairview .....	213,972		6,518½
Fort Lee .....	159,789	2,833	
Franklin .....	38,165½		5,614
Garfield .....	770,197½		59,320½
Glen Rock .....	58,561		489
Harrington Park .....	17,090½	192½	
Harrington Township .....			
Hashbrouck Heights .....	111,752½	672½	
Haworth .....	18,246½		2,027

BERGEN COUNTY—*Continued*

DISTRICT	Total Attendance	Loss	Gain
Hillsdale .....	53,450		4,188½
Hohokus .....	17,282½		1,122
Hohokus Township .....	50,525		2,940½
Leonia .....	124,505½		4,250
Little Ferry .....	107,409		9,656
Lodi Borough .....	345,996		10,298
Lodi Township .....	26,604		2,802½
Lyndhurst .....	360,807½		20,570½
Maywood .....	44,736		1,662½
Midland Township .....	44,868½		5,560
Midland Park .....	75,855½		6,268½
Moonachie .....	35,822½		174½
Montvale .....	18,356		1,997
New Barbadoes .....	633,345½		17,146
North Arlington .....	48,839		3,820
Northvale .....	23,780	653½	
Norwood .....	30,053½		2,309½
Oakland .....	16,579	337½	
Old Tappan .....	9,735½		2,776
Orvil Township .....		35,977	
Overpeck .....	273,800		16,423
Palisades Park .....	98,972½		11,624½
Palisades Township .....	56,109		5,398
Park Ridge .....	73,149		6,074½
Ramsey .....	81,644		9,228
Ridgefield .....	45,312½	4,961½	
Ridgewood .....	307,819½		26,718½
Riverside .....	28,038	727	
Rivervale Township .....	10,383		521½
Rutherford .....	276,895½		9,434
Saddle River Borough .....	11,966½		1,851½
Saddle River Township .....	64,884½		301
Tenack .....	132,051		1,967
Tenafly .....	74,637½		2,705
Teterboro .....			
Union Township .....			
Upper Saddle River .....	5,898½		716
Waldwick .....	39,715		39,715
Wallington .....	197,061½		11,415
Washington .....	3,832½	638	
Westwood .....	92,448		6,221
Woodcliff Lake .....	13,928½	1,010½	
Wood Ridge .....	72,812½		5,642
Total .....	7,097,216	55,266	386,571

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## BURLINGTON COUNTY

DISTRICT	Total Attendance	Loss	Gain
Bass River .....	15,290½	.....	3,321½
Beverly City .....	59,920	541½	.....
Beverly Township .....	60,187	2,342	.....
Bordentown City .....	95,362	2,105½	.....
Bordentown Township .....	.....	.....	.....
Burlington City .....	255,502	.....	21,728
Burlington Township .....	37,538	.....	170½
Chester .....	225,990	.....	6,375
Chesterfield .....	26,635	2,374	.....
Cinnaminson .....	39,099	134	.....
Delran .....	38,780½	2,112	.....
Easthampton .....	8,558	332½	.....
Evesham .....	36,678	2,697½	.....
Fieldsboro .....	16,499½	.....	466
Florence .....	185,676	.....	25,241½
Lumberton .....	33,049	.....	4,931½
Mansfield .....	33,109½	1,084½	.....
Medford .....	42,742	.....	2,873½
Mount Laurel .....	47,675	.....	6,779½
New Hanover .....	18,596½	2,471	.....
Northampton .....	191,494½	.....	10,047½
North Hanover .....	7,896½	430	.....
Palmyra .....	142,714½	.....	4,825½
Pemberton Borough .....	47,975½	4,133	.....
Pemberton Township .....	21,019	.....	2,281½
Riverside .....	136,684½	.....	3,650
Riverton Borough .....	50,078½	.....	1,127½
Shamong .....	7,150½	.....	1,252½
Southampton .....	32,874	.....	7,652½
Springfield .....	24,154½	.....	1,261½
Tabernacle .....	6,106	760½	.....
Washington .....	12,487½	.....	1,847½
Westhampton .....	.....	5,118	.....
Willingboro .....	18,068½	.....	2,192
Woodland .....	13,699½	.....	3,679
Total .....	1,989,291	26,636	111,704

## CAMDEN COUNTY

Audubon .....	119,468	.....	4,443
Barrington .....	37,681½	1,175	.....
Berlin .....	63,630½	.....	7,032
Camden City .....	2,668,770	.....	55,997½
Centre .....	97,409	.....	25,420½
Chesilhurst .....	5,836	.....	827
Clementon .....	90,299½	.....	11,983½
Collingswood .....	301,519	.....	24,309



## SCHOOL REPORT.

## CAMDEN COUNTY—Continued

DISTRICT	Total Attendance	Loss	Gain
Delaware .....	43,514½	.....	3,505
Gloucester City .....	224,426½	10,792	.....
Gloucester Township .....	67,455½	.....	4,961½
Haddon Township .....	55,840	911½	.....
Haddonfield .....	179,393	.....	1,745½
Haddon Heights .....	108,524	.....	6,216½
Laurel Springs .....	19,855½	1,116½	.....
Magnolia .....	38,258	.....	2,719
Merchantville .....	67,321½	.....	1,517½
Oaklyn .....	27,059½	.....	1,954½
Pensauken .....	178,676	.....	10,489½
Voorhees .....	36,830	.....	3,334
Waterford .....	48,200	.....	3,378½
Winslow .....	89,912½	.....	12,839
Woodlynne .....	35,601	1,831	.....
Total .....	4,606,081	15,826	182,673

## CAPE MAY COUNTY

Avalon .....	3,427½	234	.....
Cape May City .....	78,041½	.....	171
Cape May Point .....	3,903	.....	145½
Dennis .....	41,661	.....	993½
Lower Township .....	16,391½	2,444½	.....
Middle Township .....	85,775	.....	1,583
North Wildwood .....	27,888½	.....	4,303
Ocean City .....	93,113	.....	15,616½
Sea Isle City .....	20,732	.....	4,366
Stone Harbor .....	3,599	.....	404
South Cape May .....	.....	.....	.....
Upper Township .....	31,973	1,564	.....
West Cape May .....	26,542½	281	.....
Wildwood City .....	110,009½	.....	13,104
Wildwood Crest .....	.....	.....	.....
Woodbine .....	63,545	13,708	.....
Total .....	606,602	18,231½	40,686½

## CUMBERLAND COUNTY

Bridgeton .....	439,442	.....	12,785
Commercial .....	64,630	.....	1,007½
Deerfield .....	91,977½	.....	5,879
Downe .....	34,751	.....	4,016½
Fairfield .....	36,375½	.....	2,649½

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## CUMBERLAND COUNTY—Continued

DISTRICT	Total Attendance	Loss	Gain
Greenwich .....	27,959½	.....	3,308
Hopewell .....	63,386	.....	5,298½
Landis .....	528,256½	10,279½	.....
Lawrence .....	43,086	.....	2,276
Maurice River .....	45,421½	.....	1,803½
Millville .....	427,969	9,645½	.....
Stow Creek Township .....	17,651½	894½	.....
Total .....	1,820,906	20,819½	39,023½

## ESSEX COUNTY

Belleville .....	561,593	.....	20,930
Bloomfield .....	623,257	15,134½	.....
Caldwell Boro. ....	151,384	.....	6,906½
Caldwell Twp. ....	20,453½	.....	2,143
Cedar Grove .....	35,814½	.....	1,257½
East Orange .....	1,339,305½	.....	44,048½
Essex Fells .....	13,992	.....	3,586½
Glen Ridge .....	136,439½	1,426½	.....
Irrington .....	734,788	.....	17,673
Livingston .....	32,057	.....	1,381½
Millburn .....	127,417½	.....	4,795
Montclair .....	850,804½	.....	48,686
Newark .....	12,267,381	.....	129,012
North Caldwell .....	8,108½	.....	1,427½
Nutley .....	375,811½	.....	19,041½
Orange .....	936,334½	.....	36,038½
Roseland .....	22,038	405	.....
South Orange .....	374,873½	.....	17,692
Verona .....	80,756	1,087½	.....
West Orange .....	452,677	.....	10,043½
Total .....	19,145,286	18,053½	364,662½

## GLOUCESTER COUNTY

Clayton .....	61,957	.....	2,267
Deptford .....	37,835	.....	3,667½
East Greenwich Township .....	33,637½	1,878½	.....
Elk Township .....	12,150½	665½	.....
Franklin .....	85,125½	.....	2,133
Glassboro .....	142,564	.....	17,352
Greenwich .....	50,042	.....	11,553
Harrison .....	44,650	1,037	.....
Logan .....	34,702½	2,152	.....

## SCHOOL REPORT.

## GLOUCESTER COUNTY—Continued

DISTRICT	Total Attendance	Loss	Gain
Mantua .....	52,301	809½	.....
Monroe .....	93,546	.....	646
National Park .....	26,268	.....	5,632½
Paulsboro .....	137,734	.....	2,192
Pitman .....	82,532½	.....	4,652
South Harrison .....	11,258½	772½	.....
Swedesboro .....	79,773½	.....	2,625
Washington .....	29,825	.....	522
Wenonah .....	28,785½	.....	3,600
West Deptford .....	31,987½	.....	2,683½
Westville .....	61,682½	.....	741
Woodbury .....	211,712½	.....	18,731
Woodbury Heights .....	14,667½	.....	2,041½
Total .....	1,364,738	7,315	81,129

## HUDSON COUNTY

Bayonne .....	2,304,118½	.....	68,334½
East Newark .....	62,479½	10,509½	.....
Guttenberg .....	212,549½	.....	11,948
Harrison .....	315,661½	.....	14,110
Hoboken .....	1,665,499	.....	67,608
Jersey City .....	7,109,184½	.....	131,824
Kearny .....	737,793	.....	3,410½
North Bergen .....	741,068	.....	20,229
Secaucus .....	125,998	.....	7,313
Town of Union .....	657,760½	5,309½	.....
Weehawken .....	290,684½	.....	769
West Hoboken .....	1,098,339	.....	1,352
West New York .....	924,276½	.....	34,755
Total .....	16,245,412	15,819	361,653

## HUNTERDON COUNTY

Alexandria .....	13,146	.....	724½
Bethlehem .....	3,561	2,594½	.....
Bloomsbury .....	25,447½	1,002	.....
Califon .....	12,491	.....	471½
Clinton, Town of .....	30,408	.....	1,438
Clinton Twp. ....	38,278½	.....	2,549
Delaware .....	35,067	.....	2,317
East Amwell .....	19,143	3,609½	.....
Flemington .....	113,058	.....	2,760
Franklin .....	16,326½	1,325	.....

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HUNTERDON COUNTY—*Continued*

DISTRICT	Total Attendance	Loss	Gain
Frenchtown Boro. ....	29,811½	.....	2,175
Glen Gardner .....	14,043	.....	14,043
Hampton .....	44,872½	.....	1,794½
High Bridge Boro. ....	76,155½	.....	34½
Holland .....	23,134½	.....	1,305½
Kingwood .....	15,842	6,576½	.....
Lambertville City .....	128,022	.....	2,431½
Lebanon .....	31,016	12,700½	.....
Milford .....	20,156	.....	691½
Raritan .....	35,368	186	.....
Readington .....	54,668½	.....	5,428
Stockton Boro. ....	14,509½	1,954	.....
Tewksbury .....	18,688	.....	516
Union .....	22,590	914	.....
Union Graded .....	.....	.....	.....
West Amwell .....	5,324½	442½	.....
Total .....	841,128	31,304½	38,679½

## MERCER COUNTY

East Windsor .....	109,988½	.....	5,532
Ewing .....	75,392	.....	1,119
Hamilton .....	412,879½	.....	26,942½
Hopewell .....	168,512	1,202	.....
Lawrence .....	106,990½	.....	2,692½
Princeton Borough .....	131,766	.....	675
Princeton Township .....	26,109	.....	793
Trenton .....	2,698,436½	.....	107,015½
Washington .....	24,886	.....	849½
West Windsor .....	38,434	.....	1,796
Total .....	3,793,394	1,202	147,415

## MIDDLESEX COUNTY

Cranbury .....	29,208	18,470½	.....
Dunellen .....	103,835½	.....	11,695
East Brunswick .....	70,043½	.....	5,821½
Helmetta .....	26,129½	4,501½	.....
Highland Park .....	126,240½	.....	16,410
Jamesburg .....	101,297½	.....	393
Madison .....	44,315	.....	1,527½
Metuchen .....	112,453	.....	3,618½
Middlesex .....	73,008½	.....	8,404
Milltown .....	85,085½	.....	4,124

## SCHOOL REPORT.

## MIDDLESEX COUNTY—Continued

DISTRICT	Total Attendance	Loss	Gain
Monroe .....	37,676		5,775½
New Brunswick .....	835,694½		34,151
North Brunswick .....	19,707		208
Perth Amboy .....	1,292,339½	56,267	
Plainsboro .....	17,557½		17,557½
Piscataway .....	137,781½		13,581
Raritan .....	145,762½		9,602
Roosevelt .....	304,055		15,246
Sayreville .....	74,272½		1,830
South Amboy .....	117,539		2,955
South Brunswick .....	78,674½	1,523	
South River .....	194,783		21,640½
Spotswood .....	23,317	3,861	
Woodbridge .....	446,660		38,753
Total .....	4,497,436	84,623	213,302

## MONMOUTH COUNTY

Alienhurst .....			
Asbury Park .....	410,291½		30,778½
Atlantic .....	23,001		1,027
Atlantic Highlands .....	64,852½		6,044½
Avon .....	18,435		1,671
Belmar .....	56,850		5,627
Bradley Beach .....	50,356		7,571½
Brielle .....	8,974½		8,974½
Deal .....			
Eatontown .....	49,687½		1,859½
Fair Haven .....	31,374		923
Farmingdale .....	18,512½	741½	
Freehold Town .....	168,750½		1,915½
Freehold Township .....	35,066½		3,087
Highlands .....	45,527½	1,886½	
Holmdel .....	29,932½		665½
Howell .....	57,668½		1,084
Keyport .....	135,883½		3,832
Keansburg .....	34,257	6,904½	
Long Branch .....	493,542		2,005
Manalapan .....	56,704		4,815½
Manasquan .....	79,951½		5,078
Marlboro .....	43,500½		343
Matawan .....	107,853		10,209½
Middletown .....	174,215		4,660½
Millstone .....	31,118	3,468	
Monmouth Beach .....	11,184½	221½	
Neptune City .....	17,336½	44½	
Neptune Township .....	225,339		15,569½
Ocean .....	31,959½		286

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MONMOUTH COUNTY—*Continued*

DISTRICT	Total Attendance	Loss	Gain
Raritan .....	47,068½	.....	8,674½
Red Bank .....	297,212	.....	7,817
Rumson .....	56,197½	.....	3,338½
Sea Bright .....	25,354½	498	.....
Sea Girt .....	.....	.....	.....
Shrewsbury .....	50,402½	.....	1,458
Spring Lake .....	29,251½	.....	1,835
Upper Freehold .....	64,373½	.....	5,782
Wall .....	92,922½	6,184	.....
West Long Branch .....	24,146½	297	.....
Total .....	3,208,621	20,245½	147,841½

## MORRIS COUNTY

Boonton Town .....	145,230½	119	.....
Boonton Township .....	10,472	448½	.....
Butler .....	95,571½	.....	684½
Chatham Borough .....	77,111½	.....	3,269½
Chatham Township .....	21,755½	1,097	.....
Chester .....	26,268½	2,955	.....
Denville .....	25,190½	934½	.....
Dover Town .....	329,143	.....	8,168½
Florham Park Borough .....	9,369	1,490	.....
Hanover Township .....	130,503½	7,159	.....
Jefferson .....	35,137	.....	4,605½
Madison .....	147,923½	.....	13,669½
Mendham Borough .....	32,429½	.....	620½
Mendham Township .....	14,559½	644	.....
Montville .....	50,082½	3,197½	.....
Morris .....	61,800½	12	.....
Morristown .....	303,752	.....	13,073
Mt. Arlington Borough .....	7,978	215½	.....
Mt. Olive .....	24,369	2,666	.....
Netcong .....	82,276½	.....	4,480
Passaic .....	55,182½	.....	1,775
Pequannock .....	53,546½	3,216½	.....
Randolph .....	64,700½	2,109½	.....
Rockaway Borough .....	104,691½	.....	148
Rockaway Township .....	101,897	.....	3,501
Roxbury .....	111,441	.....	6,847½
Washington .....	44,066½	2,767	.....
Wharton .....	78,778	3,026½	.....
Total .....	2,245,336	32,057½	60,932½



## SCHOOL REPORT.

## OCEAN COUNTY

DISTRICT	Total Attendance	Loss	Gain
Barnegat City .....	1,330½		293½
Bay Head .....	7,543		320
Beach Haven .....	11,359		1,638
Beachwood .....			
Berkeley .....	10,026½	289½	
Brick .....	50,479		1,666
Dover .....	89,694½		11,250
Eagleswood .....	6,786	1,281½	
Harvey Cedars .....		120½	
Island Heights .....	5,893½	3,187	
Jackson .....	30,222½		618
Lacey .....	11,795½		120½
Lakewood .....	190,954½	1,872½	
Lavalette .....	4,072		835½
Little Egg Harbor .....	12,046		2,384
Long Beach .....	717		717
Manchester .....	25,825		3,272½
Mantoloking .....			
Ocean .....	5,410	1,692½	
Ocean Gate .....			
Plumstead .....	29,325		3,924½
Point Pleasant .....	52,703		1,336½
Seaside Heights .....	4,590		1,844
Seaside Park .....	5,760½		92½
Stafford .....	21,503½		520
Surf City .....			
Tuckerton .....	43,835½		2,719
Union .....	26,428		2,770
Total .....	648,900	8,443½	36,321½

## PASSAIC COUNTY

Bloomington .....	63,459	4,373	
Clifton City .....	875,048		32,971½
Haledon .....	89,299	435	
Hawthorne .....	135,098½		6,189
Little Falls .....	109,188		6,685
North Haledon .....	26,905½		702½
Passaic .....	1,880,797		17,799
Paterson .....	3,718,513		53,734
Pompton .....			
Pompton Lakes .....	58,903½		363½
Prospect Park .....	100,250	3,869½	
Ringwood .....	34,947	2,322	
Totowa .....	51,664	648	
Wanaque .....	116,909		379½
Wayne .....	65,001½		1,766½
West Paterson .....	53,105½	1,234	
West Milford .....	44,809½	717	
Total .....	7,423,898	13,598½	120,590½

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## SALEM COUNTY

DISTRICT	Total Attendance	Loss	Gain
Alloway .....	42,938½	.....	251
Elmer .....	34,303½	.....	1,979½
Elsinboro .....	8,830	.....	475
Lower Alloways Creek .....	26,713½	64	.....
Lower Penn's Neck .....	48,696½	.....	4,984½
Mannington .....	30,290	20	.....
Oldmans .....	37,777	.....	37
Penn's Grove .....	162,247	3,420	.....
Pilesgrove .....	105,499	4,081½	.....
Pittsgrove .....	45,678	.....	3,973½
Quinton .....	20,988	.....	288
Salem .....	259,610	.....	1,556½
Upper Penn's Neck .....	192,623½	.....	25½
Upper Pittsgrove .....	40,855½	.....	1,042
Total .....	1,057,050	7,585½	14,612½

## SOMERSET COUNTY

Bedminster .....	31,914	.....	931
Bernards .....	136,865	4,049	.....
Bound Brook .....	254,786½	.....	15,417
Branchburg .....	23,342	1,450	.....
Bridgewater .....	149,332	7,294	.....
East Millstone .....	11,035	368	.....
Franklin .....	35,096	4,568	.....
Hillsborough .....	129,459½	.....	19,787
Millstone .....	4,282	.....	1,537½
Montgomery .....	22,882½	.....	435
North Plainfield Boro .....	201,013	9,929	.....
North Plainfield Twp. ....	22,820½	.....	2,342½
Peapack-Gladstone .....	39,021½	851	.....
Rocky Hill .....	10,887½	.....	648½
Somerville .....	208,550½	.....	4,008½
South Bound Brook .....	15,971	.....	2,274½
Warren .....	28,440½	.....	1,389½
Total .....	1,355,699	28,509	48,771

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## SCHOOL REPORT.

## SUSSEX COUNTY

DISTRICT	Total Attendance	Loss	Gain
Andover Borough .....	16,094	2,627½	.....
Andover Township .....	6,461½	.....	517½
Branchville .....	18,505	440	.....
Byram .....	4,733	.....	577½
Frankford .....	16,044	449½	.....
Franklin .....	121,719½	.....	7,501
Fredon .....	4,151½	.....	84
Green .....	8,569	1,422	.....
Hampton .....	12,261	.....	107½
Hardyston .....	74,527½	.....	3,128½
Hopatcong Borough .....	4,309½	679½	.....
Lafayette .....	14,415	88	.....
Montague .....	10,614½	.....	527
Newton .....	172,647½	.....	10,394½
Ogdensburg .....	34,260½	.....	1,950
Sandyston .....	17,796½	1,380½	.....
Sparta .....	21,953	401½	.....
Stanhope .....	37,317	.....	928
Stillwater .....	16,618½	1,073½	.....
Sussex Borough .....	56,268	669½	.....
Vernon .....	35,864½	.....	2,554½
Wallpack .....	6,330½	.....	589½
Wantage .....	33,117	.....	3,840
Total .....	744,608	9,231½	32,699½

## UNION COUNTY

Clark .....	29,100	.....	5,222½
Cranford .....	203,078½	.....	10,060
Elizabeth .....	2,191,735½	.....	122,137½
Garwood .....	73,357	.....	521
Hillside .....	169,578½	.....	17,798½
Kenilworth .....	51,716½	.....	1,146½
Linden .....	361,756½	.....	42,336
Mountainside .....	12,080½	.....	2,628
New Providence Borough .....	45,348½	973	.....
New Providence Township .....	37,481½	.....	10,311½
Plainfield .....	810,420	.....	28,536
Rahway .....	321,860½	.....	4,204½
Roselle .....	204,880	.....	17,898½
Roselle Park .....	196,860½	3,338	.....
Scotch Plains .....	95,423½	.....	6,925½
Springfield .....	53,621	3,381	.....
Summit .....	267,805	.....	22,714
Union .....	150,491½	.....	6,392
Westfield .....	302,880	.....	10,666
Total .....	5,582,475	7,692	309,498

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## WARREN COUNTY

DISTRICT	Total Attendance	Loss	Gain
Allamuchy .....	12,352	.....	84
Alpha .....	79,327	.....	7,835½
Belvidere .....	63,781	.....	2,352½
Blairstown .....	37,638	.....	424
Franklin .....	32,531	.....	4,143½
Frelinghuysen .....	16,117	.....	296½
Greenwich .....	23,782	.....	927
Hackettstown .....	117,665½	.....	5,893½
Hardwick .....	5,388	63	.....
Harmony .....	42,066	.....	2,203
Hope .....	16,709½	.....	2,859½
Independence .....	19,670½	.....	2,987½
Knowlton .....	26,637	.....	158
Lopatcong .....	24,720	.....	215
Mansfield .....	23,588	.....	2,842
Oxford .....	65,311½	.....	1,697
Pahaquarry .....	2,434	.....	684½
Phillipsburg .....	461,252	.....	10,289
Pohatcong .....	40,771	.....	1,274
Washington Borough .....	112,926	.....	755
Washington Township .....	17,030½	.....	27
White .....	22,120½	1,469	.....
Total .....	1,264,127	1,532	47,948

## 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>	ROBERT G. SANFORD	Belvidere (Court House)

#### CITY SUPERINTENDENTS

<i>Asbury Park</i>	AMOS E. KRAYBILL	<i>Montclair</i>	DON C. BLISS
<i>Atlantic City</i>	C. B. BOYER	<i>New Brunswick</i>	IRA T. CHAPMAN
<i>Bayonne</i>	P. H. SMITH	<i>Newark</i>	DAVID B. CORSON
<i>Bloomfield</i>	GEORGE MORRIS	<i>North Bergen</i>	M. F. HUSTED
<i>Bordentown</i>	R'B'T M. OBERHOLZER	<i>Ocean City</i>	JAMES M. STEVENS
<i>Bridgeton</i>	D. C. PORTER	<i>Orange</i>	W. B. PATRICK
<i>Camden</i>	JAMES E. BRYAN	<i>Passaic</i>	FRED S. SHEPHERD
<i>Cape May City</i>	E. R. BRUNYATE	<i>Paterson</i>	J. R. WILSON
<i>Clifton</i>	GEORGE J. SMITH	<i>Perth Amboy</i>	S. E. SHULL
<i>East Orange</i>	E. C. BROOME	<i>Phillipsburg</i>	J. WHITFORD RIDDLE
<i>Elizabeth</i>	FREDERICK E. EMMONS	<i>Plainfield</i>	HENRY M. MAXSON
<i>Englewood</i>	WINTON J. WHITE	<i>Pleasantville</i>	WILLIAM C. SULLIVAN
<i>Gloucester City</i>	WILMER F. BURNS	<i>Rahway</i>	WILLIAM F. LITTLE
<i>Hoboken</i>	A. J. DEMAREST	<i>Salem</i>	A. J. DOHNER
<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>	LUTHER N. STEELE
<i>Long Branch</i>	CHRIS. GREGORY	<i>Trenton</i>	WILLIAM J. BICKETT
<i>Millville</i>	FREDERICK J. SICKLES	<i>West Hoboken</i>	ARTHUR O. SMITH

PART IV

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REPORTS OF  
EDUCATIONAL INSTITUTIONS

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FOR THE YEAR ENDING JUNE 30, 1920



## STATE NORMAL SCHOOL AT TRENTON

J. J. SAVITZ, *Principal*

I take pleasure in submitting the sixty-sixth annual report of the New Jersey State Normal School at Trenton.

### AN INCREASED ENROLLMENT

Two hundred and seventy students, an increase of 75 over the preceding year, enrolled in the junior class in September, and 10 new students entered in the senior class, making a gain of 85 over the preceding year. This increase was due, in large measure, to the splendid cooperation of faculty and students in setting forth to high school students the advantages of teaching as a profession and the opportunity it affords for rendering a patriotic service.

During the preceding year high school seniors were entertained at the Normal Boarding Hall over week-ends, and through visits to classrooms became familiar with the advantages of a normal course. In addition to this the principal and teachers addressed high school students in order to interest them in the work of teaching. The principal addressed more than 30 high schools and fully as many parent-teacher associations.

Encouraged by these results, about 50 young women belonging to the junior class volunteered to carry on a campaign to increase our enrollment. After careful preparation, each one of these students addressed one or more high schools, one speaking at as many as six. Altogether the principal and students appeared before 100 schools. The young women displayed so much enthusiasm in this work that we expect an even larger increase in September, 1921. Plans are already under way for extending this work, and from the number of inquiries about the school it would seem that our enrollment should soon surpass any previous year.

### SCHOLARSHIPS

So much interest was aroused among the members of parent-teacher associations that the Cumberland and Burlington County Parent-Teacher Associations each established a scholarship which pays the expenses of a student in the Normal School. Especially deserving students have been awarded the scholarships. The action of these associations has attracted state-wide attention and interest, and it is hoped that similar action may be taken by other associations.

### SALARY INCREASES

A large factor in increasing the enrollment was undoubtedly the disposition of boards of education to increase salaries. None of our graduates in 1920 accepted positions with salaries less than \$1,000; many received \$1,100, and

the best ones \$1,200 or more; a few as much as \$1,400. The surest guarantee for a supply of good teachers is an appreciation of their work expressed through the payment of a living wage.

#### A PROGRAM FOR TEACHER TRAINING

Now that the number of students in our Normal School promises to approach the normal in a year or two, careful thought should be given to the development of a program for teacher training. In the learned professions a course of from three to seven years' training beyond high school graduation is required. For training teachers, a work of at least equal importance to the welfare of our citizens, two years must suffice. There can be no possible justification for such a procedure and a continuance is bound to spell disaster.

If we exercised the same good judgment in planning a course for teacher training as is necessary to carry on a successful business we would have discarded our present system long ago. Our candidates for teaching should be carefully selected by tests devised to eliminate the unpromising; they should be required to pursue a carefully planned course of study for at least three years, with a longer term of practice teaching than is required at present, so arranged that the student must spend at least a half year in the school after completing her practice period.

The objections to such a plan are obvious. Young women who take up the work of teaching for an average period of five years would be reluctant to spend three years in training. Lately we have learned that married women can teach, and in all probability do teach much better than young girls immediately after graduation. If students entered upon their training with the idea of preparing for a life work, they would not only derive greater benefit from pursuing the course, but they would also be more inclined to prolong their training. If the lengthened course should prove a barrier, because of the expense, then state aid should be forthcoming. It is too much to expect that young people will enter upon the preparation for a career which ends before they have become fully initiated.

The experience of other countries is illuminating and shows an appreciation of the need of teacher training which seemingly has not dawned upon us. In a small country with a per capita wealth in no manner comparable with the United States the following plan of teacher training is in vogue. The student serves an apprenticeship of one year after high school graduation, being assigned to one teacher. After this he enters the normal school for a three years' course. The completion of this course is followed by four years of cadet teaching, after which he gets his diploma, at twenty-five. Such a training, though of course not adapted to our conditions, has much to commend it.

The work of training the young is the most important duty confronting our people. To our teachers is intrusted this important work. Shall we be satisfied with our educational system until our most gifted young people by nature, broadened by the best possible education and trained by the most approved practice, occupy our teaching positions?

## COMMISSIONER OF EDUCATION.

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## FOLLOW UP WORK

Until such time as the period for teacher training is extended it will be necessary to follow up the training begun in the Normal School by additional training while teachers are in service. For the first half of the present school year one member of the Normal School faculty devoted her entire time to field work, visiting those of our graduates who were not fortunate enough to secure positions in districts which provide for this training through properly qualified supervisory officers. A fair proportion of her time was spent in the schools taught by our graduates who had been specially trained for rural work both in Normal School and on President Rice's farm at Leonardo. Both the faculty member in charge of this work and the students were enthusiastic over the results, and the reports of the visiting instructor proved the work of such a worth-while nature that the necessary discontinuance of this work on account of the limited appropriations is much deplored.

## STUDENT QUALIFICATIONS

The belief has been general among normal and training school teachers that the most intelligent and capable of our high school graduates go to college instead of normal schools. In order to determine the intelligence of our students they were given the Thorndike intelligence test for high school graduates similar to the test which was given to determine the intelligence of men drafted for the army. We were glad to find that about 77 per cent of our students showed the grade of intelligence that would enable them to succeed in a college course, while nearly 15 per cent demonstrated a grade of mentality which would enable them to complete a college course with distinction. This is a far better showing than the opinion of normal and training school teachers would lead to expect.

## TRAINING TEACHERS FOR THE UPPER GRADES

At present most of our graduates accept positions in the kindergarten and first six grades. Many of our young women, at least 20 per cent, are especially adapted both by nature and acquired taste to teach in the upper grades. These young women have special aptitude for certain subjects of study taught in these grades, and opportunity should be given for special preparation to teach them. To properly prepare these young women a three year course, including in the main the subjects of the general course, and providing for an intensive study of one or two of the following subjects—history, geography, English and mathematics—should be introduced. There is an insistent demand on the part of supervisory officers for such teachers, and groups of young women have appealed to me for opportunity to pursue such a course. The Trenton Normal School is favorably situated for offering such a course, since the Trenton Junior School, located within a short distance from the Normal School, is so well appointed in building, equipment and teaching force to provide the necessary facilities for practice teaching.

## SCHOOL REPORT.

## EXTENSION WORK

One of the functions of a Normal School is to cooperate with supervisors and teachers for the solution of problems, particularly those pertaining to improvement in methods of teaching. The members of our faculty are ever ready to confer with teachers about their work and frequently are invited to meet groups of teachers in various sections of the state to consider teaching problems. The principal met the teachers of Cumberland County to discuss problems arising in connection with the teaching of English, and plans have been made to give instruction in English, history, geography, nature study and industrial arts at four centers in this county during the coming school year. Miss Sheppard conducted a course in nature study in Hunterdon County, and Miss Gambrill, the head of the psychology department, gave a course in educational measurements to the principals, supervisors and leading teachers in Mercer County. Teachers also frequently visit the school for conference with faculty members, and many of our instructors have assisted in introducing new phases of work in various schools of the state. A normal school should be fully abreast of the most approved modes of procedure and willing to help in improving all phases of work.

## EXTRA CURRICULAR ACTIVITIES

In recent years educators have come to appreciate the value of experience students gain through their contact with other students. Our boarding hall life offers unusual opportunities for improvement through student associations, and our students have organized teams the special purpose of which is to develop those personal qualities which enrich the life of the individual and enable teachers to ennoble the lives of their pupils.

Through the organization of these teams each student is enabled to stimulate other students to imitate those qualities which she possesses, and in turn is influenced by the attainment of her fellow students. Team leaders are appointed who choose assistants especially qualified to stimulate a love for the outdoors, to impress upon students the value of good health practices, to urge upon their schoolmates the need for self-improvement, and to lead students into rendering unselfish service. The "sister to sister movement" has engendered a spirit which is a most valuable asset of our school and bids fair not only to enrich the lives of our students, but also to broaden the lives of the boys and girls who are fortunate enough to be instructed by them.

Careful records of the achievements of the students are kept by the team leaders, which prove helpful to the principal and supervisor of practice in making recommendations to principals and superintendents. Following is a copy of the achievement record, together with a statement of the specific aims of the extra curricular activities.

COMMISSIONER OF EDUCATION.

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NEW JERSEY STATE NORMAL SCHOOL  
TRENTON

## PERSONAL ACHIEVEMENT RECORD

Team ..... Team Leader.....

Name ..... Date .....

[illegible]

[illegible]



## COMMISSIONER OF EDUCATION.

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## PERSONAL ACHIEVEMENT

## Social Service

1. Hold an office in class, society, or other school organization.
2. Act as team leader or as assistant for one quarter.
3. Play for at least twenty single dances in one month.
4. Play a musical instrument in the school orchestra for two months.
5. Take part in a musical program given for the entertainment of others.
6. Take part in a school play or other entertainment.
7. Teach another to dance.
8. Teach another to play tennis.
9. Assist with the story telling at the library.
10. Be the most cheerful girl on your team. (Popular vote to decide this.)
11. Be the most kindly, thoughtful and helpful on your team.
12. Originate or adapt two good team or school songs.
13. Cook an appetizing meal in the open without manufactured cooking utensils, and serve not less than six.
14. Lead a religious meeting (Y. W. or Church).
15. Contribute something toward the social life of the school.
16. Be a regular leader in a settlement.
17. Teach a Sunday School class for one term.
18. Spend no less than ten hours in playground work.
19. Work to improve speaking voice.
20. Help to make the table conversation interesting.
21. Set a good example in table manners.
22. Speak to at least one high school in behalf of the Normal.
23. Serve on the Student Council.
24. Serve as proctor.

## Health

1. Be free from every indication of a cold for two consecutive months.
2. Do not miss school because of ill health for three consecutive months.
3. Take not less than one-half hour daily outdoor exercise for one month.
4. Keep the body in excellent condition for two months by taking at least four full baths a week, shampooing the hair once every three weeks and manicuring the nails at regular periods.
5. For two months air bed every morning while at breakfast and plan for a continual change of air in your room during the entire twenty-four hours.

## Nature

1. Identify 20 trees.
2. Identify 40 birds.

3. Identify 50 flowers.

## Arts

1. Endeavor to dress in a neat, appropriate and becoming manner. Get the approval of a designated critic.
2. Observe rules of cleanliness and good taste in the care of your room.
3. Make an article for a person or house which conforms to the principles of color and design studied in the art classes.
4. Serve someone else in an art way. Example—make a poster pleasing in design and color, and put drawings on the boards of the Training School.

## General Improvement

1. Read one standard book within a school quarter not required as a part of your school work.
2. Attend church for ten consecutive Sundays.
3. Attend Sunday School for the same length of time.
4. Take a field trip to some place not less than six miles from Trenton. Example—Princeton, boat trip to Philadelphia, etc.
5. Attend two good plays, concerts or lectures.
6. Thoughtfully visit at least three different exhibits held at the State Museum.
7. Devote not less than one hour a week to the reading of current events.
8. Win in a debate.

## Athletics

1. Walk a mile in twelve minutes.
2. Be able to swim ten yards.
3. Walk ten miles in one day.
4. Throw an indoor baseball 30 yards.
5. Get onto a bar 7 feet or more above the ground.
6. Dance two dances and lead in one.
7. Play tennis in the tournament.
8. Ice skate.
9. Roller skate.
10. Climb a rope to a point 15 feet from the floor.
11. Run 50 yards in 8 seconds.
12. Jump over a bar 3 feet., 4 in. high.
13. Walk 40 miles in any ten days.
14. Take part in a final contest in a class or school team.
15. Win a place in an athletic contest.
16. Increase your lung capacity 10 per cent.
17. Increase your chest capacity 10 per cent.
18. Increase your strongest forearm 10 per cent.
19. Increase your back strength 10 per cent.
20. Improve your posture through attendance at special posture classes.
21. Run an automobile.

## SCHOOL REPORT.

## FACULTY CHANGES

At the close of the school year a number of instructors severed their connection with the school by resignation. Some of these teachers had devoted a lifetime of service to the school, and were so closely identified with the life of the school that they will be greatly missed by students, alumni, and associates on the faculty.

Dr. William N. Mumper, head of the science department, after a service of twenty-seven years, resigned to retire from active school work. He was exceptionally well prepared for his work, a skilful teacher devoted to the interest of his pupils, a man of refinement and culture, whose genial spirit and pleasing personality endeared him to students and associates.

Miss Kate D. Stout, supervisor of practice, a graduate of the school, who had taught and supervised the practice work for thirty years, resigned on account of ill health. During her long service and on account of the peculiar organization of the practice department she supervised the training of a greater number of teachers than any other supervisor of practice in the country. Miss Stout is a woman of rare ability, with unusual appreciation of the needs of teachers and an understanding of human nature. Her enthusiasm, energy and fine spirit added much to the effectiveness of her work. The influence of her work on the young men and women whom she trained has been a blessing to thousands of boys and girls.

Miss Maud S. Keator, assistant in the psychology department in charge of the training for teachers of defective classes, has been promoted to this important position. She is a graduate of a New York State Normal School, and of Teachers College. She has taught and supervised in the New York State Normal School at New Paltz, and was for a time in charge of the special class for mental defectives under the supervision of the psychology department of Teachers College. Miss Keator came here from Duluth, Minnesota, where she was supervisor of special classes, and did some work in social hygiene for the state board of health. During the summer Miss Keator has charge of the demonstration work in special class teaching in Teachers College.

Dr. Harry B. Boice, head of the physical training department for twenty-nine years, retired from active service to enjoy a well-earned rest. Dr. Boice was a pioneer in the movement to introduce physical training in the schools of New Jersey, and as head of practically the only public school in which physical training was taught for many years he occupied a strategic position. His medical education, his interest in establishing good health practices and his knowledge of the relation of physical training to health enabled him to do much in a quiet way to develop an appreciation of good health.

Mr. Frederick Prosch, Jr., was appointed head of the new physical training course. Mr. Prosch for the past four years held the position of physical instructor of the Atlantic City high school. He received his professional training at Teachers College and at Temple University. He was for five years an instructor in the latter institution in the normal department of physical education. Mr. Prosch served for two years as assistant instructor and coach of the Yale University gymnasium team; for two years as a Y. M.

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C. A. physical director; and as a grade supervisor in the Atlantic City public schools prior to his appointment to the position in the high school.

Miss Elizabeth P. Sheppard, an instructor in the biology department, with nature study as her special field of work, resigned to accept the position of helping teacher in Salem County. During the last two years she devoted most of her time to the preparation of rural teachers and "follow-up" work. Miss Sheppard's wide experience in school work, her knowledge of rural conditions, with her love for country life, and her ability to arouse enthusiasm in her pupils, enabled her to influence the work of the school in a remarkable manner. She was a leader in many of the forward movements in the school, notably as head of a colony of farmerettes at Tinton Falls during the war, as director of rural work on President Rice's farm at Leonardo, and as instructor in rural education. Salem County is to be congratulated on securing her services as helping teacher.

Miss Anna O. Bromley, an instructor in the psychology department for one year, resigned to marry. Miss Bromley was well qualified for her work and made a decidedly favorable impression on the school.

Miss Gladys E. Poole succeeded Miss Bromley. Miss Poole is a graduate of the State Normal School at Mankato, Minnesota, and of the University of Minnesota, in addition to which she has taken courses in the summer school of that university and the University of Pennsylvania. Miss Poole has taught and supervised in rural and consolidated schools, and in summer schools has taught primary methods in Minnesota, and a demonstration class in the University of Pennsylvania, where she demonstrated clinic methods during the past summer session.

Miss Lauretta P. James resigned as head of the domestic science department to accept a similar position in the Westtown School, her alma mater, and Miss Margaret Cochrane, an assistant in the department, was promoted to succeed her. Miss Sara F. Perry was appointed to assist in the department and supervise the lunch-room.

Miss Abbie L. Harvey, an assistant in the music department, resigned on account of ill health, and Miss Lydia Hinkel was appointed to take her place. Miss Hinkel is a graduate of the State Normal School at Mansfield, Pennsylvania. She took her special preparation for music work at the Fine Arts College, Syracuse University, in study under private instructors in voice and harmony, and in lecture courses in music appreciation in Boston. Miss Hinkel has taught in the grades at Mt. Carmel, Pennsylvania, has held a number of church positions as soloist or organist, and has been music director in the public schools of Chelsea, Massachusetts. She came here from the head of the music department in the Mary Lyon School, Swarthmore, Pennsylvania.

Miss Martha F. Nelson, who had been librarian in the school for many years, resigned. She was unusually well qualified for her work, and it was largely due to her untiring industry that our library is so well appointed and is such a large factor in the work of the school. Miss Nelson has few equals in her special field, and her advice was frequently sought by state and federal library authorities.

Miss Rachel T. Benson succeeded Miss Nelson. Miss Benson is a graduate of the library course of the State Normal School at Geneseo, New York,

and has taken summer work at Columbia University. She has been assistant librarian and summer school librarian at Genesee Normal School, and was for the last two years librarian of the high school at Portland, Maine.

Miss Susie O. Kingman, preceptress in the Boarding Hall for twenty-two years, retired at the end of the year. The preceptress occupies perhaps the most important and influential position in our school. It is here that girls make social adjustments and form friendships which broaden and enrich their lives. Miss Kingman did much to develop the qualities of mind and heart which should be the possession of every teacher.

Miss Marion Dickerman follows Miss Kingman. Miss Dickerman is a graduate of Syracuse University with the degree of Ph. B., and has taught in the high schools of Canisteo and Fulton, New York. Her training and experience, together with the testimonials she presented, indicated an unusual professional and personal fitness for the work.

Miss Lucille Green, registrar of the school for many years, resigned September 1, 1920. Miss Green's familiarity with and interest in the work of the school, her acquaintance with the alumni, her training and ability, especially her fine spirit, made it difficult to fill her place.

Miss Jean Y. Ayer, of Darien, Connecticut, was appointed to succeed Miss Green. Miss Ayer is a graduate of the State Normal School at Framingham, Massachusetts, studied for a year at Teachers College, Columbia University, and at Hamilton College Summer School during three summers, and has taken numerous lecture courses. She has taught in the grades, has been an instructor in English and Latin in the School for the Blind, New York City, has been a high school instructor in English, a teacher of methods and supervisor of English in the State Normal School at Cortland, New York. Miss Ayer served as dean of women during a summer session of Hamilton College, was for eight years principal of the Post Road School, White Plains, New York, and during the past year was engaged in war camp community work. She is the author of various educational articles in professional magazines and other periodicals, and has lectured before the New York State Teachers' Association, and many other educational gatherings.

Miss Rachael Taylor, instructor in the drawing department, resigned to accept the responsible position of head of the art department in the Woman's College of Delaware. Miss Taylor was a most helpful member of the faculty and rendered a distinct service in organizing our student activities.

Miss Helen M. Stockton was appointed to succeed Miss Taylor. Miss Stockton's special training was received at the New York School of Fine and Applied Arts; at Teachers College, Columbia University; at New York University, and through extension work at Rutgers College. She has held the positions of supervisor of art at Morgantown, West Virginia; supervisor of art and hand work at Westfield for the past eight years, and director of fine and industrial arts at Rutgers College summer session for the last five years. Miss Stockton has also been engaged in various activities in the field of art outside the schoolroom, having served as director of a base hospital craft club, and president of the Art Teachers' Association, and the Manual Arts Association of Union County.

Miss Edith Hagan, a critic in the sixth grade, resigned, and Miss Helen Spear was appointed to fill the vacancy. Miss Spear is a graduate of Smith



College and of the New York State College for Teachers at Albany, and has taken a summer course in Columbia University in critic teaching and primary supervision. Miss Spear has been a teacher and assistant principal in high schools in Maine and New York, in the New York State College for Teachers, and in Russell Sage College, Troy, New York.

Miss Hannah M. Sweeton, an instructor in the biology department, resigned, and Miss Dorothy M. Fielding was appointed to succeed her. After taking the degree of B.A. from Ohio Wesleyan University, Miss Fielding remained there for a year of graduate study. She taught for two years in the public schools of New Jersey, resigning to accept a position with the War Personnel Board of the Y. M. C. A. During the time she was teaching Miss Fielding attended two summer sessions at Columbia University, and has taken extension courses in psychology and education.

Miss Reba Gasn, a graduate of the Normal School, with special training for teaching defectives, was appointed teacher of the special class.

#### LECTURES

A number of lectures and recitals were given, most of which were designed to supplement the regular school work, as follows:

Mr. Edgar J. Banks, Alpine, New Jersey, on *Digging for Buried Cities in Babylonia*; Mr. Edwin Fairley, of Brooklyn, on *Better Speech*; The Misses Flynn, of Somerville, violin and piano recital; Miss Cora Remington, soprano, and Miss Loretto C. O'Connell, pianist, concert; Mrs. Woodallen Chapman, Chairman of Committee on Social Hygiene of the New York State Federation of Women's Clubs, *Sex Hygiene*; "Cho-Cho," on *Health*; Dr. J. G. Lipman, Director of the State Agricultural Experiment Station, on *Some Agricultural Practices in European Countries*; Dr. Thomas M. Balliet, Dean of New York University, on *Education for the New Democracy*; Miss Lida Lee Tall, Principal of the elementary department of the Lincoln School, New York, on *The Lincoln School*; Mr. Florentino Kapilo, on *The Philippine Islands*; Mr. Spencer Miller, Jr., on *Democracy in Prison Life*; Miss Estelle Bertine, National Recreation Secretary in the Social Education Department of the Y. W. C. A., on *Better Feet, Better Health*; Miss Ellen Eddy Shaw, of the Brooklyn Botanic Garden, on *School and Home Gardens*.

#### BETTER SPEECH WEEK

The first week in November, observed throughout the country as Better Speech Week, was marked in the Normal and Training Schools by a concentration of effort toward improvement in English. Reminders of common errors and exhortations to adopt good speech forms appeared on gaily colored posters, plays and songs, and drills to the same end were given in the auditorium, rhymes on all the blackboards emphasized the injunctions of the teachers, and lectures and moving pictures presented the broader aspects of the subject.

Mr. Edwin Fairley addressed the school upon matters bearing upon speech, and Dr. Frederick Martin, Director of Speech Improvement for the public schools of New York City, lectured on *The Prevention and Correction of Speech Defects*, illustrating his talk by moving pictures.

## SCHOOL REPORT.

## MUSIC WEEK

Music Week was observed the second week in June, beginning Monday evening with the community Sing, supplemented with vocal and violin solos. Tuesday afternoon the music students gave a program of original songs, and in the evening Francis Rogers, of New York, assisted by Bruno Huhn, the composer, gave a recital in the auditorium. The Boys' Choir Concert occupied the assembly period Wednesday morning, and Thursday afternoon each class in the Training School contributed a group of songs. The climax of the week was the Glee Club Concert on Friday evening.

## COMMENCEMENTS

On January 28 informal commencement exercises of the February class of 1920 were held, at which twenty-two young women received their diplomas. Honorable M. A. Rice, President of the State Board of Education, presented the diplomas.

In connection with the closing exercises of the school in June a field meet was held on the campus in which every member of the Normal and Training Schools participated. The boys and girls of the Training School engaged in Maypole and folk dances, contests of various kinds, and a three-minute drill. The students of the Normal School competed in high and broad jumps, races and tugs of war, and gave exhibitions of folk dancing, marching and a three-minute drill.

The graduating class of June, 1920, held commencement exercises in the auditorium Thursday morning, June 24, at 10:30 o'clock. Diplomas were presented to 143 students, classified as follows: General Course, 103; Kindergarten-Primary, 17; Commercial, 11; Domestic Science and Arts, 9; Manual Training, 2; Course for Teachers of Subnormal Children, 9; and Art Teachers Course, 1. The address was delivered by Dr. R. W. Moore of Colgate University. Honorable M. A. Rice, President of the State Board of Education, presented the diplomas.

## ALUMNI REUNIONS

The two alumni reunions held during the year were well attended. At the meeting of the North Jersey Alumni Association held at the Hotel McAlpin, New York City, on May 8, the following officers were elected to serve a year:

*President*, Mr. Harold H. Phillips, Camden Street School, Newark.

*Vice-President*, Miss Kate D. Stout, Lambertville.

*Secretary-Treasurer*, Mr. Arthur O. Smith, Superintendent of Schools, West Hoboken.

The general Alumni Association held its annual meeting on Friday and Saturday, June 11 and 12. Two interesting features of the reunion were the concert given by the Glee Club on Friday evening, and the baseball game Saturday morning on the campus. Following the roll call by classes, a luncheon was served at twelve o'clock, preceded by a short business meeting. The following officers were elected for the ensuing year:



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*President*, Mr. Charles E. A. Walton, Little Falls.

*Normal Vice-President*, Miss Elizabeth Sheppard, Salem.

*Model Vice-President*, Miss Isabel Hill, Trenton.

*Recording Secretary*, Mrs. Albert T. Stretch, Normal and Model, 207 Academy Street, Trenton.

*Corresponding Secretary*, Miss Lucile Green, 64 Lafayette Avenue, Passaic.

*Treasurer*, Miss Mollie C. Pierrepont, R. F. D. No. 3, Trenton.

At the meeting of the general Alumni Association, plans were made to form a South Jersey Alumni Association. Many of the younger graduates of the school are interested in this movement, and an organization meeting will be held in Philadelphia in November.

# STATE NORMAL SCHOOL AT MONTCLAIR

CHARLES S. CHAPIN, *Principal*

## STATISTICS

Membership of the New Jersey State Normal School at Montclair for the school year ending June 30, 1920, was 413. A class of 67 was graduated January 24, 1920, and another class of 107 on June 12, 1920, making a total of 174. The total number of applicants for admission in September, 1920, is 162, of which eight have withdrawn their applications because they could not obtain accommodations in our dormitory. Applications will continue to be received until the opening of the fall term, for which reason it is impossible to give at this writing the exact membership of the school next September.

The general increase of teachers' salaries throughout the State and the campaign which has been conducted by the normal schools to induce young women in the high schools to enter the teaching profession will undoubtedly bring in many more applications. Our graduates who a year ago began work at salaries ranging from \$700 to \$900 now begin at \$1000, \$1100, and \$1200.

## NEED OF NEW DORMITORY

The most serious problem at Montclair is the lack of dormitory accommodations. Russ Hall, the gift of the late Edward Russ of Hoboken, has been maintained most successfully for five years and is self-supporting; but it accommodates only 97 students. The waiting list for rooms is always above 100. For next September we have 22 vacant rooms and more than 100 applications for them. A considerable number of these applicants have withdrawn because we could not guarantee them rooms. Applications for rooms are booked as far ahead as 1922.

In previous years we have been able to find accommodations for students, sometimes as many as 80, in Montclair homes; but this year, owing to housing conditions, this number is much diminished. Though we have run an advertisement in the local papers for six weeks asking for room, with or without board, we are able to find accommodations for not more than 20 students. Even though this number be increased, experience shows that most mothers want their daughters to receive the protection, medical care, and supervision of a well-managed school dormitory, and they will not entrust their daughters to strangers. It is a modest statement of the facts that New Jersey loses more than a hundred teachers each year because of Montclair's lack of dormitory facilities. Instead of an entering class of perhaps 150, we could have 300 if we could house them. No more healthful or secluded or beautiful location for a dormitory can be found than on the ample and elevated grounds of the Montclair State Normal School.

I urge the State Board of Education to request the Legislature of 1921 to make a special appropriation to build and equip a second dormitory to accommodate from 100 to 150 students.

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### A TEACHERS' COLLEGE

I suggest further to the State Board of Education the advisability of changing our state normal schools into teachers' colleges with four-year courses, which shall train young men and women to teach in high schools. My reasons briefly are as follows:

1. At a recent conference in Washington, D. C., U. S. Commissioner Claxton stated that the high schools of the country will require 28,000 new teachers next September, and that a canvass of all the colleges in the country reveals the fact that not more than 8000 college graduates expect to teach. How much of this shortage of 20,000 will be found in New Jersey it is impossible to determine, but the fact is clear that many high schools are unable to obtain properly equipped college graduates. There is no reason in the nature of things why the New Jersey state normal schools should not add to their present two-year courses, which are designed to train teachers for the elementary schools, four-year courses, followed by the degree of Bachelor of Science or Bachelor of Education, which should entitle the holder to teach **in the high schools of the state.**

2. This proposition is in line with the development of state normal schools throughout the country. More than 40 state normal schools now maintain such four-year courses as I indicate above. An exhaustive study of teacher training by the Carnegie Foundation has resulted in a report in which it is declared that all state normal schools should be as soon as possible transformed into teachers' colleges, and that, while they should not abandon their present two-year courses, they should add four-year courses. The Rhode Island Normal School at Providence has during the past year become the Rhode Island College of Education on the lines herein indicated.

3. The Montclair State Normal School is obliged to refuse every year a considerable number of applicants who would enter if they could be trained for high school teaching.

4. The additional expense of this change would be for several years to come inconsiderable, at least at Montclair. Nearly half our faculty have already taught on college faculties. We could, without adding to our faculties or to our salary list, offer four-year courses in mathematics, English, botany, zoology, physiology and hygiene, psychology, music, school supervision and administration, and possibly other subjects.

5. Since such a change could not be made effective before September 1, 1921, the State Board of Education will have ample time to consider the proposition in all its bearings. I shall be prepared to furnish full data on the subject whenever it is needed.

### CHANGES IN FACULTY

Miss Emma K. Pierce, head of the physical training department, has resigned on account of ill health. She will be succeeded in September, 1920, by Ethel A. Grosscup, A. B., a graduate of Goucher College, who for the past four years has been head of the department of physical education at Hollins College, Virginia.

## SCHOOL REPORT.

Miss Ethel M. Towner, assistant in the physical training department, resigns. Her place will not be filled, as one teacher will have charge of the department for the coming year.

Miss Mabel E. Smith, teacher of penmanship, resigns to accept a position in Atlantic City. She will be succeeded by Miss Nellie Shea, of the Newark State Normal School, on part time.

C. H. Robison, Ph. D., receives a year's leave of absence in order to spend the time with his family in California.

The demonstration kindergarten, which has been very successful during the present year, will be continued. Mrs. Helen Mansfield, the assistant, resigns and is succeeded by Miss Faye Ogden, of the Des Moines, Iowa, Training School for Teachers.

The demonstration school will be enlarged by the addition of a model first grade. The project-problem method of instruction will be introduced under the direction of Grace A. Pattison, B. S., a graduate of Teachers College and recently an instructor in the Scarborough, New York, school.

### FINANCIAL

The financial statement which formerly accompanied the Principal's annual report is omitted because the change of fiscal year from October 31 to June 30 makes such a report impossible at this writing. Our June bills will not be paid for several weeks, and it is impossible to know now the prices of all purchases made by the State Purchasing Department.

## STATE NORMAL SCHOOL AT NEWARK

W. SPADER WILLIS, *Principal*

The State Normal School at Newark entered upon its seventh year of existence September 2, 1919, with an entering class numbering 280, an increased enrollment of 45 over the previous September entering class. The present total enrollment of 661 is below former registrations.

Members of the faculty and student body reported for duty on the opening day, and regular school sessions were held within one hour after the morning exercises. The lengthened school day, permitting students commuting from long distances to arrange programs based upon railroad schedules, has solved a difficult problem in administration. Sessions commence at 8:50 A. M. and close at 3:45 P. M.; with a 45 minute luncheon period. Lunches of a nourishing character are furnished at minimum cost. Forty thousand meals were served during the past year.

### TEACHER PROBLEM

Attendance at normal schools throughout the country has decreased 30 per cent since 1916. The normal schools of this State could accommodate twice as many as now attend. This country-wide shortage of teachers is of the gravest concern; experienced teachers are continuing to leave the profession on account of the lack of adequate compensation and are advising high school graduates to take up industrial and commercial pursuits. It will be impossible to attract high school students until normal school graduates receive higher salaries. There is an awakening on the part of the public board of education; many communities realize the seriousness of the situation. During the past year many of our own graduates were placed in positions paying \$100 per month, and many others receive \$90, \$85 and \$80 per month. Salaries in many instances have been increased. Thirty of our June graduates are teaching rural schools. A minimum salary of \$1200 for beginning normal school graduates will greatly increase normal school attendance. Our school has suffered less than others when it comes to attendance, but it is still below former enrollments. During the year 1916-17 the enrollment was 840; in the year 1918-19 the enrollment fell to 704, a loss of 136 students. Special efforts have been made by the principal to reach high school pupils in order to interest them in normal school work. He has also sent normal school students to discuss the question with high school senior classes. A feeling of prejudice exists among young people against teaching. United action is necessary to counteract the commercial allurements of the business world. The best argument will be adequate salaries.

## SCHOOL REPORT.

## GRADUATES

Two thousand graduates are filling responsible positions in various parts of the State. Carefully compiled reports indicate they are teaching with approval and success. Quite a large percentage of our graduates are teaching in grammar grade positions, and there is a constantly increasing demand for teachers of this type. It is only fitting that a word of appreciation should be extended to superintendents, supervising principals and helping teachers for the confidence, encouragement and assistance given our graduates. These twenty-year-old, inexperienced teachers have much to learn, many adjustments to make and numerous faults to correct. They need kindly suggestions, helpful criticisms and a word of cheer until finding themselves. Beginning experiences require a friendly voice and hand; such has been given our graduates by the supervisory force of the State as well as by noble-minded teachers who recall their own early struggles. These human relationships make for gratitude, enrichment and success.

## TRAINING FACILITIES

During the past year 400 students have been assigned for practice teaching throughout the State. Four supervisors of practice follow up the work and report upon the success or failure of students. They also hold conferences with principal, training teachers and students at frequent intervals. These conferences are of a professional character concerned with maintaining definite standards throughout the State. The four supervisors connected with the practice department have made during the past year 1264 visits to training teachers and students. The aim of the practice department is to impress the fact that teaching is interesting or monotonous, as teachers themselves make it. All monotony has its roots, not in conditions, but in ourselves. Teaching must be an awakening process vitalized by joyousness, growth and power. It should also be permeated by those invisible moral results which exert such transforming influences upon the hearts and minds of children. It is impossible to estimate in dollars the services rendered by a cultured teacher possessing a wide vision of the possibilities and realities to be found in the fresh, instinctive nature of childhood. The work of such a teacher remains an imperishable element in human society. All departments of our institution hold up teaching as an ideal service which only becomes commonplace to those whose natures, tastes and aspirations are commonplace.

## LIBRARY EQUIPMENT

Six hundred students make daily use of the library. All students who enter the institution are given a course in the care of books, the use of reference books and the selection of material suitable for teaching. The



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system of classification used in the library is the same method used in other libraries. Students are enabled to use in an intelligent way any library throughout the country. There are 6000 carefully selected text books; 13,000 reference books covering widely diversified subjects; 60 carefully selected magazines and 600 pamphlets. Two thousand unmounted pictures are loaned to students for the teaching of geography and history, and 600 mounted pictures and posters are kept for permanent use in various classrooms. A bookbinding course given each student inculcates the protection and care of books. But six books were lost by students last year. Many visitors to the library ask for the children's illustrated classics, one of the best collections to be found in any library. The history collection is also complete and modern, as well as the collection of books covering all phases of teaching lines. Reading material with special reference to rural schools has been made an attractive feature. All books received at the school are taken to the library, where they are stamped, numbered and catalogued. A complete index system is used.

## SOLDIERS' AND SAILORS' MEMORIAL FUND

Among other gifts which have been made during the year by faculty and students is that of \$600 to the Soldiers' and Sailors' Memorial Fund. A good deal of interest has been manifested in this historical enterprise. The Principal desires to take this opportunity to express his appreciation of the cooperation and generosity of the members of the faculty and student body, not only for this fund, but for other worthy objects presented from time to time for consideration. The keynote throughout the entire institution has been one of service and cooperation.

## THE WORK IN GENERAL

All departments of the school are working together in unity toward a common end—that is, to create a happy working atmosphere, to look for the best and to give the best; to encourage the deserving and to eliminate the inefficient. The general health of all concerned has been excellent. The heads of the physical training, physiology and hygiene departments cooperate in promoting the general health of the student body in a sympathetic manner. Two physicians give all students a thorough physical examination, with individual reports upon each case for the use of principal and faculty. Dr. F. W. Maroney, state director of physical training, has spent one day a month in consulting with our physical training teachers and working with the students in the gymnasium. The State monograph on physical training is closely followed in every respect.

## NOTE OF APPRECIATION

It is a pleasure to be associated with a faculty and a student body possessed of a keen sense of humor, a deep interest in the work and a genuine devotion to duty. This spirit of fellowship has developed a comradeship which strengthens, stimulates and unifies. The school has been well named the "Sunshine School."

NEW JERSEY SCHOOL FOR THE DEAF

ALVIN E. POPE, *Superintendent*

HOUSEHOLD

Extensive reductions in the household force have been made this year. We now have fourteen less employees on the pay-roll than we had three years ago. At that time there were five cooks, two in one kitchen and three in another. The kitchens were consolidated and the number of cooks reduced to three. These three left. We could not fill their places. Therefore we drafted a sixteen-year-old boy who had never worked in the kitchen. Under the direction of the matron he managed the kitchen very successfully from the beginning. Two girls from the cooking class assisted him one-half day each. All three were paid for their time. The kitchen was never run as well as it is under the present management.

Our laundry force was formerly eight. We now have two people employed steadily. We employ three pupils for a half a day each and pay them for their services. Most of these are post-graduate pupils or pupils who could not come to school if they did not have the income from this work. We have employed several boys from outside the State to work half time.

The boys' building formerly had two cleaners and one deaf boy to clean the basement. To-day a deaf man cleans the entire building. On account of lack of cleaners it has been necessary for the pupils to clean the schoolrooms. We expect to employ one person to do this work as soon as we can secure sufficient appropriation. Formerly there were four employees to do this work.

The ice-boxes gradually rotted away until they finally came to pieces. Four of them were thus discarded and one ice-box erected near the kitchen to take their place. The other ice-boxes were not only in a bad condition but they were so located as to make a great deal of extra work.

The vegetable bin, which had been located in another end of the grounds, was also placed in a vacant room near the kitchen. The storerooms were moved adjacent to the dining-room. This makes all related activities center near the kitchen and dining-room.

A very large amount of unnecessary space was occupied by a couple of old toilets. This unnecessary space was partitioned off and will hold our entire winter supply of coal necessary for the kitchen ranges. This coal bin also adjoins the kitchen. The wash-basins and valves in the girls' wash-room had gone to pieces, so while we were fixing them we changed them to a room formerly occupied by the ice-boxes, thus giving the girls, for the first time in the history of this school, a wash-room which is somewhat private. Heretofore, everybody was wandering through their wash-rooms, their duties requiring it on account of the location and arrangement of the storeroom, wash-rooms, etc.

INDUSTRIAL DEPARTMENT

The industrial department is taking on more and more an educational aspect. Instead of being shops under the management of a tradesman, it is

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a real school where the boys and girls are learning trades. The cooking school has been moved to the basement of the hospital, occupying the kitchen in the hospital and using part of the original equipment. The cooking school has been divided into units, each unit being a separate kitchen the same as the pupils have at home.

New machinery has been introduced in the woodworking and printing departments. The number of Silent Workers printed monthly has increased from 800 to 3,000. An instructor from the academic department has been detailed to teach shop language and shop mathematics in the shops. This has been found very effective. Free-hand drawing has been added to the course and is now used as foundation work for all industries taught.

## ACADEMIC DEPARTMENT

The academic department is being better graded and the course of study is being more systematically followed and modern methods of teaching have been rapidly introduced. Several new classrooms have been added to provide for the many little newcomers and for some of the advanced work we have introduced. For the first time in the history of New Jersey a pupil has been prepared by this school for Gallaudet College. She passed all the examinations in a very creditable manner. A night school has been added to the academic department for the benefit of pupils, post-graduates and deaf employees who work part or all day. This school has proved to be very beneficial.

The total enrollment of pupils during the year was 206. The average daily attendance was about 200. The graduating class numbered eleven.

## NORMAL COURSE

Three girls are taking the training course in the Trenton Normal School, preparing themselves to teach the deaf. This special course is under the management of the two schools. We hope, through this arrangement, to secure well-trained teachers in the future.

## RECOMMENDATIONS

I recommend that some immediate action be taken to improve the condition of the girls' toilet and bathing facilities. They are in very bad shape. They never were adequate and are now in such a condition that something must be done.

It will be necessary to secure a new cylinder press. The old press we have has been in use for twenty-five years and is in such shape that it will not hold together very long. But the greatest need of all is to begin the construction of the buildings on the new site. The landscape gardener has prepared plans showing the location of the buildings, and we hope the architect will complete the detailed drawings before the next meeting of the Legislature.

Teachers' salaries have been raised. At the time each increase was made it was thought the raise would be adequate, but other schools raised more in proportion, so that it left us somewhat in the position that we were in at the beginning. It will be necessary to make further advances in the teachers' salaries for the coming year.

## SCHOOL REPORT.

## FINANCIAL STATEMENT

Account No.	Appropriation Title	Appropriation and Transfers	Disbursed	Balance Returned to State
<b>Salaries</b>				
48-A	Superintendent .....	\$3,500.00	\$3,500.00	....
48-B	Principal, Teachers and Instructors .....	33,220.00	33,219.18	\$0.82
48-C	Other Officers and Employees ...	17,463.00	17,461.70	1.30
48-D	Caretaker and Gardner (new site) Transferred .....			....
	Total Salaries .....	\$54,183.00	\$54,180.88	\$2.12
<b>Material and Supplies</b>				
48-E	Food .....	\$26,660.00	\$26,558.00	\$42.00
48-F	Clothing .....	3,100.00	2,848.78	51.22
48-G	Fuel, Light and Power .....	7,940.55	7,940.55	....
48-H	Household Supplies .....	3,400.00	3,395.12	4.88
48-I	Industrial Shops .....	3,000.00	2,999.63	.37
48-J	School Supplies .....	3,500.00	3,500.00	....
48-K	Medical and Surgical .....	1,250.00	1,244.16	5.84
48-L	Printing and Office Supplies ...	800.00	799.77	.23
48-M	Sundry Supplies .....	790.00	788.96	1.04
	Total Material and Supplies	\$49,740.00	\$50,074.97	\$105.58
58-N	Total Current Repairs .....	\$5,910.00	\$5,909.29	\$0.71
<b>Miscellaneous</b>				
48-O	Traveling Expenses .....	\$350.00	\$349.82	\$0.18
48-P	Postage .....	304.09	300.19	3.90
48-Q	Telephone and Telegraph .....	500.00	430.04	69.96
48-R	Insurance .....	545.91	545.91	....
48-S	Medical and Surgical Fees .....	100.00	99.00	1.00
48-T	Rental of Gymnasium .....	150.00	150.00	....
48-U	Entertainment .....	200.00	199.68	.32
48-V	Expressage .....	300.00	285.77	14.23
48-W	Cartage .....	600.00	585.15	14.85
48-X	Children's Carfare .....	200.00	199.86	.14
	Total Miscellaneous .....	\$3,250.00	\$3,145.42	\$104.58
<b>Additions and Improvements</b>				
48-Y	Equipment for Printing Shop ...	\$6,167.64	\$6,166.21	\$1.43
48-Z	Equipment for Tailor Shop ...	253.55	253.55	....
48-AA	Equipment for Carpenter Shop ..	2,478.81	2,478.81	....
48-BB	Electric Conduit .....	Transferred		
48-CC	Improvements on New Site .....	5,000.00	4,972.30	27.70
	Total Additions and Improvements .....	\$13,900.00	\$13,870.87	\$29.13
Receipts, \$4,024.86. Appropriated, \$2,000.00. Total, \$2,024.86				
			242.12	
			\$2,266.98	

## MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR COLORED YOUTH

W. R. VALENTINE, *Principal*

I herewith submit the annual report of the Manual Training and Industrial School for Colored Youth at Bordentown, New Jersey, covering the fiscal year July 1, 1919, to June 30, 1920.

### STUDENTS AND THEIR HOUSING

The average daily attendance for the year was 226, of which 112 were boys and 114 girls, ranging from 14 to 22 years of age.

Because of the completion of the addition to the girls' dormitory and the temporary barracks for the boys, our students were not as much crowded as formerly. Whereas last year 218 students were occupying dormitories designed for 96, this year 226 students were occupying dormitories designed for 192. This improvement in our housing conditions, though in part only temporary because of the temporary character of the frame barracks, has made possible more sanitary living. However, in only one building—the new annex to the girls' dormitory—can it be said that our students live under reasonably good conditions. This annex normally houses 54 girls, three to the room; contains sanitary plumbing, closets, and light, airy rooms. In the old dormitory the girls live in cubicles, with no closets and inadequate plumbing. In the boys' building the rooms are about 6 by 10 feet, poorly ventilated, each accommodating two boys and containing no closets. In most cases, however, the rooms are made to do service for more than their normal capacity.

It should be borne in mind that to accustom our students to live under standard housing and living conditions is the most vital service the school can render them. It is an opportunity which any Americanization or educational program would crave. Therefore the housing problem of the school is not solved. The crowded condition is ameliorated. No provision at all is made yet for the large numbers seeking admission.

### INSTRUCTION

One additional teacher was employed in the academic department. The work of this department has been hampered, however, by the lack of room and equipment. For example, three classrooms are provided for 226 students. In a vocational school the sciences should be emphasized. But there are no laboratories of any kind, and no room for any. The school possesses no room for a library or reading room; there is no room for the teaching of so vital a subject as mechanical drawing. In fact, there are no toilets in the



building. About 114 are taught sewing in two small rooms, which together are equal in size to one average classroom.

In short, the school has outgrown its educational equipment and facilities. It is hoped that the next Legislature will appropriate the necessary funds with which to remodel the present school building and make substantial additions to it in order that good teaching and earnest endeavor may be reinforced by the necessary equipment and facilities. Moreover, the school is receiving from year to year a more purposeful and more advanced grade of student, who is eager to be educated and old enough to appraise an education.

Improvement has been made this year in the conditions under which the industrial instruction is given. Where most of the repair work, both general and mechanical, is done by students, especially where it is in large amounts and much of it in the nature of emergencies, there is a temptation to get the productive work done at the expense of the requirements of good teaching. Therefore an extra teacher was employed in both the carpentry and mechanical departments, one giving all his attention to the groups on the job, while the other gives his time to the more formal work in the shop. Mr. McCarthy and Mr. Spofford, of the department of instruction, have been of great assistance in guiding our shop teachers in the most approved methods of shop instruction in order that productive work may serve the ends of good teaching. More pedagogy has been put into the shop and the productive work to be performed.

#### THE SCHOOL TERM EXTENDED

In previous years the regular school year ended the last of May, Commencement Day being observed on Decoration Day. This year, however, a field meet was held Decoration Day to provide for the large numbers accustomed to visit the school on that day. About 400 persons witnessed the events. Commencement was held June 11, with Dr. R. R. Moton, Principal of Tuskegee Institute, as chief speaker. School closed June 15. This was done in order to lengthen the regular school term. Summer school extended from July 1 to August 15. Only one holiday is allowed during the year, which is during the Christmas season.

#### THE SCHOOL A CENTER

Summer activities are kept up in order to accustom the people to coming to Bordentown, and also to make the institution serve the people. In July, 1919, a Sunday school convention met on the grounds. The third annual Chautauqua was held the first week of August. This annual gathering has now become an established part of the institution, bringing together once each year the most enlightened people of the race. A Y. M. C. A. boys' camp was allowed the first two weeks of August, 1919. The North Jersey Medical Association held a meeting at the school May 28, 1920, followed May 30 by a field meet, which was attended by about 400 persons. Commencement was held June 11. In this way about 1800 persons visited the school and became acquainted directly with its possibilities.



## COMMISSIONER OF EDUCATION.

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The principal of the school is president of the State Organization of Teachers of Colored Children. There were enrolled during the year 174 colored teachers of the state, the object of the organization being to inspire its members with a broader conception of their responsibilities as leaders of a race and the necessity for making that leadership effective for its development. The organization aims also to collect data concerning the conditions of negro education in the State of New Jersey, with the view of improving those conditions.

The school, under the direction of Mr. Busby, teacher of agriculture, continues to conduct a farmers' institute among the group of colored farmers in Gouldtown, just out of Bridgeton. The school has brought to them the agricultural experts of the state and has gotten the farm demonstrator of Cumberland County interested in them to the extent of connecting them up with the agricultural interests and organizations of the county.

## PUBLICITY BY MUSICAL ORGANIZATIONS

One of the most important and far-reaching contributions of the year was that of the musical organizations, under the leadership of Mr. Fred Work, in charge of the chorus singing, and Mr. Eugene Mikell, in charge of the instrumental music.

The folk songs of the negro of this country are reputed to be the only typically American music. The negro has made this contribution to American civilization. And it is a part of the business of the negro school to preserve and render this music. Concerts were given in all parts of the state, in such cities as Jersey City, Newark, Orange, Montclair, Bound Brook, Trenton, Riverton and Camden. These musical organizations entertained 59 audiences and reached directly about 19,000 persons. It enabled many people to become acquainted with the standards of performance of the students, and to observe the students themselves. The school was glad to give its services through its glee clubs to help worthy causes, which it did in a number of cases. The whole musical organization, consisting of 40 students, comprised a male quartette, trained by Mr. Ira Godwin, a male glee club, girls' glee club, soloist, and a band.

These concerts have helped greatly to change the attitude of the public toward the school by inspiring faith in its possibilities on the evidence of things seen.

## THE FARM

The farm is producing more each year under the present system of soil culture, as shown by the increase in farm products. The value of the farm products this year is \$15,342, as against \$10,729 for last year. At the State Fair at Trenton in September, 1919, the Holstein bull took a first prize. The herd of cattle is free from tuberculosis. Tiling has already been bought for extensive drainage, which will add several acres of productive soil. About 300 rods of fencing have been stretched, the new barnyard site developed, and roads repaired and improved during the year.

## SCHOOL REPORT.

## A DONATION

The Scotia Society, of Jersey City, of which Mrs. M. Cannon Spraggins is president this year, donated \$50, instead of \$25, as last year. The scholarship was awarded to Miss Georgia Tyler, of Plainfield.

## A DAILY PROGRAM

The following is the program of a typical day for a boy:

5:30.....	Rising
6:05- 6:25.....	Calisthenics
6:30- 7:00.....	Breakfast
7:00- 7:30.....	Chores
7:30-11:15.....	Shop or farm
11:15-11:30.....	Getting ready for drill
11:30-12:00.....	Drill
12:00-12:30.....	Dinner
12:30- 1:15.....	Rest or study
1:15- 4:15.....	Academic classes
4:15- 5:30.....	Supervised recreation
5:30- 6:00.....	Supper
6:00- 6:45.....	Study or student activities
6:45- 7:20.....	Chapel
7:20- 9:30.....	Study
9:30.....	Retire

Students take their turn in washing dishes, waiting on the table, performing chores such as janitor work, taking care of ten fires. The girls have the same general program, except for the drills.

It should be borne in mind that students pay about \$150 a year in cash toward their maintenance, with the understanding that they give at least one hour per day in service to the school. Boys must provide their own uniforms. Of course, no student is provided with any clothing of any kind. They are not wards of the state.

The cash earnings for the year, including board turned into the state treasury, amounted to \$21,259.30, which constituted 21 per cent. of the total current operating expense.

## PRESSING NEEDS

The Legislature of this year has appropriated \$160,000 for a building containing a dining-room, gymnasium and auditorium. It has also provided \$17,500 for laundry additions and equipment. The contract has been let for an addition to the boys' trade building. In short, the Legislature this year has granted the largest appropriation in the history of the school, which is bound greatly to accelerate its progress. The results of this appropriation of \$317,450 will appear in about two years, when the buildings are completed.

## COMMISSIONER OF EDUCATION.

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But there are other needs which are just as insistent as any already supplied. One is a substantial addition to the present school building, an addition equivalent in extent to at least 12 average classrooms. There are needed also dormitories for both boys and girls, but especially for the boys, for reasons enumerated above. The frame barracks deteriorates from year to year, and will soon become impossible. These are only the essential requirements of a school anxious to do its work. The school has been neglected for so long that it will take several large appropriations to allow it to catch up. There is needed a complete water and fire system, housing for teachers and employees, storerooms, development of the grounds, an extension department. There is confidence, however, that those needs will be supplied in due course of time not too remote.

### CONCLUSION

There will be no doubt of the improvement in quality of negro citizenship in New Jersey when the time comes that hundreds of negro youth are able to return to their various communities from an institution like the Bordentown school, where they have received during their period of adolescence intensive and continuous training by the method of actual participation in the art and standards of right and useful living; where worthy ambitions and aspirations are aroused, and pride in race and country are inspired. This program is approaching realization from year to year as the school grows in the confidence of the people and as the Legislature appropriates increasing amounts for essential equipment and able assistance.

The North has received from the South within the last four years about 500,000 negro recruits, and New Jersey has received its share. To make them an asset is the work of education.

## SCHOOL OF INDUSTRIAL ARTS OF TRENTON

ROBERT C. BELVILLE, *Secretary Board of Trustees*; FRANK F. FREDERICK, *Director School of Industrial Arts*

## GENTLEMEN :

I submit herewith statement of the enrollment in this school for the school year 1919-20.

## ENROLLMENT OF STUDENTS, 1919-20

Total number enrolled .....		1269
Males .....	824	
Females .....	445	
	<hr/>	1269
Attending evening only .....	1035	
Attending day only .....	214	
Attending both day and evening .....	20	
	<hr/>	1269

## ENROLLMENT IN DEPARTMENTS

Fine Arts .....	149	
Art-Crafts (Pottery only, 1919-20) .....	7	
Mechanical .....	272	
Architectural .....	55	
Electrical .....	88	
Chemical .....	67	
Dressmaking and Millinery .....	314	
Children (Saturday only) .....	87	
Woodworking .....	33	
Day Technical Department .....	67	
Machine Shop Practice .....	40	
Automobile .....	109	
	<hr/>	1288
In more than one department .....	19	
	<hr/>	1269

## SUMMARY OF TRADES AND PROFESSIONS REPRESENTED IN THE SCHOOL

Employed in Shops, Mills and Factories .....	240	
Machinists and Machinists' Apprentices .....	124	
Potters .....	42	
Building and Woodworking Trades .....	54	
Electrical Trades .....	42	
Draftsmen and Designers .....	29	
Clerks, Stenographers, etc. ....	192	
Housekeepers .....	42	
School Teachers .....	48	
Other Trades and Professions .....	92	
No occupation reported .....	47	
At Home .....	74	
Students from other schools .....	168	
Students of S. I. A. only .....	75	
	<hr/>	1269

## COMMISSIONER OF EDUCATION.

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Total Enrollment Year 1919-20 .....	1269
Total Enrollment Year 1918-19 .....	1065

Increase (net) over last year ..... 204

The shop building was completed in September and classes in machine shop practice, woodworking, modeling and ceramics were conducted during the year.

Respectfully submitted,

FRANK F. FREDERICK,  
*Director.*

FINANCIAL REPORT OF BOARD OF TRUSTEES OF SCHOOLS FOR  
INDUSTRIAL EDUCATION OF TRENTON FOR YEAR  
ENDED JUNE 30, 1920

## RECEIPTS

City Appropriation .....	\$27,465.00
State Appropriation .....	10,000.00
Tuition Fees .....	5,915.22
Interest on Deposits .....	153.00
Materials sold pupils .....	3,813.20
Miscellaneous Receipts .....	79.30
Rent .....	585.00
Fire Loss .....	1,202.96
Prize Money .....	492.50
Shop Building Equipment Fund .....	924.87
Temporary Loans .....	8,000.00
	<hr/>
Balance on hand July 1, 1919 .....	\$58,631.05
	5,586.59
	<hr/>
	\$64,217.64

## DISBURSEMENTS

Teachers' Salaries .....	\$29,341.54
Janitors' Salaries .....	2,832.65
General Salaries .....	2,839.92
Fuel .....	1,962.91
Light and Power .....	1,000.32
Furniture and Equipment .....	1,119.68
Printing .....	347.70
Materials .....	4,464.39
Advertising .....	210.71
Repairs .....	834.36
Operating Equipment .....	898.65
Miscellaneous .....	535.81
Models .....	218.50
Library .....	101.58
Fire Loss .....	1,088.49
Insurance .....	290.26
Interest on Temporary Loans .....	266.44
Prizes .....	615.17
Shop Building Equipment .....	14,163.91
	<hr/>
	\$63,133.99

Cash Balance June 30, 1920:

Shop Building Equipment Fund .....	\$171.91
Regular Account .....	911.74
	<hr/>
	1,083.65
	<hr/>
	\$64,217.64

ROBERT C. BELVILLE,  
*Secretary Board of Trustees.*

## SCHOOL REPORT.

BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL  
EDUCATION, HOBOKEN

Statements showing time given in instructions for the school year September 8, 1919, to June 25, 1920.

## A. DAY SCHOOL—PREVOCATIONAL CLASSES FOR GIRLS

Number in Class	Hours per Week		Total	Weeks per Year
	Sewing, Cooking	Rel. Subjects		
27	12½	12½	25	38

## B. EVENING SCHOOL—VOCATIONAL CLASSES FOR WOMEN

Activity	Enroll- ment	On Register	Attendance	No. of Evenings	Hours per Evening
			Girls Evening		
Sewing .....	176	173	2,374	61	2
Dressmaking .....	76	75	1,109	57	2
Millinery .....	47	44	1,025	51	2
Hairdressing and Mani- curing .....	47	37	434	32	2
Cooking .....	67	60	987	61	2
Embroidery .....	37	31	350	61	2
Laundry .....	9	9	29	15	2
Total .....	459	429	6,308	....	2

## C. DAY SCHOOL—MANUAL TRAINING CLASSES FOR GIRLS

School No.	Activity	Enrollment	Attendance	Minutes per Week	Weeks per Year
1 .....	Cooking	78	73	75	38
2 .....	Cooking	19	18	75	38
3 .....	Sewing	66	64	64	38
5 .....	Sewing	27	26	75	38
4, 6 and 8 .....	Cooking	125	112	75	12
7 .....	Sewing	52	51	75	38
9 .....	Cooking	36	35	75	20
Parochial .....	Sewing	287	279	60	38
Parochial .....	Cooking	54	54	60	12
Hoboken Academy	Cooking	9	8	120	21
		753	719	....	....

RICHARD A. BEYER,  
Director.



## FINANCIAL STATEMENT

## RECEIPTS

Balance of funds on hand, July 1, 1919 .....		\$1,756.99
Appropriations—City of Hoboken .....	\$7,000.00	
State of New Jersey .....	7,000.00	
	<u>\$14,000.00</u>	
Sales—Products of pupils .....	\$380.23	
Interest—Daily balances .....	32.22	
	<u>412.56</u>	
Total receipts for year .....		14,412.56
Receipts for year and balance on hand at commencement ....		<u>\$16,169.55</u>

## DISBURSEMENTS

<i>Salaries day school</i>		
Secretary .....	\$400.00	
Clerk to Director .....	958.29	
Janitor service .....	1,316.60	
Teachers .....	6,439.23	
	<u>\$9,114.12</u>	
<i>Supplies day school</i>		
Sewing .....	\$144.65	
Cooking .....	16.00	
	<u>160.65</u>	
<i>Other expenses</i>		
Telephone service .....	\$41.00	
Annual care of clocks .....	22.00	
Laundry .....	9.00	
Printing and stationery .....	112.34	
Advertising .....	86.00	
Incidentals .....	232.53	
	<u>502.87</u>	
<i>Operation and maintenance</i>		
Light .....	\$450.35	
Water .....	34.88	
Janitor supplies .....	151.93	
New furniture .....	55.74	
New plumbing installed .....	697.90	
Carpenter work .....	190.43	
New awnings .....	239.55	
Painting .....	92.66	
Mason work .....	29.60	
Electric work .....	60.99	
Glazing .....	53.80	
	<u>2,057.83</u>	
<i>Salaries evening school</i>		
Sewing .....	\$430.23	
Dressmaking .....	18.70	
Hairdressing .....	88.10	
Advertising .....	35.40	
Sewing machines .....	200.91	
	<u>773.34</u>	
Total disbursements for year .....		\$15,817.31
Balance of funds on hand at close of year, June 30, 1920, .....		<u>352.24</u>
Total disbursements and balance on hand .....		<u>\$16,169.55</u>

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# SCHOOL REPORT.

## SUMMARY

Total receipts and balance .....		\$16,169.55
Total disbursements .....	\$15,817.31	
Balance of funds on hand .....	352.24	
	<hr/>	16,169.55
Balance in Second National Bank .....	\$1,261.77	
Balance in Hoboken Bank for Savings .....	22.82	
	<hr/>	\$1,284.59
Less warrants not presented for payment:		
From previous years .....	\$3.50	
No. 6504 .....	108.33	
Nos. 6511 to 6520 .....	820.52	
Balance as above .....	352.24	
	<hr/>	\$1,284.59

BERNARD VEZZETTI,  
*Treasurer.*

## NEWARK TECHNICAL SCHOOL

ALLAN R. CULLIMORE, *Director*

The Newark Technical School has, during the past year, functioned in three specific lines of work. First, the work of strictly college grade, which was instituted last year upon the authority of the State Board of Education to grant bachelor degrees; second, the work with the ex-service men along trade and allied vocational lines; and third, the work of the night school along trade vocational and allied mathematics and science lines.

In the engineering courses of collegiate grade we had enrolled 35 students as a beginning class. The laboratory facilities for these students have been perfected until we now possess laboratories completely adequate for the first two years of instruction of strictly collegiate grade. The attempt has been to offer these students instruction in the fundamentals of technical work which would compare favorably with the instruction in other institutions of collegiate grade. This, we believe, has been done.

At the opening of this year another class entered the freshmen year of the same size as entered the preceding year, so that at the present time we have two full classes in residence.

We have fitted completely a laboratory in physics and chemistry, in machine tool work and electricity, and have obtained capable instructors with experience in collegiate work. This work is on a very sound basis and we feel that great developments are to be expected along this line.

The work done for the Federal Board has averaged about 350 students in residence. Classes have been given in machine shop to develop machine operators, in tool-making, in architectural drafting, mechanical drawing, automobile repairing, building inspection, electrical construction, plumbing, and surveying.

In the work of the night school we have taken care of about 904 students, in general and special technical courses. The work of the general technical course, course in technical chemistry, course in technical electricity and the mechanical course have been very valuable and have shown conclusively to the authorities of the school that a definite and correlated course, during the evening, is of considerable advantage if a definite objective is aimed at. It should be understood that the school carries on, and has carried on special courses for many years, but the outline of these courses which run through four and five years is based on the belief that the average student in night school would gain more by a continuous correlated course of required subjects than by taking certain electives with no special attempt at correlation. An attempt has been made this year to take care of only the more matured students presenting themselves for entrance. The school has been crowded to the utmost. Every room is being used every hour in the evening, and it is felt that it would be wise to turn over to the public schools all those younger men who asked entrance from us. The school therefore turned away this year some 200 men, part of these students going to the high school and a part finding no instruction possible.

## SCHOOL REPORT.

It will be very necessary in developing the school for another year, particularly in its night work, to obtain a further grant of money from either the city or the State. In looking over our expenditures in the past, it is found that the average cost per student per year in this type of work was about \$80 in the year 1913, with the total of 400 students enrolled. The cost last year was slightly in excess of \$68 per student, and the cost this year has been slightly in excess of \$67 per student. It would seem impossible to cut this cost lower than it is at the present time, and still maintain the standard of work. The school is then faced with either turning students away or limiting its work to a somewhat smaller number than are at present being taken care of.

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