

DR. ADDISON B. POLAND

Born March 26, 1851; died September 15, 1917
Principal of Jersey City High School, 1885-1888
Superintendent of Schools, Jersey City, 1888-1892
State Superintendent of Public Instruction, 1892-1896
Assistant Superintendent, New York City, 1896-1897
Superintendent of Schools, Paterson, 1898-1901
Superintendent of Schools, Newark, 1901-1917

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

1917

NEW JERSEY STATE LIBRARY

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PART I.

REPORTS OF
PRESIDENT OF STATE BOARD OF EDUCATION
and
COMMISSIONER OF EDUCATION

For year ending June 30, 1917.

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, 1916, to June 30, 1917.

M. A. RICE

President State Board of Education

STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION

REPORT OF
COMMISSIONER OF EDUCATION.

TRENTON, December 1, 1917.

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, 1917.

The population of the State, according to the State census taken in June, 1915, was 2,844,342. The total enrollment of pupils in all the various departments of the public schools in 1916-17 was 579,243. The total school enrollment, therefore, was equivalent to nearly one-fifth of the total population of the State. To teach these children upwards of 17,000 teachers are necessary. To administer the schools many superintendents and principals are needed.

The children were housed in 2190 school buildings. These buildings of course were heated. These more than half a million children were furnished with books, supplies and the necessary apparatus for teaching, free of cost. Some 270,000 of them were given some form of manual or industrial training. More than 10,000 boys, men, girls and women were given some form of vocational education. There were 17,065 children transported to schools at public expense because there were no schools suitable for them in their neighborhood. Medical inspection was provided. The conditions surrounding the children were in the main refined and uplifting.

Thus briefly is indicated the vastness of the work of public education in New Jersey. It is by far the greatest of all the enterprises in which the State is engaged—the education of its children and youth.

The cost of all this must necessarily be great.

The cost of the schools, based on the number of pupils present,

was 26 cents a day; for these children—actually present—this was approximately 5 cents an hour for each child.

While the aggregate cost is large, in terms of the actual individual child 26 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 are there in the state who would not be willing to contribute 26 cents a day for the care-taking of their children for five or five and a half hours a day, to say nothing of the benefits received by the children from the positive influences of education.

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

“The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in this 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 1916-17 the current expenses for operating the schools amounted to \$19,677,588.72. This was an increase of \$1,479,920.53 over the preceding year. Nearly \$15,000,000 of this amount was expended for salaries of teachers, superintendents and principals. Janitors' salaries cost \$1,255,761. Salaries of attendance officers cost over \$134,000 and fuel nearly \$705,000.

There were enrolled in the schools, including evening schools, 579,243 pupils. Of this number 34,962 were in the evening schools. In the day schools were 274,701 boys and 269,580 girls, making a total of 544,281 enrolled in the day schools. This was an increase of 3,994 in the day school enrollment.

Of this total of more than one half million pupils, 36,694 were enrolled in the kindergartens, a decrease of 1,090 from the preceding year. There were 259,187 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 161,892. The total number enrolled in high schools was 50,726, an increase of 696.

The number of day school pupils reported as neither absent nor tardy was 24,179, a gratifying increase of 3,096 over the preceding year.

COMMISSIONER OF EDUCATION.

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The total number of pupils enrolled in one-room rural schools was 21,494, a decrease of 2,174.

The average daily attendance in day schools was 427,874, an increase of 5,990.

SCHOOL EXPENSES.

I wish to present again a summary of the main reasons why school expenses have become larger of late years.

1. It is necessary to pay teachers, janitors, and other employees larger salaries than ten years ago. How great has been the increase in the cost of living during this period cannot be stated with accuracy. The New Jersey Bureau of Labor Statistics two years ago made the statement that the cost of the one item of food supplies had increased more than 25 per cent in ten years. The Bureau has also stated that the cost of fifty articles of table supplies has increased $67\frac{1}{2}$ per cent between July 1, 1916, and June 30, 1917.

And yet there are still about nine hundred teachers in the State who received less than \$500 a year. The cost per pupil for teachers' salaries, based on enrollment, in 1917 was \$27.70; in 1907 it was \$15.69.

The public should understand that, moderate and in many cases inadequate as are teachers' salaries, the increase in the expenses of schools is chiefly because we are paying teachers more money than ten years ago, but it is a matter of doubt whether teachers' salaries have increased proportionately to the increased cost of living.

2. The school enrollment is constantly increasing. In 1907 the total was 394,060; in 1917 it was 579,243.

3. A school building with equipment costs much more now than ten years ago owing largely to the increased cost of material and labor. The school property investment for each child, based on enrollment, in 1917 was \$136.21; in 1907 it was \$69.26.

4. The price of school supplies has increased, and there has also been an increase in the cost of fuel.

5. Medical inspection, required to safeguard the health and lives of children, cost last year \$258,436.04, or $44\frac{1}{2}$ cents a pupil. We have no figures for ten years ago, but the cost was very small.

6. Transportation of pupils is necessary if all the children of the State are to have the educational advantages which they are guar-

anted by the Constitution. The large increase of pupils attending high schools accounts for a very considerable part of the increased cost of transportation. The cost of transportation in 1907 was reported as \$21,449.68; in 1917 it was reported as \$430,728.71.

7. Manual, industrial and vocational training activities have greatly increased of late years. Ten years ago the total amount expended was reported as \$166,136.46; last year it was, both local and State, \$872,487.53.

8. The number of pupils attending the high schools ten years ago was only 37 per cent of the number attending last year. There were 18,660 pupils in the high schools ten years ago; last year there were 50,726. It necessarily costs more to educate a pupil in the high school than in the elementary school.

9. Summer schools for children have been established in a number of cities. Between 40,000 and 50,000 pupils were enrolled in these summer schools in 1917. The number of summer schools in 1907 was very small; attendance figures are not available.

10. Schools for mentally defective children have been established within ten years. There were 162 of these classes in 1917.

11. The opening of schoolhouses as community centers, or the wider use of schoolhouses, has increased to a slight degree the cost of operating schools. This greater use of schoolhouses is becoming common in the State; ten years ago it was uncommon.

12. More was expended last year for sanitary and decent out-houses fit for the use of children than was expended ten years ago.

13. Increased opportunities for the training of teachers cost something. Ten years ago there was but one state normal school; now there are three. Summer schools for the training of teachers also cost something.

14. More is spent for school supervision, which has a direct relation to better teaching, than ten years ago.

15. State pensions for teachers cost \$216,881.21. The cost of pensions paid by the districts ten years ago cannot be determined.

16. The number of children to the teacher has been reduced. The number of classrooms with more than fifty pupils to a teacher is much less now than ten years ago.

17. Expenses for evening schools were reported as \$248,574 last year. There are no figures available for 1907, but it may be safely affirmed that the amount was not as large in proportion to the population of the State as it was last year.

COMMISSIONER OF EDUCATION.

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CHIEF DISBURSEMENTS FOR LAST FIVE YEARS.

	1913	1914	1915	1916	1917	Increase 1917 over 1916
Salaries of Teachers.....	\$10,935,315 00	\$11,415,629 00	\$12,291,576 00	\$13,545,693 37	\$14,449,414 81	\$903,721 44
Operation of School Plant, Including Janitor's Services	1,673,540 00	1,778,191 00	1,946,052 00	2,078,377 11	2,349,927 80	271,550 69
Maintenance of School Plant, Repairs, etc.....	559,829 00	733,827 00	737,318 00	743,027 96	830,955 10	87,927 14
Purchase of Land and Erection of Buildings....	5,253,670 00	5,356,639 00	5,729,335 00	5,056,143 72	5,657,609 68	601,465 96
Transportation	287,448 00	326,881 00	372,920 00	412,405 38	430,728 71	18,323 33
Medical Inspection.....	183,906 00	198,481 00	215,266 00	230,958 34	258,436 04	27,477 70
Manual Training.....	459,227 00	486,281 00	554,287 00	597,979 48	661,213 04	73,233 56
Vocational Training.....	.....	109,665 00	167,000 00	206,156 68	211,274 49	5,117 81

SCHOOL REPORT.

SOURCES OF INCOME.

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

Income of State School Fund.....	\$ 250,000.00
Appropriation from State Fund.....	456,421.28
Appropriation from State Railroad Tax....	4,018,006.22
State School Tax.	7,003,872.37
Interest on Surplus Revenue Fund.....	28,117.84
Local Appropriations.....	14,342,728.75
Other Sources.....	803,209.80

SCHOOL PROPERTIES.

The reported valuation of school properties increased during the year from \$69,000,000 to \$74,000,000. Reported valuations for the past ten years are in round numbers as follows:

1908.....	\$29,000,000	1913.....	\$53,000,000
1909.....	34,000,000	1914.....	58,000,000
1910.....	36,000,000	1915.....	64,000,000
1911.....	44,000,000	1916.....	69,000,000
1912.....	53,000,000	1917.....	74,000,000

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

THE SCHOOLS AND THE WAR.

Teachers and school officials of the state have responded splendidly and loyally to the demands of the war situation. There have been, so far as the Department of Public Instruction knows, no evidences of disloyalty or sedition in the schools of the state. Their support of the government is apparently positive and patriotic, as it should be.

Teachers and school officials have generously and whole-heartedly responded to the various calls of the nation and the state for extra services. There have been many of these services. In the spring

the schools gave fine cooperation in the organization of the Junior Industrial Army for farm and garden activities of pupils, to help meet the food emergency. Upwards of 4000 boys were placed on farms. More than 70,000 home gardens were cultivated.

Parenthetically, if each garden yielded \$5 worth of produce the total production of these gardens was not far from a third of a million dollars. It is hoped that great numbers of home gardens, cultivated by children under the auspices of the school, may be a permanent future of our indirect school activities.

New Jersey should have every summer, as it had in the summer of 1917, thousands of these gardens. They should be well supervised by competent men or women. They furnish food. They furnish health. They furnish boys and girls something to do in the summer months.

Teachers and school officials have done no small amount of work in promoting the sale of Liberty Bonds. They have responded to the demands for food conservation. Instruction for girls in school kitchens has been modified to meet war conditions. Thousands of women in the various communities were given the use of these kitchens for canning and preserving during the summer. The amount of Red Cross work already done and now going on in the schools is enormous. The manual training shops and vocational schools have made their contributions to war work.

Teachers and school officials regard these activities as real parts of the legitimate work of the schools, as indeed they are. There has been much teaching of the causes of the war and of the necessity that each should do his part, not merely his bit, in winning the war. As the result of serious teaching in the schools, children and youth in large numbers are aware of the tremendous issues involved in the war. Perhaps it is not too much to say that both teachers and pupils have a new consciousness of their civic obligations, a new desire to take an unselfish part in the work of these heroic and critical times.

As the war goes on, the schools, I am sure, may be depended upon to take on still greater obligations. Much can be done after school hours. It is true that the regular ordinary work of the schools may not go on with its accustomed regularity, but who can doubt that if the boys and girls are doing productive work for our country and for our soldiers and sailors this human work

SCHOOL REPORT.

will be of as great value to their spirits and their lives as the ordinary classroom activities.

This brief recital is a statement of what school officials and school teachers and school children have done and are doing.

Every teacher and school official in times like these should give his whole heart and mind and devotion to the country's noble cause. This support should not be passive; it should be active. There is no room in American schools for insidious opposition to the country. There is no room in American schools for failure to support the Government heartily and whole-heartedly. Any teacher or school official who feels otherwise should at once resign and get out of the schools. Better no school at all than a school—an institution of the state, supported by the state—which does not stimulate its pupils to robust service to country, to democracy, to the welfare of men and women and children.

No high school teacher should fold the cloak of so-called "academic freedom" about him and talk or teach opposition to the efforts of our Government to win this righteous war. I am quite sure that such "freedom" would not be tolerated by any body of teachers, board of education, or other school officials in New Jersey.

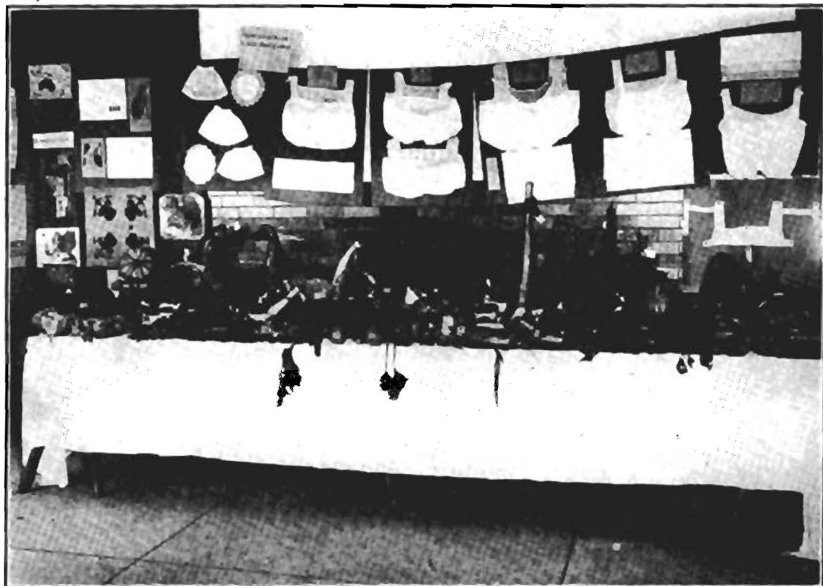
These are not ordinary times. The teacher, the superintendent, the principal, the Commissioner, are the servants of the state. The servant is not greater than his master. The very life of the master—the country—is involved in this crisis. I know of no disloyal school in this state. The attitude of New Jersey teachers is positive and absolutely loyal. There is no excuse for its being otherwise.

The following circular, addressed to teachers and school officials, was issued by the Commissioner in May.

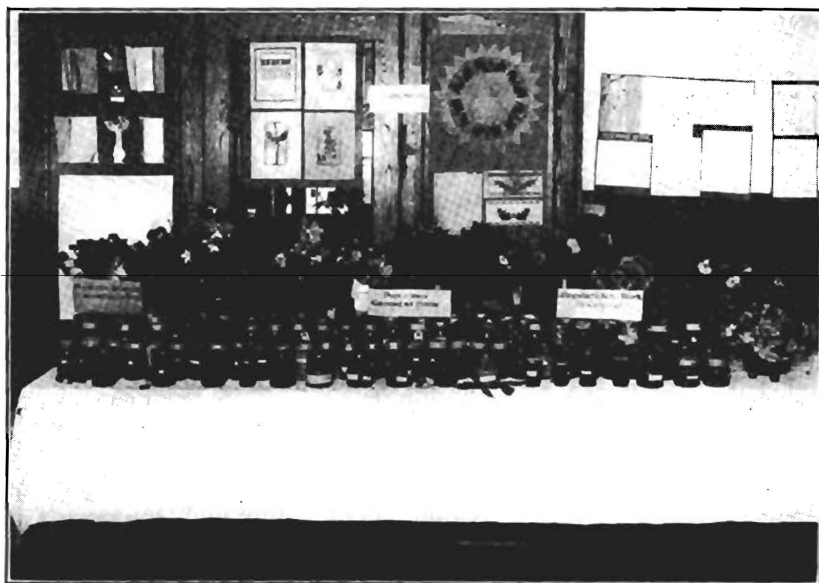
The present is a time which makes new demands upon all men and women. Teachers and school officials are no exception. There is a new urgency. But the processes of education must go on, modified only as conditions demand.

The causes of the war are set forth in the President's Message to Congress. This message is a lofty statement of the American position. Pupils in the high schools and the older elementary pupils should be familiar with it.

No effort should be spared to make our pupils understand why we have entered the war—not for hate, not for conquest, not for military glory—but for human rights, for the common welfare, and for the perpetuation of real democracy.



Evidences of good schoolroom work



Food will win the war

CRAMER GRAMMAR SCHOOL, CAMDEN

COMMISSIONER OF EDUCATION.

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The later statement of the President—a message to the people pleading for the use of all our energies and for wise economy—is a document which should certainly afford material for discussion for the guidance of old and young alike. The attention of pupils may appropriately be called to the ways in which they can respond by preventing waste in the use of school supplies, by the conservation of food, by the avoidance of needless expenditures.

Excitement and nervous tension are an accompaniment of war affecting old and young alike. To these our youth are peculiarly susceptible. These are likely to hinder the work of the schools and interfere with customary orderly behavior.

The teacher will not seek to arouse these emotions; he will seek to allay them. This is not easy. Patriotic enthusiasm for the country and its ideals is, however, one of the most beautiful expressions of boys and girls. A little boy once said that he had three fathers—God, his father, and Uncle Sam.

An appreciation of our country, the opportunities it gives, the blessings it confers—these should be taught. Obligation to serve it, our debt to it, our responsibility for it—these, too, should be taught. Nor should this teaching be confined to children. Patriotism is not a negative virtue; it means service; it means self-denial. As such it should be positively taught in schools. Says Emerson: "He is base—and that is the one base thing in the universe—who receives favors and renders none."

The loyalty of teachers to the United States should be without suspicion. Teachers are public officials. If they cannot support the government heartily they should resign.

The war presents a unique opportunity to demonstrate the value of the industrial activities of the schools. If these activities are useful now, in the present emergency, their place in public esteem will be further assured. The resources of agricultural activities, of home gardens, of the school kitchen, the sewing room, manual and vocational shops, all should be used for aiding the war so far as circumstances permit. As a force for patriotic service they become vitalized as the men and women in charge make them vital.

Every teacher, however, has a peculiar duty and obligation to the State and to the children at this time. That duty or obligation is to do his work well in the ordinary routine of the school. The value of the schools, even in time of war, is not confined to shops and gardens. To teach a better school than he has ever taught is a patriotic obligation of the teacher. The children we teach are the men and women of ten and twenty years from now. They must be made intellectually strong, morally strong, physically strong, as well as industrially strong. These children will, as men and women, have difficult problems to meet, some of them the outgrowth of this war. On those men and women will rest decisions of vital interest to society. Upon them will fall some of the burden of the cost of the war. That teacher or principal or superin-

tendent who does not feel at this time renewed consecration to his work is to be pitied. The children in all our schools—from the kindergarten through the high school—must be well taught in these times.

Preparedness, then, is the occupation of the teacher as an official of the State. The school is the organized instrument, set up and supported by the public in the confident assurance that teachers will make it an effective instrument of this preparedness. The public will not be disappointed here, for the loyalty and the faithfulness of American teachers will be equal to the trust.

The prevalent interest in the war should be capitalized for instruction. The life, institutions and resources of our allies, as well as of those countries with which we are at war, offer material for discussion. Our geography may be made more useful. The teacher should use wall maps for class discussion of important events as they occur. Newspapers—daily and weekly—were never more interesting than at present. History is now in the making—not military history alone, but history that is political and economic—and with this our pupils should become acquainted. The significance of the democratic movements abroad in the world should be taught to children of appropriate age. Here is an opportunity to teach a useful kind of civics.

This, too, is a good time to make provision in the high schools for needed instruction in the elements of political and social science, a kind of instruction which should be more common in those schools if our young people are to play their part in government and society usefully and intelligently.

The enactment at the recent session of the Legislature of a law providing for universal physical training in the schools of the State was exceedingly opportune. Two and a half hours a week are to be used for this purpose, beginning with the new school year next September. A course of study or of exercises is now being prepared and will be ready at that time.

This is essentially a health measure—a preparedness measure. If the course is well planned and well taught it will do much to make the future men and women of New Jersey physically strong and healthy. It ought to be worth to the State far more than it costs. Let us make it so.

Of course no board of education will ignore the law in regard to the display of the flag. No teacher will omit the flag salute nor the pledge of loyalty, nor will he neglect to invest this ceremony with the proper degree of dignity and solemnity. He will have the children sing our national songs; he will see that they know these songs by heart—and really by heart—and he will teach them to stand reverently while singing them.

No thoughtful teacher will neglect to teach the older pupils the immortal words of Lincoln's Gettysburg Address and of his second Inaugural Address, or such beautiful and inspiring words as those in the closing lines of Lowell's noble "Commemoration Ode" and in the last stanza of Longfellow's "Building of the Ship." To these might be added

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Julia Ward Howe's "Battle Hymn of the Republic" and Kipling's "Recessional." The spirit expressed in another of Kipling's poems might well be applied to America:

There shall be one people—it shall serve one Lord—
 (Neither Priest nor Baron shall escape!)
 It shall have one speech and law, soul and strength and sword.
 England's being hammered, hammered, hammered into shape!

It would be fitting to make use of the Liberty Bond as a topic in our mathematics classes, not only for discussion, but as problem material. The relation between the rate of interest and the safety of an investment should be brought out by the thinking of the pupils. It would not be out of place for the teachers of the older children to suggest that some of them earn and save money to purchase a Liberty Bond on the favorable terms offered by various agencies. The final decision in the matter of such an investment should, of course, rest with the parents. Several graduating classes have already made plans to buy a Liberty Bond as a graduation present for the school. This is very commendable.

Perhaps the most important of all—our program for the education of all the children and youth of the State between five and eighteen, so splendidly enunciated in the constitution of New Jersey, must go on. In would be a great mistake for boards of education, administrative officials or teachers to allow our schools—the organized instrument for the promotion of intelligent democracy, one of the purposes for which the war is fought—to become less efficient. Indeed, they should be made more useful in times like the present. There should be no halting in keeping the standards of the schools high.

Of course there must be no waste. There must be watchfulness, but undue economy in effort or money is a shortsighted policy in the preparation of hundreds of thousands of children and youth for the life before them.

Our educational processes must go on. The war already has cost our allies, as well as the countries with which we are at war, great numbers of men. It may so develop that we may lose many of our own men. So much the more necessary is it that the youth in our schools should be so trained that every individual who is left is made more fit as a citizen and more productive as a worker.

It may be necessary as a result of the war to establish schools later for the maimed and crippled here in New Jersey.

It is said that England in this crisis made the mistake of allowing her schools to become impaired. France evidently has done better, for, if information be correct, the activities of French schools have not been materially curtailed, even during the throes of the great conflict in which that nation has been engaged.

In our national service, in peace or in war, the servant—who is also the master in a democracy—must be educated, must be trained, must be

intelligent. Such is the vision of the teacher, such the purposes of schools at all times, but especially in these critical times.

America has entered the war on the side of the allies, to safeguard this country and to resist the encroachment of a highly organized autocratic government upon civilization. The contest is one between autocratic government and democratic government.

The soldier fights to make the world safe for democracy. The teacher works to make democracy safe for the world. A democracy in order to be safe for the world must be an educated democracy. Macaulay said seventy-five years ago: "People in a democracy must be governed by their intelligence and not by their ignorance."

A public school system is absolutely necessary if the people are to govern themselves successfully. It is not a luxury but a necessity. The money spent on education is a necessary investment for the present and the future. The public school system is an insurance against the evils that would surely come from failure to educate or train the masses of the people.

Many are of the opinion that after the war is over there will be an extension of the democratic principle throughout the earth. The United States, being the greatest exponent of democracy, must lead the world in showing that the democratic ideal is safe and sound and efficient.

Upon the public school is an obligation to make itself more useful than ever in promoting an intelligent democracy. In a sense the teacher is a soldier for democracy.

As the war goes on unfortunate conditions may confront the schools. Taxes to support the war will be felt. The unprecedented high cost of the necessities of life affects every individual and every household.

As a result of these two conditions there may be a disposition to withhold the granting of necessary support for the operation of schools. There will be a temptation so to do. Should there be anywhere a disposition to seriously curtail the work of the schools it must be resisted by all public-spirited and far-seeing men and women.

Whatever the next few months may bring to us, no effort should be spared to keep the processes of education going on. Boys and girls must be kept in school. Teachers must use more than ordinary diligence in teaching in order that the distractions incident to

war may not interfere more than is absolutely necessary with the work of the schools.

The youth must be fitted by training so that they may meet the new situations caused by this war; so that our democracy may be prepared for any reconstruction of the world; so that if government by the people is extended they may do their part intelligently; so that they may be able to meet the great financial obligations caused by this war.

The country is spending billions of dollars for the prosecution of this war. It should do so; it is doing it cheerfully. But let no one forget that the money spent on education is counted not by billions but by millions. Money spent on education is to make men and women more capable. Money spent on war, necessary as it is for us so to spend it at present, is spent on destruction. Money for education is for construction.

As a rule the states which spend most for education are the wealthiest states and their wealth is large partly as a result of fostering education. Education is, then, an investment, not a charity nor a luxury.

France is now making almost as heroic attempts to keep her schools going as she is making to keep the war going, and with a like degree of success. The French are far-sighted.

England, in spite of the vast expenditures of money for war, is proposing to devote more money to public education than ever before.

Today Russia is struggling to establish democracy. It is having a hard time of it. The fundamental trouble is that Russia has not built schoolhouses. The masses of the people there have not been to school. Demoralized conditions are likely to continue in Mexico until, by means of education, the people are made intelligent and self-respecting.

Illiteracy is never a partner of democracy. Illiteracy is never the handmaid of prosperity. If circumstances had been such that the masses of people in Russia and Mexico could have been educated; if colleges, universities, and technical schools had been established and open to all, who can doubt that these countries today would be happy and prosperous, and that the cost of education, however great, would be regarded as money well spent. The

price they are paying now is the harvest they are reaping because education has been neglected.

The success of a democracy rests upon the character of its people, and the character of the people fundamentally rests upon the education of those people.

All this has been said before. It is necessary to say it again, and with emphasis, when we are at war for the very preservation of democracy itself.

The public should be reminded that the school is fundamentally to make democracy safe for the world. Schools must be made more efficient; they are by no means as good as they might be. The necessity for improvement in our processes of education is and always will be a continuing necessity.

Better teaching, more competent supervision, new kinds of schools to meet the needs of the different classes of children and youth, more industrial and vocational education, more universities and technical schools for men and women alike, more facilities for the training of teachers—all these cost money, but this money is an investment which will yield large dividends for good citizenship and for more prosperous people.

No one can tell what demands will be made upon our people after this war is over. Only by the orderly development of all kinds of education can we be prepared for these new demands, whatever they may be.

One immediate cause for apprehension in the very near future is the possible scarcity of teachers. Indeed, this is already being felt in some parts of the state as this report is written. If the war goes on and more and more men are called to the front, the situation is likely to be very serious.

Colleges and universities, from whom we recruit our men teachers in high schools, have in the fall of 1917 only a small enrollment in their upper classes. From what sources are we to get men teachers next year? Many high school men are being called to the colors, and this fact alone will make a considerable number of vacancies. It seems that most of our vacancies in high schools will be filled mainly by women. This will be unfortunate, for there are not enough men teaching in the high schools at present. The situation in the high schools will, however, in some way be met.

It is in the elementary schools, where are found the greatest number of teachers, that the pinch is likely to come. True, these teachers in the main are women. But women are rapidly taking the places of men in the industries—banks, railroads, factories and stores are recruiting their depleted men forces with women. Thousands of women are going into offices and the government service, as well paid stenographers and clerks. All this is a matter of common knowledge.

After the war is over many of these places will continue to be filled by women. It will, in a way, be a social revolution in our industries. It will be a revolution which will affect the supply of women teachers, to say nothing of men. Where are our competent women teachers to come from when so many women are going into commercial pursuits? This is the serious question, and the public should be aware of it.

In the fall of 1917 there are 81 fewer students in the entering classes of our normal schools than there were a year ago. This is significant. Already it is becoming hard to fill vacancies in rural schools. What will be the situation in the fall of 1918, when more men have been called to the colors and more women are filling their places?

New Jersey will feel this situation more perhaps than any other state. No other state in the union is so much in the center of industries as New Jersey. Great cities are in the neighborhood, and our own industries are enormous. The temptation to New Jersey young women seeking employment may be to go into the industries and office life rather than into the work of teaching. They will certainly do this in some parts of the state unless salaries are made decidedly better. In the meantime we are needing more teachers.

The total number of teachers in 1916 was 16,741; in 1917, 555 additional ones were employed. What can be done about this situation? The policy of local school officials and of the state must be at this critical time to make teaching in the public schools as attractive as possible.

To lower our standards for teachers' qualifications would be tremendously unfortunate in its effect upon the schools. These standards are too low as it is—lower than the standards of many other states.

We must pay better salaries in some parts of the state. This is imperative if we are to have not merely good schools but any schools worthy of the name.

What is our situation? The total number of teachers in the state who received less than \$500 a year in 1916-17 was 905. The year before it was 985. The year before that the number of such teachers was 1030. In day schools throughout the state salaries for the past six years were as follows by averages:

1912	1913	1914	1915	1916	1917
\$780.83	\$816.38	\$851.42	\$861.86	\$872.34	\$895.69

These average salaries are affected by the relatively high salaries paid in most of the larger cities. The Jersey City schedule of salaries is, for example, \$744 for the beginning teacher, rising to \$1320 as a maximum.

It is the average salary paid in the one-room schools of the state to which attention should be drawn. It is found that in these schools average salaries were as follows:

	1912	1913	1914	1915	1916	1917
Men	\$500.25	\$519.87	\$520.25	\$522.72	\$553.32	\$552.02
Women	442.88	455.56	468.56	477.19	481.42	497.72

It should not be forgotten that \$200 of the salary paid each teacher in the elementary schools is apportioned to the districts by the state, in the main from the state railroad moneys, and is therefore not paid by the district taxes.

Looking at the above tables it is evident that, considering the present purchasing power of a dollar, or the enormous increase in the cost of living, teachers in one-room schools really receive far less money for their services than the corresponding teachers did in 1912. I say corresponding teachers because teachers do not stay long in such schools.

Salaries in most fields of human endeavor have of late been increased. It is only fair to say that in many rural schools salaries were increased somewhat at the beginning of the school year 1917-18, but they have not been increased enough. In city schools boards of education have quite generally responded to the new conditions of life and have adopted increased salary schedules.

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In the city of Trenton the people recently had a chance to vote upon the question of increase of teachers' salaries, and they voted overwhelmingly to give teachers a substantial increase.

It is not to be inferred that I believe that \$500 in these times is a sufficient annual salary for a school teacher. As a matter of fact, the salary should be much greater than this. I am speaking of \$500 because hundreds of teachers receive less than this. This is a little more than a dollar and a half a day, counting the working days of the whole year. Unskilled labor is receiving in many places \$3 a day.

A teacher must be at least a high school graduate; she must dress in good taste; she must pay her doctor's and dentist's bills; she should have some means of recreation. If she is enterprising, as she ought to be for the good of the children, she will attend summer school for her own improvement and read books on teaching. She ought not to spend everything she earns. She cannot as a rule earn money in vacations. The prices of everything she buys have gone up. How she can live on less than \$500 a year is a mystery. As a matter of fact, she cannot, and live as she ought to, unless she boards at home, and even that usually costs her something.

Let it be emphasized that it is not so much in justice to the teachers as in justice to the children that better salaries are needed. It will be necessary to pay these public servants more money or they will go into the other fields of work which any competent young woman can find in these days in great abundance—and no one can blame them for doing so.

One could be more tolerant of these conditions, as I said last year, if it were not possible, in numerous districts in the state where low salaries prevail, to pay living salaries.

Here are a few illustrations:

In one township the ratables are \$365,000. The tax rate is \$1.58. The township has no debt. Three teachers are employed—two at \$450 each and one at \$337.50.

In another township the ratables are \$1,500,000. There is no debt. Nine teachers are employed, of whom seven get \$450 each.

In another township the ratables are \$754,000. The tax rate is \$1.73. Three of the five teachers receive \$500 each, and one receives \$405.

In another township the ratables are \$2,076,000. The tax rate is \$1.33. Five teachers receive \$495 each, one receives \$540 and one \$675.

In another township the net valuation is \$777,000. There are fourteen teachers. The grade teachers receive from \$405 to \$450 each.

In still another township the total ratables are \$1,522,000. The tax rate is \$2.04. Five teachers in this township receive \$405 each, one receives \$427, one \$450, one \$475, one \$495; three receive \$540 each; one receives \$765.

In one other township the valuation is a little less than a million dollars. The amount raised by local taxation for all purposes was \$3800. The annual salaries paid the teachers are as follows: principal of four room building, \$900; teacher of fourth and fifth grades, \$500; of second and third grades, \$450; of first grade, \$450. One other teacher receives \$500; two others, \$450 each. This board of education recently passed a resolution that they would not pay more than \$500 for normal school graduates.

Some rural boards of education have responded splendidly to the teacher situation, but others have not.

Teachers are wholly unorganized. Except in the cities there is no one to speak for them as a class except the county superintendent of schools. Conditions affecting the supply and demand for teachers are so unusual that if our schools are to be kept up to a reasonable amount of efficiency teachers must be well paid or there may be few available teachers.

In some parts of the state consolidation of schools has been effected. In other communities the schools can be further consolidated. A fewer number of teachers would in consequence be needed. Better schools would be the result. For many reasons the consolidated school is a more attractive school to teach. In one township, if the schools were consolidated, seven teachers could do the work of the nine who are employed now. The situation in this township is typical of many other townships in the state.

PURPOSES OF THE SCHOOLS IN A DEMOCRACY.

What are the purposes of education in a democracy, particularly in New Jersey? It may be said that there are seven of these purposes, as follows:

1. To give children the ready and easy command of the tools of knowledge. Ability to read, to spell, to write; facility in the use of the fundamentals in numbers; the command of the correct use of simple oral and written English, are these tools. These are essential to future progress.

2. To train children in good habits of behavior. "A beautiful behavior is the finest of the fine arts" is the slogan of the school, or should be. This purpose is accomplished first by the course of study, and secondly by the life of the school. These two are the means by which, under the vitalizing influence of the teacher, habits are formed. Not so much by preaching or talking on the part of the teacher are these good habits built up, but rather by the pupil himself, through action, through living, through repeatedly doing the right thing at the right time.

Any teacher who consciously, or unconsciously, trains his pupils to be honest, to be obedient, to be industrious, to be morally courageous, to be truthful, to be kind, to be tolerant, to use their minds, to be prompt, to be polite, to be orderly, to be temperate, to be grateful, to be ambitious, to be cheerful, to be neat, to be independent, to be self-reliant—who makes his pupils collectively or individually stronger in one or more of these virtues—is a good teacher, all other things being equal.

A good school in its daily life is a democracy in miniature. As such it trains for citizenship—for democracy in the large. An efficient school gives children attainments in the subjects of the course of study. It also trains in character—a character revealed in the lives of its pupils.

3. To conserve the health of the children. An education is not worth what it costs if gained at the expense of the health of the children and youth. Physical fitness is a support of intellectual, moral, industrial and social life.

The new physical training law, spoken of elsewhere, is in this state a recognition of the third purpose of education. School

premises, inside and out, not overlooking the toilets, should be clean and wholesome. They should be sanitary. The lighting should be of the best, the ventilation good, the heating adequate; the seats should fit the children. Means should be provided in every school for washing and bathing. Instruction in hygiene should strictly relate to the lives of the children. Such education should be positive.

4. To train children to use their hands intelligently and productively. A person who can make such use of his hands has so much useful capital. He is handy and manually competent. So we have seat or busy work in primary schools, drawing in most schools, manual or industrial training in many and vocational work in some schools. These are called practical subjects, but they are not the only practical subjects in schools. Well taught, they train the mind. From the point of view of mind training alone they can be depended upon as a part of the course of study.

5. Training in civics. Here the aim is to make the young citizen—the boy or girl, as well as the adult—a better citizen of the school, the neighborhood, the town, the city, the state and the nation. To attain this end there must be a greater participation of the pupil in the life of the school—a feature which good teachers increasingly recognize as vital. The pupil should be taught to assume greater responsibility for the success of the school, for its attractiveness and for its discipline. He must be taught the civics of the community as well as of the state and nation. He should be taught the difficult lesson that in a democracy he is in a sense responsible for its successful on-going. He must be taught to feel his indebtedness to Washington, to Jefferson, to Lincoln, and to the other great men of the country. He must be taught to appreciate how much struggle and self-denial was necessary to make this country what it is. Recent events have clearly shown that there is a great necessity for instruction in civics.

6. Training for the appropriate use of leisure time. People in general have more leisure than formerly. Shorter working days, more holidays, the growth of the vacation idea, are indications of this increase in leisure. What are people doing with this leisure? The schools cannot ignore this question if they are to prepare for life and good citizenship in a democracy. What are the schools doing? Here are a few things:

Instruction in music and art, much of our geography, history, science and literature instruction, school entertainments of various sorts, are answers to the question.

7. Training of the mind. Intellect that is disciplined, a mind that is vigorous, thinking that is straight, morals that are sound—these are necessary qualities in the citizenship a democracy needs. All our people, not merely some of them, share in the responsibility for the proper on-going of our governmental and social life.

Macaulay said, "A democracy must be governed by its intelligence and not by its ignorance."

After the present war there will be the need more than ever of trained men and women—men and women who will be able to do their part in settling the many questions that will grow out of the war.

Under no conceivable set of circumstances will any other need be so great as the need of such men and women. Schools must supply this need.

All our educational processes serve or should serve this great end. Every school exercise should be so carried on and may be so carried on that it makes in its own way a contribution to intellectual and moral power. The school must so train its pupils that they may be independent in thinking, capable of forming sound opinions, discriminating in judgment, and morally straight. Democracy needs these qualities in its men and women if it is to be protected from the charlatan, the demagog, the dishonest and the incapable.

Such are the main purposes, somewhat concretely stated, of the work of the schools in a democracy.

REALIZING THE PURPOSES OF THE SCHOOLS.

What has been done to realize these purposes? The answer to this question may be given in five parts:

First, establishment of school supervision or leadership; second, the teacher; third, the organization of the school; fourth, the course of study; fifth, buildings and equipment.

Each of these, except the course of study, is here discussed briefly.

SCHOOL REPORT.

1. *Work of the superintendent.* Schools in different communities differ greatly in their worth because of the differences in the ability of the superintendents or the supervising principals. As is the superintendent so are the schools likely to be.

The work of the superintendent or principal is very complex and difficult. He has a vast number of administrative duties to perform, and too often very little time is left for actual work with teachers.

These duties have enormously increased of late years. To be a successful superintendent of schools a much bigger man is required now than was the case twenty years ago. Every city should understand this.

Among the greatest satisfactions of the superintendent or principal will be his work for the improvement of teachers in service, making, if possible, poor teachers into good teachers and good teachers into excellent teachers. This is a slow process, but it can be done under the influence of positive, sympathetic supervision of schools.

The summer school at Ocean City offered a week's instruction to supervisors. The main lectures were given by Dr. Lotus D. Coffman, Dean of the School of Education of the University of Minnesota. Superintendents and principals who heard him were fortunate. Not a single one of them will do his work during the coming year in precisely the same way that he would have done it had he not heard the Coffman lectures. He will do his work in a better way.

Meetings of the city and county superintendents and supervising principals were held at three different centers in February and March, the state being divided into districts for these meetings. The general topic was as follows:

Efficiency of school administration and supervision as measured by:

1. Controlling policies of boards of education and county and city superintendents;
2. Common practices;
3. Results.

Each meeting was a day and a half long and consisted of four sessions. In addition to addresses by the Commissioner of Educa-

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tion and the Assistant Commissioners, many superintendents and principals had places on the program.

A pamphlet on the supervision of schools is needed, and this will be prepared by the department as soon as its other activities will permit.

The state is fortunate in having among its superintendents and principals so many men of high professional attainments and ambition. I am acquainted with school people in several other States and I do not hesitate to say that there are more men of intelligence, vision and vital action among the school men of New Jersey than in any other State I know. This is a tremendous asset to the schools of New Jersey.

Indeed, the office is so great that the superintendent of schools, new to a city, should be inaugurated with public ceremonies. At such a time a superintendent can announce his educational policies. Such ceremonies would increase the interest in the work of education in that particular community. The city of Rahway was, I believe, the first city in the United States to inaugurate a superintendent of schools in this manner.

The sooner each community awakes to the fact that the worth of its schools is not so much determined by the quality of its school-houses as by the character of its superintendent of schools and its teaching body, the better will it be for the schools of that community.

I strongly believe that the welfare of the schools will be increased if the superintendent of schools has large powers. No teacher or principal should be appointed by the board of education except upon his recommendation. The more power that can be given to the superintendent, guarded by judicious restrictions, the better for his growth—which is important—and emphatically the better for the schools.

New York State last winter enacted a statute which gives the superintendent of the schools in cities very large powers—much larger powers than the superintendents of schools in New Jersey have by statute at the present time. A similar law should be enacted here.

One of the greatest needs of our education is better supervision of schools. I regret to say that there are some supervising principals in New Jersey who are without constructive, positive action in

their work of supervision. The number is not great, but there should be no supervising principals of this kind.

The appointment of helping teachers, referred to elsewhere in this report, is a great step toward improvement in rural schools. Two two-day meetings were held at Trenton during the year with county superintendents and helping teachers. Every helping teacher attended a summer school session of six weeks.

Our county superintendents are magnifying their offices by making themselves more useful in many ways, too many to be mentioned here, in the respective counties they serve.

2. *The teacher.* A good school is made by a good teacher. The teacher is more important than any other factor except the superintendent or the principal. Hundreds of teachers' meetings were held throughout the State. At many of these meetings demonstration lessons were taught to children. Superintendents, principals and helping teachers were active in organizing these meetings and making them worth while to teachers.

Teaching is not a profession in the sense that law, medicine, engineering and theology are professions, but by means of teachers' meetings and other agencies a professional attitude may be built up.

An attempt has been made to make county institutes more useful to teachers by the elimination of speakers who entertain but do not instruct. Summer schools for teachers are spoken of elsewhere in this report.

We need teachers who have professional training, who have good scholarship, and who realize that teaching is not merely hearing lessons from textbooks. Nobody has ever learned to teach as well as he might teach. There is often too little discrimination in eliminating useless material found in textbooks; too little correlation in the course of study; children talk too little in recitations; they do not ask questions enough; not enough responsibility is given them; their independence or initiative is cultivated too little; in many schools their power of thinking is not enough developed. All these faults may be eliminated by good teaching.

Many teachers talk too much—some of them far too much. Many do not think seriously enough of better methods of teaching. Children ought to participate more in the daily work of the schools. They should be more in evidence and the teachers less in evidence than they are in some schools.

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The Department has provided the teachers of the state with monographs treating of nearly every subject taught in the elementary schools. These monographs have been prepared with great care. They contain not merely courses of study but are a statement of the best modern thought upon the teaching of the respective subjects.

We must pay teachers larger salaries if we are to continue to command for teaching service the kind of men and women the schools should have. This is discussed elsewhere in this report.

3. *Organization of schools.* Another means of realizing the purposes of education is the organization of schools. If we are to train all the children and not some of them—and there is nothing in the constitution of the state that provides that some children may be exempted from the process of education—we must see to it that one hundred per cent of the children are educated or trained. Here in New Jersey the mandate of the constitution is positive that all must be given a free education between the ages of five and eighteen.

It is obvious that children differ greatly in attainments. There should be more kinds of schools for children of varying degrees of ability. We have accordingly made a beginning in the junior or intermediate form of school organization. We have the departmental system, so-called, in many seventh and eighth grades in cities of the state where the junior school has not been organized.

We have 162 schools for mentally defective children. We have schools for backward children. We have a few schools for particularly bright or able children.

We have made substantial beginnings in the consolidation of rural schools. We have reduced the number of children to the teacher. We have established a considerable number of industrial or vocational schools. It may be affirmed with some confidence that local boards of education and superintendents in New Jersey no longer feel that children are all alike and can all be put through the same mill.

Much, however, remains to be done in this direction. There are still too many schools with 50 or more children to the teacher. Under such circumstances the children are deprived of their educational rights.

Our school attendance is by no means what it should be. This topic is treated elsewhere, but I want to say here that it is the source of the greatest waste in American education. Some day some state will lead off in a plan which will provide that every healthy child shall be in school all the time the schools are in session. This would be an enormous advance in educational efficiency in this country.

Upwards of 40 one room buildings were abandoned in the rural districts during the year. There are still more than 700 one room schools in the state—a much larger number than is necessary.

One of the needs is to make greater provision for bright, alert children. To compel an unusually bright girl or boy to march at the slow pace of the average of the class is a travesty upon giving an equal opportunity to every pupil in the public schools. Every child should be placed where he can do his best. Any other method of school organization will have a tendency to deprive the country of leaders and is unjust to such bright or alert children.

We need more schools for incorrigibles. We need more special classes for children whose educational opportunities in the past have been limited.

The public is gradually beginning to see the advantages of the consolidated school. Just now this type of school is more than ever necessary because of the scarcity of teachers and because many young women who are fitted to teach are going into industries rather than teach the isolated one room school. It is partly a question of salary; it is also a question of the reluctance of a large number of capable young women to teach such schools.

The State Department is doing everything it can to urge young women to teach such schools, but too many of them are disheartened at thought of the difficulties. The loneliness, the failure on the part of many boards of education to have adequate supplies or apparatus for teaching, the very great difficulty of securing suitable boarding places, the large number of classes to teach—these things make many qualified young women reluctant to undertake work in rural schools.

I am strongly of the opinion that the welfare of the rural districts will best be attained by means of the graded consolidated school with adequate and properly safeguarded transportation.

There should be as good schools in the country as in the city. This is vital for the welfare not only of the country but also of the city. In a graded consolidated school there can be good teachers who are paid good salaries, there can be courses in agriculture, and the schoolhouse can be used for a community center.

The whole influence of such a school through capable teachers could be used toward keeping young people in the country. This cannot be done to any large extent by means of the one room school. There are some excellent one room schools in New Jersey. We shall always have some of these in some parts of the state. If we are going to have a considerable number of good teachers in the rural schools, however, the sooner our people can be made to see that the consolidated school is imperative the better—not only for the children but for the communities themselves.

4. *Course of study.* I do not propose in this report to take up the course of study.

5. *Building and equipment.* The reported valuation of school property in New Jersey increased from upwards of \$69,000,000 a year ago to \$74,000,000 for the year ending June 30, 1917.

The percentage of increase for the past ten years in valuation of school properties is 172.

It is interesting to note that the percentage of increase for the same period for teachers' salaries is 125.

Building operations will partly cease in the year 1917-18 because of the high cost of building.

It is evident from the figures given above that the state has done well in making such substantial increases in its investments in school properties. There are still, however, too many antiquated buildings, still too many indecent outhouses; and fire hazards have not been completely eliminated.

The attention of boards of education is continually called to dangerous conditions that appear to exist in some schoolhouses and much has been done throughout the state to eliminate these hazards.

It may be mentioned that boards of education are somewhat more liberal in furnishing teachers' supplies than formerly, but there are still too many boards who are parsimonious and unenterprising in the matter of furnishing a sufficient number of supplies and furnishing them on time.

SCHOOL REPORT.

TRAINING OF TEACHERS.

There are upwards of 17,000 teachers in the state. Approximately 2000 new ones are needed each year to fill places caused by the retirement or resignation of teachers and to fill new places made necessary by the growth of the schools.

It is vital for the interests of the schools that vacancies as they occur be filled by teachers who not only have scholarship but who have also some training for classroom teaching; otherwise the teachers get their training wholly at the expense of the children or never get it at all. Experience in teaching is often a poor substitute for training. If it has been the wrong kind of experience, if bad habits have become fixed habits, the "experienced" teacher may be more ineffective in teaching children than the untrained one.

The difference between the work of a teacher who "knows how" and one who does not is reflected in the attainments of children. There is a greater difference between the results of the two than the public—even the educated and discriminating public—realizes. Children taught by a teacher who "knows how" may make more progress in a week than other children may make in two weeks in the hands of a teacher who does not know how. Indeed, the latter class of children may make no progress whatever. This is as true of high school teachers as of elementary teachers.

One of the greatest sources of waste in our schools is the fact that high school teachers as a class are usually without professional training. They bring to their classroom scholarship and the college method of training, which is usually the lecture method—a poor method for boys and girls just out of grammar schools. They often bring interest in young people, but the tendency is to teach subjects rather than persons. The public should understand that good schools are nine-tenths a matter of teacher and supervisor. Good buildings are necessary too and so is a vital course of study; but buildings are secondary, and the real course of study is the teacher.

What provision is made in New Jersey for the training of teachers?

We have three state normal schools for training teachers for the elementary schools. One of these schools, the largest of the three, is borrowed from the city of Newark. From these three schools

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there were graduated last year 846 students, somewhat more than half of the new teachers needed in the elementary schools of the state. To this number should be added 166 graduates of the city training schools, making an output of 1012 trained teachers out of a total of 1572 new teachers needed for the elementary schools—practically 64 per cent. The remaining 36 per cent was supplied from two sources—teachers brought from other states and teachers who were untrained except for the six weeks of training they gained in summer schools.

Many of our best teachers are graduates from state normal schools without the state. As pointed out elsewhere in this report, it is fortunate that New Jersey can attract to its schools teachers from other states. Indeed, school authorities have been compelled to resort to other states to fill their vacancies because of the lack of a sufficient number of trained teachers at home. The imported teacher, however, is not always a superior teacher. Moreover, while many remain in the service of New Jersey schools as long as they teach, others return to their home states when a favorable opportunity presents itself.

Nevertheless, among the assets of our schools is the fact that the way is open for teachers from other states, and this way should be kept open. But in the past it has been necessary to employ too many teachers from other states because of the lack of trained teachers at home.

The legislature of 1917 was wise in making provision for a new normal school in the southern part of the state. This school at Glassboro will furnish training for South Jersey high school graduates, who will find their way into the schools in that part of the state. This school also will be a means of educational inspiration throughout that part of the state. It is a matter of congratulation that it is to be established.

The state should buy from the city of Newark the building now occupied for normal school purposes. It can be procured on better terms than it would cost to build the school now. A state normal school is absolutely necessary in that part of the state. The present situation in regard to this school is not a dignified one. The school is a great and important one as a part of the educational system of the state. The state is a rich and important state. Such a school in such a state should not be housed in a building on sufferance.

The State Board of Education is the most competent body of men to determine the location of any additional normal school that may be required.

Distances are not great in New Jersey. The state is compact. Five years from now, or in 1922, the number of teachers that will be required in the elementary schools of the state, if the same ratio of increase continues for the next five years as has obtained during the past five years, will be practically 14,250. There is a danger of multiplying normal schools to such an extent that none of the schools—neither the new nor the old—would be adequately supported financially. This has been the case in at least one state where too many normal schools have been built. New Jersey must avoid this pitfall.

A normal school when built must have a supply of the most competent teachers. It costs something to operate a normal school.

In a consideration of the matter it should be borne in mind that the state has only of late developed its facilities for the training of teachers. To say the least, these facilities before the Newark normal school was taken over were modest. The cost of the existing normal schools is not great. The salaries of teachers in these schools are too low. There are not enough men teachers employed. At least half the teachers in a normal school should be men well equipped with personality, scholarship and teaching power. The report of the Survey Commission of the Normal Schools, quoted elsewhere, is eloquent on this subject.

The state is fortunate in having normal schools of high grade. They must be adequately supported, and in a state as populous and as rich as New Jersey there is no reason why they should not be supported as adequately as normal schools anywhere else in this country.

It may be of interest to know the expenses of universities and normal schools in some other states. These states in the main are no more populous than New Jersey; some of them have not so large a population. The data follow:

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	Enrollment 1917-18, State Normal Schools	Appropriations 1917-18, State Normal Schools, exclusive of buildings	Appropriations 1917-18, State Universities, exclusive of buildings
Iowa	4171	\$413,850	\$2,364,000
Kansas	3182	364,855	1,209,500
Michigan	2866	592,000	1,053,000
Minnesota	2400	384,575	1,081,000
Missouri	4700	1,035,500	1,455,000
Nebraska		404,619	491,869 (2 yrs.)
Washington	1660	320,826	1,190,098
Wisconsin	3929	1,667,436	2,805,900
New Jersey.....	868	\$362,253	

Under the terms of the Smith-Hughes Bill enacted by the Federal Congress the state will have ample funds for the training of teachers for vocational schools. Half of these funds will be supplied by the national government, provided the state appropriates an equal amount.

By decision of the Federal Board in charge of vocational education, training for agricultural teachers must be given by an institution of rank in equipment and teaching staff equal to the State Agricultural College. Obviously such training could not be given in our normal schools for they could not fill the requirements. The State Board of Education has entered into an arrangement with the Board of Visitors of the State Agricultural College at New Brunswick to administer the training of vocational teachers. Most of the actual training of vocational teachers will, however, be given at various centers in the state and not in New Brunswick.

The state summer schools, mentioned in another part of this report, are doing excellent work in furnishing some training to recent high school graduates and to teachers in service who are not normal school graduates. High school graduates cannot enter the examinations for teachers' certificates in this state without having had six weeks of summer school training or its equivalent. After June 1, 1918, high school graduates must have had at least two sessions of work in such schools before entering the examinations.

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One cannot visit these summer schools without being impressed with their value, nor can one visit the schools taught by teachers who have had the training of summer schools without being impressed with the value of summer schools. The testimony of county superintendents, assistant commissioners of education, helping teachers and local boards of education, is unanimous as to the value of these schools to the state.

Of course these schools with their six or twelve weeks training cannot take the place of the more extended training which the normal schools give, and nobody makes such a claim. But in the absence of such normal school training the summer schools are effective in giving the teachers some of the training which they need.

The Glassboro normal school will probably be ready for use at the latest in the fall of 1919. When this school is in working order it may be possible to organize there, and in some if not all of the other state normal schools, a minimum one year course for teachers, and to make one year of professional training a minimum requirement for all teachers who enter the service of the schools of the state. This would be a new requirement for teachers' certificates which would be of inestimable value in raising the standards of teaching in the state. Such a requirement would save the state from much of the ineffective teaching that now goes on. A new form of teachers' certificate would be given to such teachers as distinguished from the permanent certificate now given to two year normal school graduates. The progress of the war, however, may result in the scarcity of candidates for teaching positions, compelling the necessity of deferring such a requirement.

Our high schools are multiplying with great rapidity. The number of high school pupils enrolled in the state five years ago was 27,090; at present the number is more than 50,000. Every child in New Jersey may have a high school education absolutely free of cost if he and his parents wish it.

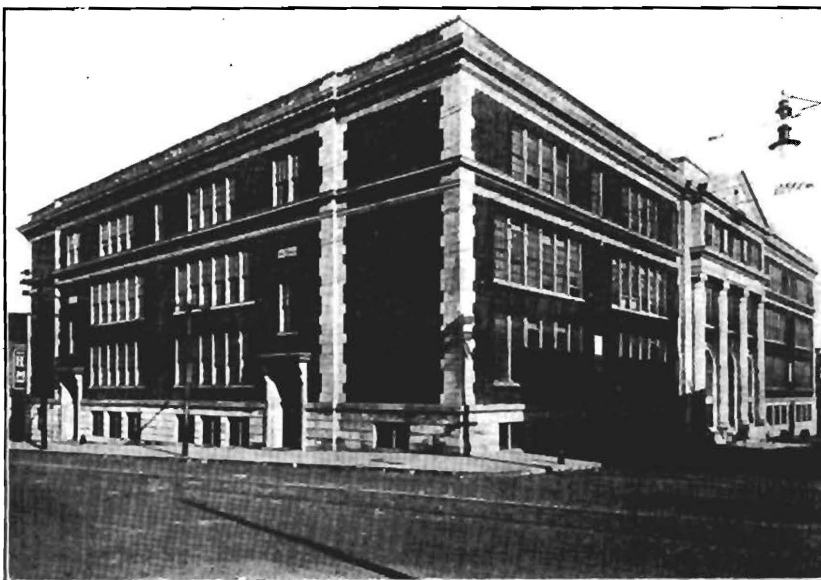
We need facilities for the appropriate training of teachers for the secondary schools of the state.

The remarkable growth of high schools results, of course, in a corresponding increase in the number of high school teachers in the state. Ten years ago there were 600 of these teachers; now there are approximately 1700. Of these high school teachers 427 were new last year in the high school service. Very few of these



SCHOOL SOUTH BOUND BROOK, SOMERSET COUNTY .

Cost \$22,000



EMERSON HIGH SCHOOL, WEST HOBOKEN

Cost \$225,000

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teachers—not exceeding 20 per cent—received their education in the colleges of the state, and this is a very liberal estimate. The professional training of these teachers is a matter of great public concern if our high schools are to do their work as well as this work should be done. As high schools have grown, as they have become more common, the necessity of good teaching in these schools has become more apparent. As we understand education better the belief has become common that mere scholarship on the part of the teacher is not sufficient; professional training also is necessary for teachers in secondary schools. This has passed beyond the realm of debate except among the faculties of some colleges.

Rutgers College has recognized the importance of training teachers by establishing a pedagogical department. The number of students who avail themselves of this department is increasing. What is necessary in the state is more direct state encouragement somewhere of training courses for the professional equipment of high school teachers.

Eventually, as the high schools continue to grow, there will be a college for teachers. Such a department or college should be an organic part of the school system of the state.

I say this because the Constitution of the State provides that all the youth of the state up to the age of eighteen shall be given a sound and efficient education, and teachers for these youth should be trained. Such a department or college should, in my judgment, among other things accomplish the following:

1. It should have well organized and well equipped observation and practice schools;
2. It should be open to women as well as men;
3. It should give credit in its courses for work done in the State Normal Schools;
4. It should be organically connected with those schools so that graduates of Normal Schools would receive two years credit in the College;
5. It should have courses in school administration, organization and supervision, to which normal school graduates and others could resort.

The state is fortunate in its proximity to New York and Philadelphia, where teachers and principals may receive as good training

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as the country affords, but a state of three millions of people, with nearly six hundred thousand pupils in its schools, should possess within its own borders facilities for training high school teachers, principals and superintendents, free of cost to them, but—be it observed, not free of cost primarily for their sakes but for the sake of the children of the state itself.

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 \$14,449,414.81, which was an increase of \$903,721.44 over the preceding year.

The average salary per year paid to all day school teachers in the state (16,132) not including superintendents, assistant superintendents or evening school teachers of any kind, was \$895.69, an increase over the preceding year of \$23.35.

The average salary per month paid to these teachers was \$104.15.

AVERAGE SALARIES PAID TO TEACHERS.

One room rural schools, men \$552.02, decrease \$1.30; women, \$497.72, increase \$16.30; kindergartens, women, \$779.57, increase of \$19.53; elementary, grades I-IV, men, \$914.09, increase \$154.09; women, \$756.04, increase \$19.04; elementary, grades V-VIII, men \$963.40, increase \$8.39; women, \$850.64, increase \$19.21; high schools, men, \$1,605.63, increase \$27.46; women, \$1,053.43, increase \$25.97; special teachers, ungraded and backward classes, men, \$1,168.57, increase \$131.07; women, \$872.47, decrease \$71.36; manual training, men, \$1,137.79, increase \$3.47; women, \$953.60, increase \$24.96.

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STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

	1915			1916			1917		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than \$300.	7	20	27	5	16	21	1	17	18
\$300 to 399...	14	150	164	9	126	135	4	76	80
400 to 499...	56	783	839	56	773	829	31	776	807
500 to 599...	70	2051	2121	60	2044	2104	39	1964	2003
600 to 699...	75	2526	2601	69	2596	2665	72	2580	2652
700 to 799...	71	1901	1972	68	2041	2109	79	2211	2290
800 to 899...	78	1749	1827	92	1839	1931	78	1812	1890
900 to 999...	77	1154	1231	67	1243	1310	84	1315	1399
1000 to 1099...	109	658	767	123	759	882	116	853	969
1100 to 1199...	98	625	723	82	745	827	77	913	990
1200 to 1299...	107	628	735	118	638	756	119	744	863
1300 to 1399...	57	213	270	78	224	302	85	274	359
1400 to 1499...	75	101	176	73	137	210	82	117	199
1500 to 1599...	96	52	148	91	63	154	93	79	172
1600 to 1699...	71	52	123	83	52	135	82	72	154
1700 to 1799...	48	24	72	49	28	77	62	36	98
1800 to 1899...	76	49	125	80	56	136	77	53	130
1900 to 1999...	26	7	33	44	6	50	38	22	60
2000 to 2499...	191	55	246	212	48	260	238	50	288
2500 to 2999...	90	6	96	102	4	106	121	6	127
3000 and over...	101	..	101	107	..	107	122	..	122

COMPARATIVE STATEMENT, BY COUNTIES, OF TEACHERS RECEIVING
LESS THAN \$500.

COUNTY	Number receiving less than \$300			Number receiving from \$300 to \$399			Number receiving from \$400 to \$499			Percentage (of total number) receiving less than \$500			
	1915	1916	1917	1915	1916	1917	1915	1916	1917	1915	1916	1917	
Atlantic .....	..	..	1	2	3	2	20	21	23	.045	.046	.047	I
Bergen	4	3	2	..	1	2	10	6	6	.012	.0082	.0078	D
Burlington	7	3	5	15	12	12	85	86	73	.281	.253	.223	D
Camden	2	3	1	7	2	4	67	74	75	.092	.091	.089	D
Cape May .....	..	1	..	4	..	1	39	41	34	.253	.238	.196	D
Cumberland .....	..	..	..	24	20	15	128	127	115	.461	.431	.371	D
Essex	5	..	..	..	1	1	14	14	10	.0064	.0048	.0034	D
Gloucester	2	2	2	8	4	5	64	58	53	.295	.242	.218	D
Hudson .....	..	1	..	..	..	..	5	3	6	.0021	.0016	.0023	I
Hunterdon .....	..	..	1	10	10	9	64	48	28	.372	.286	.185	D
Mercer .....	..	..	..	..	..	..	10	18	7	.015	.025	.0095	D
Monmouth	2	..	..	1	3	1	25	24	25	.046	.042	.039	D
Middlesex	1	1	3	..	1	3	3	4	..	.0065	.0091	.0084	D
Morris .....	..	..	..	..	..	..	10	7	18	.024	.016	.041	I
Ocean	1	1	..	22	19	10	56	59	64	.465	.462	.425	D
Passaic .....	..	2	1	..	..	3	21	1	2	.018	.0025	.0048	I
Salem	3	3	1	15	9	1	86	97	103	.589	.564	.509	D
Somerset .....	..	..	1	1	2	1	6	5	6	.026	.025	.027	I
Sussex	8	4	2	42	47	37	.307	.298	.217	D
Union	1	..	1	3	..	23	17	34	.029	.024	.036	I
Warren	46	41	8	61	72	88	.463	.481	.398	D

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

COUNTY	Number receiving \$800 or more			Total number of teachers in the county			Percentage receiving \$800 or more		
	1915	1916	1917	1915	1916	1917	1915	1916	1917
Atlantic	220	258	285	484	520	543	.455	.496	.524
Bergen	452	498	552	1151	1213	1276	.393	.411	.432
Burlington	32	41	39	380	399	403	.084	.103	.096
Camden	287	309	343	825	866	895	.348	.356	.383
Cape May	29	28	33	170	176	178	.171	.159	.185
Cumberland	30	34	39	330	341	350	.0909	.0997	.111
Essex	2017	2228	2370	2946	3096	3204	.685	.7196	.739
Gloucester	16	16	21	251	265	274	.064	.0603	.076
Hudson	1645	1709	1837	2350	2470	2559	.70	.692	.717
Hunterdon	18	19	16	199	203	205	.0904	.094	.078
Mercer	319	330	370	689	707	731	.463	.467	.506
Middlesex	180	212	243	612	659	707	.294	.322	.343
Monmouth	221	239	263	614	640	659	.3599	.373	.399
Morris	129	148	162	422	435	437	.306	.34	.370
Ocean	22	23	26	170	171	174	.129	.135	.149
Passaic	502	542	571	1141	1185	1230	.4399	.457	.464
Salem	7	10	15	176	193	206	.0397	.052	.072
Somerset	40	52	56	266	278	286	.1504	.187	.195
Sussex	23	25	29	163	171	179	.1411	.1461	.162
Union	453	491	516	827	883	933	.548	.556	.553
Warren	31	31	34	231	235	241	.134	.132	.141

It will be seen from the "Statement Regarding Salaries of Teachers in Day Schools" that the total number of teachers in the state receiving less than \$500 has been steadily decreasing. The following table shows the figures for the past six years.

1911-12.....	1495
1912-13.....	1379
1913-14.....	1159
1914-15.....	1030
1915-16.....	985
1916-17.....	905

Teachers' salaries in day schools throughout the state for the past six years were as follows by averages:

1912.	1913.	1914.	1915.	1916.	1917.
\$760.83	\$816.38	\$851.42	\$861.86	\$872.34	\$895.69

These average salaries are affected by the relatively high salaries that are paid in most of the larger cities. The situation is not so good as it seems. When we consider salaries in the one room schools—upwards of 800 in all—it is found that in these schools average salaries are as follows:

	1912.	1913.	1914.	1915.	1916.	1917.
Men.....	\$500.25	\$519.87	\$520.25	\$522.72	\$553.32	\$552.02
Women..	442.88	455.56	468.56	477.19	481.42	497.72

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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, 1917, with corresponding figures for the preceding five years:

NUMBER OF TEACHERS.

	1912	1913	1914	1915	1916	1917
Total number of new teachers entering the schools						
In schools outside of cities.....	1006	1055	1195	1201	1142	1144
In city schools.....	721	763	916	854	811	814
Total new teachers.....	1727	1818	2111	2055	1953	1958
This number was divided as follows						
In high schools outside of cities.....	126	181	223	252	217	210
In high schools in cities.....	91	119	208	225	210	161
Total high schools.....	217	300	431	477	427	371
In elementary schools outside of cities.....	880	874	972	949	925	931
In elementary schools in cities.....	630	644	708	629	601	641
Total elementary schools.....	1510	1518	1680	1578	1526	1572
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
In city schools.....	46	51	61	71	56	66
Total for industrial subjects.....	60	75	100	118	92	107
Also included were teachers of special subjects (music, drawing, etc.)						
In schools outside of cities.....	23	55	18	28	36	46
In city schools.....	42	18	18	22	28	65
Total for special subjects.....	65	73	36	50	64	111

PREPARATION OF THESE TEACHERS.

	1912	1913	1914	1915	1916	1917
Graduates of New Jersey State Normal Schools						
Entering schools outside of cities.....	209	211	287	305	402	410
Entering city schools.....	84	112	211	231	281	307
Total	293	323	498	536	683	717
Graduates of City Training Schools in New Jersey						
Entering schools outside of cities.....	30	22	24	22	20	20
Entering city schools.....	232	228	231	171	120	123
Total	262	250	255	193	140	143
Graduates of Colleges, Universities and Technical Institutions						
Entering schools outside of cities.....	194	256	248	280	273	251
Entering city schools.....	161	174	200	196	209	202
Total	355	430	448	476	482	453
Graduates of Normal Schools without the State						
Entering schools outside of cities.....	367	384	387	315	223	213
Entering city schools	208	214	230	203	146	132
Total	575	598	617	518	369	345

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With less than Normal School, College or University training

Entering schools outside of cities.....	206	182	249	279	224	250
Entering city schools.....	36	35	44	53	84	50
Total	242	217	293	332	308	300

It appears:

1. That the number of new teachers required for the day schools of the state was practically the same as the number required the preceding year. The following table for the past six years is self-explanatory.

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

Substantially one teacher out of nine in the state is new to the service each year. Roughly speaking, the teaching service of the average teacher in New Jersey appears to be nine years.

2. That the number of new teachers who were graduates of New Jersey normal schools has increased from 293 in 1912 to 717 in 1917. In 1912 the number of these teachers was 19.4 per cent of the whole number of new elementary teachers in the state. In 1917 this percentage was 45.6. The number of normal school graduates from without the state has shown a steady decrease since 1914. Last year 345 teachers who were graduates of normal schools without the state began teaching in New Jersey for the first time. In 1914 the number was 617. In 1914 these new teachers from normal schools without the state were 36.7 per cent of the whole number of new elementary teachers in the state. In 1917 this percentage was 21.9.

It would be unfortunate for the schools of New Jersey if we should fill all our vacancies from the normal schools within the state. This would be a process of inbreeding which would not be healthful for the interests of the children. It has been fortunate that our boards of education have been able to secure some of the best teaching talent from other states who are anxious to come to New Jersey because of better salaries existing here, because of the professional recognition of teachers by state laws, because of the

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attraction of working under superintendents who would help them in service, and because of the generally pleasant conditions that teachers find in the New Jersey schools. Nevertheless it has been unfortunate in the past that so large a proportion of our new teachers in the elementary schools were trained outside of the state. It is only during the last three years that our own state normal schools have supplied as many teachers as normal schools outside the state.

This increase in the proportion of New Jersey normal school graduates is largely due to the entrance into the field of training teachers of the new normal school at Newark. When the new normal school in South Jersey begins to furnish teachers the proportion will be further increased.

3. That the number of teachers entering the service who are not graduates of any normal school, college or university is 216. There were 279 such teachers in the preceding year. The number of untrained teachers that enter the schools of the state is too large.

The requirements for teachers' certificates have, however, been steadily increasing during the past six years. In 1911-12 it was possible to teach in this state with only a grammar school education. After 1918 new teachers must have had not only a high school education but two sessions of summer school, or the equivalent of twelve weeks of professional training.

4. That of the 216 new teachers without normal school, college or university training practically all went into rural schools. More significant still is the fact that out of the 1958 new teachers 1144 were found in schools outside of cities. While recognizing that the term "outside of cities" includes a considerable portion of the state which is practically made up of cities, the fact remains that changes in teachers are far more numerous in rural districts than they are in cities. Changes in teachers are far too frequent in some of the rural counties. This seriously impedes the progress of these schools.

5. That the number of new teachers in high schools shows a decrease from the preceding year of 56, the numbers being respectively 427 and 371. This indicates fewer changes of teachers in high schools.

SCHOOL REPORT.

WORK OF THE HELPING TEACHERS.

More than twelve hundred teachers in the rural schools had the assistance of helping teachers. There were twenty of these teachers—at least one in each rural county and two in each of four counties—Bergen, Burlington, Hunterdon and Warren. The office of the helping teacher was a new one in this state and, so far as known, the first of its kind in the country. The purpose of the law was to furnish teachers in rural schools the competent assistance which teachers in city schools so generally have.

In the country we find the inexperienced, the untrained, the low salaried teachers. The schools are isolated, supplies and equipment are too often lacking, attendance is sometimes very irregular, the teacher is frequently the janitor, and the term of service is brief—altogether too brief for the interests of the children. Owing to the many duties of the county superintendent he can give little personal help to these teachers and in many cases the time he gives is practically negligible. These teachers need positive, constructive, sympathetic assistance if they are to do effective work, and if the children they teach are to receive anything like the thorough and efficient education which the Constitution of the state guarantees them.

To meet these conditions the office of helping teacher was established and the results have amply justified the wisdom of the legislature in creating the office. No recent plan for making better schools in the rural districts has been more beneficial than this one. Like all other schools, the country school should render the greatest possible returns from its investment with the least possible waste.

Much of the success which has attended the operation of the law has been due to the fine spirit of the helping teachers themselves. They have as a class been interested in their work; they have been unsparing in their efforts to be real helpers of teachers; they have been devoted to their duties; they have realized the possibilities of good to the schools in the office they hold; they have been tactful and sympathetic; they themselves have learned much, for there were no precedents to follow; they have in many ways magnified their office by making themselves useful to the communities they served; they have stimulated public interest in education; they have become real promoters of good schools as well as of salutary com-

munity life. All of them attended summer schools for their own improvement, thus setting an example to other teachers.

They have worked under the immediate direction of the county superintendents and in harmony with these officials. The county superintendents have directed their work in such a way as to deserve great credit for the success of this movement for the betterment of rural schools.

Two meetings have been held at Trenton with the Commissioner and his associates.

There is no doubt that better rural schools are found today in New Jersey as a result of the helping teachers working in harmony with the county superintendents.

The salaries of these teachers range from \$1100 to \$1500, the teacher paying all her expenses. The salaries are paid from the state apportionment of school moneys to the counties.

Inasmuch as the position of the helping teacher is a new one, I venture to quote from the reports of these teachers which were submitted to the Commissioner at the close of the year. If space permitted I should like to present all of these reports in full. As it is I confine myself to presenting here two of the twenty reports in full and extracts from many of the others. These reports as a whole are some of the most interesting educational documents with which I am familiar. The reports and the extracts may reveal the many-sided activities of the work of these teachers—more many-sided than was deemed possible when the law was enacted.

I have emphasized the teaching of reading more than any other subject. In some cases the type lessons from the monograph were used because the selections are found in many readers. Then I planned other similar lessons for the teacher and asked her to plan for others that were easily adaptable before I repeated my visit in a certain specified time. In this way I think I succeeded in getting some of my teachers to plan for the reading lessons. In several cases I was able to make it possible for the teacher to observe in schools where reading was well taught.—*Cora Schaible, Atlantic County.*

The name helping teacher already implies its significance not only as a helper to the teacher and pupils, but to the community at large.

Certain traits of character must be evident and exerted, such as tactfulness, alertness and initiative combined with a sense of humor and a spirit of enthusiasm.

The work to be accomplished is with the willing and ambitious teacher, more time given to help the inexperienced, young and lonely, discouraged and sometimes disheartened teacher, who is left entirely to her own resources in the remotest districts.

To become an educational promoter, companion and source of inspira-

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tion to such teachers, the duties cannot be performed in one year. Enter the schoolrooms with a spirit of cheerfulness, friendliness and helpfulness, with a determination to find something to be commended as well as to be reproved. Have the teachers and pupils feel that a helping teacher rejoices in every success they achieve, and that she is even more sorry than they for every failure they make.

The helping teacher must have eyes that see and ears that hear, to discover talents and make use of them in teachers and pupils. Study conditions and discover difficulties under which teachers and pupils are struggling and improve them to the best of her ability. Observe appearance of rooms as to neatness, order, decoration and equipment. With the cooperation of the teacher and pupils make the schoolrooms attractive and homelike as possible.

If necessary apply soap, water and paint. Don't be afraid to lend a hand. Inculcate civic pride and occasionally select days for cleaning purposes.

Inspect sanitary conditions and report them.

When better results can be obtained in class work take the class and show the teacher in a most tactful manner. Be cautious not to allow pupils to degrade the ability of the regular teacher. In a most helpful and courteous manner offer suggestions which will improve the school system.

Select afternoons to meet teachers in a body, to discuss everyday problems. At the same time, select teachers who are especially adapted and skilful in presentation of subjects for demonstration work.

At the close of the school year arrange for exhibitions to show the community what is being done.

Use the schoolhouse for a social center. Organize literary, sewing and canning clubs, parent-teacher associations and anything which will encourage social life, in order to bring the parents and friends in a closer touch with school life.—*A. E. Brown, Bergen County.*

I have made a special effort along the line of school housekeeping, especially in the one and two room schools. The children were divided into groups and assisted in general housecleaning. School grounds have been kept clean and defacing marks on buildings erased. Personally, I had purchased quantities of oatmeal paper in soft colors. This we used to cover bare, dirty wall space, the children posting good class work, pictures, etc. After some effort, all windows are well curtained. The interest and pride of the pupils always reacted on an indifferent teacher. As an example, the teacher in one of the schools told me nothing could be done. We organized a "Cake and Candy Club." By February 1 \$25 had been raised by the pupils. Pictures, a new flag for the interior, and a set of song books have been purchased. On my last visit I found that the board had built a fine book closet.—*Melvia M. Wormuth, Bergen County.*

One teacher cried for joy when she saw me. She had accepted one of the Washington Township schools (Pineworth, eight grades) without knowing of the environment. She was a trained kindergarten teacher and had taught in a large institution. Her supplies had been one dozen tablets, one and one-half dozen pencils, two dozen sheets white paper, one box matches, one broom, two boxes chalk, one dozen penholders, and one quart bottle ink. She had twenty-two pupils enrolled. In the fifth grade I found two pupils 11 years old, one 15 and one 17. The teacher had with her own money bought pegs and peg boards, crayons, sewing cards, scissors, pictures for cut-up work, and crayons.

The school is new, the room was clean, and the general work good.

She told me that parents had complained because the pupils had used the crayon, scissors, and peg boards in school, and so wasted their time. We found that several of the older pupils had repeated certain portions of books three and four times, and because the teacher had left each year no records had been kept.

My visit made her feel that the county and state were back of her and she was not alone. Because of that she was able to keep her courage, continue teaching thought and sound work in reading, have word study in spelling, and use scissors for free hand cutting. I think it will be easier for the next teacher—I know the community has been made to think. One of the older girls said: "Some don't want to be corrected, but Mamma says that we go to school to learn and be corrected." This seems like a step forward in a community where parents would rather fight to keep their children home than to have good schools. . . .

Another good thing done in Camden County was the reaching out to the parents. This was done by invitations to the school to see work in progress, or to special entertainments arranged by teachers and pupils. There was more "visiting" done this year than any other year of our school history. There is a triple set of reactions here: parents to children, parents to teachers, teachers to children, by virtue of the two foregoing, and also parents to boards.

One association with fifty members was organized at Atco and affiliated with the State Congress of Mothers. In other districts informal meetings were held and work started with a view to organizing next year. At least five districts are now ready for this development. In addition, school improvement clubs and sewing clubs were formed by our school children. Much good was accomplished. Material gains were made—such as the acquisition of libraries, phonographs and a piano. Distinct impetus was given to the social life and in one district even the industrial life was reached and an organization of Italian farmers formed to arrive at some solution of the "small fruits transportation problem."—*Helen A. Ameisen, Camden County.*

Another thing which I have tried to stress is the careful planning of each day's work. I found some teachers who came to their schoolroom in the morning without any plan of work for the day, which results in a great waste of time by both teacher and pupils. This matter was also brought before the teachers at a series of meeting. I tried to make clear to the teachers just what kind of a plan book I thought would be the most practical—not one which would require hours of work at night, but simply a synopsis of the daily plan of work written in a note book. All teachers were urged to keep such a plan whether they were experienced or not.

Many teachers followed the suggestion, and the ones who planned their daily work faithfully were the teachers in whom I could see the greatest improvement. These plan books were a great assistance to me in helping teachers, for by them I could tell just how the monographs and text-books were being used.

Aside from the classroom work I have tried to interest several communities in their schools. I have organized three parent-teacher associations, two of which have held meetings and taken great interest in the work and the needs of the school. One organization has furnished an organ for the school, and another has raised money for some playground apparatus which will be purchased in the fall. I have several other communities in mind where an organization would be a great benefit to the school, and in the fall this may be accomplished, but I felt that this work

should not be attempted too rapidly, at least not until I felt the community was interested.—*Jean F. Mackay, Cumberland County.*

The appearance of many schools was that of untidiness in every respect. The best results in this work have been brought about by inspiring the pupils to cooperate with the teacher through the organization of committees called Health Brigades, or some similar name.

The order of the pupils and methods of teachers in such schools harmonized with the surroundings. The children were disorderly, there was no system about classes, and poor methods were predominant. In such schools the reorganization of the program and planning of the work demanded first attention. These programs have been reorganized into twenty recitations a day instead of forty. After having been tried out with the teacher, one copy of the program was posted in the school and a duplicate copy sent to the helping teacher. The time spent with these teachers varied from two to five days; sometimes in taking full charge, or teaching certain classes, in outlining and planning work, and allowing the teacher to visit some central school to observe special classes.—*Katherine L. Smith, Gloucester County.*

In many of the schools the work in language consisted of formal grammar with no connection made between it and the everyday speech of the pupils. The written work consisted mainly of tests of grammar definitions. Very little attention was given to language work in the primary grades. . . .

The teachers were requested to send to the helping teacher each month one written paper from each first and second grade pupil and a letter and a short composition from each pupil from the third to eighth grammar grade. This required written work did more than anything else to improve the general appearance and character of the work. Most of the pupils took a great deal of pride in their work; those who did not were ashamed to send poor looking papers to the superintendent's office. A careful comparison of the work of individual pupils shows in most cases a decided improvement in their ability to express ideas in good English. . . .

The helping teacher was impressed at the beginning of the year by the number of terribly dull and uninteresting schools. The buildings were unsanitary and old, the rooms ugly, the furniture uncomfortable, and the textbooks worn and out of date. The teaching was formal with no connection made between the subject matter and the pupil's interests and activities. Naturally the children seemed dull and disinterested. This condition of affairs was improved during the year largely by the following means: 1 Decoration of schoolrooms; 2 Purchase of textbooks; 3 Use of reference material; 4 Vitalization of classroom instruction.

More than one forlorn looking schoolroom quickly assumed a more homelike air after the teacher and pupils had cleaned the room, arranged the books in closets or on open shelves, decorated the walls with neatly mounted pictures and specimens of the pupils' work, and placed potted plants on the window sills. In a few cases dainty white sash curtains added to the appearance of the room and to the comfort of the the pupils. . . .

Throughout the year the helping teacher has made a quiet but persistent campaign for better cooperation between the home and the school. Talks on rural school work have been given in schools, the Grange, Woman's Clubs and churches. Perhaps the most effective work has been accomplished through the organization of parent-teacher associations. A number of these have been formed in strong centrally located schools,

the aim being this year to have one strong association for each township. The work of the associations has been of such benefit to the schools that a number of adjacent communities have asked to have similar organizations next year.

Among the results due to the combined work of the parents and schools are the following:

- Securing better medical supervision in one school.
- Assisting in school plays.
- Raising money in a number of schools to be duplicated by state for school libraries.
- Raising money for school bell.
- Providing assistant teacher for school sewing classes.
- Beautifying and grading school grounds.
- Providing onion sets and seeds for school gardens.
- Buying playground apparatus.
- Discussing matters of interest to parents and teachers.
- Paying \$2 for State Traveling Library.
- Influencing board of education to purchase new textbooks to meet requirements of Standard School.
- Insisting in one case that enough textbooks be provided for children.
- Working to get three schools consolidated.
- Raising money to take eighth grade pupils on trip to New York.
- Raising money for organ.
- Raising money for phonograph and records.
- Securing pictures for a school.
- Securing use of school for a social center. Frequent entertainments held in schoolhouse.

Creating sentiment in favor of consolidation.

It is of interest to know that fifteen rural schools with the cooperation of their patrons raised a total of \$476.50, the smallest amount being \$5, the largest \$125. All of this money has been spent for the betterment of the schools or to strengthen the friendly feeling of cooperation between the parent and the school.—*Jennie M. Haver, Hunterdon County.*

By the end of my first six weeks as helping teacher I had paid a first visit to thirty-four of the forty schools assigned to me, a second visit to seven, a third visit to one school—a very large, badly organized one. I knew what my problems were, had a very definite idea of what I wished to accomplish toward their solution, and had begun work to that end.

Except in those schools whose teachers were experienced and exceptionally strong, I found little good teaching. Lessons were assigned and the pupils were tested, not taught. Most schools were poorly organized; I have found two groups of children reading from different parts of the same first, second or third reader. Sometimes as many as thirty-five classes were scheduled to recite in one day. A disproportionate amount of class periods were given to the teaching of arithmetic. Other class periods were too short to explain, develop or discuss anything. For the same reason the children's habits of speech received almost no attention from the teacher. Monosyllabic and slovenly language was encouraged because of the need of haste. The teaching of reading was lamentably poor. I have found children who had been in school one year—in some cases two years—with vocabularies of less than twenty words. They were not subnormal either. Those with much larger vocabularies read as if they were calling off lists of spelling words and this they often did in high pitched, unnatural voices. But one reader was furnished for each grade. Many schools had no reading material for grades above

the fifth. Geography, hygiene, civics and language texts were poor. No material was supplied for seat work.

Early in the school year I resolved to help the teachers to reorganize their schools on the four class basis; to make out programs that would allow not less than fifteen minutes for the teaching of any subject and two minutes between classes; to improve reading in primary grades and language in all grades; to secure the cooperation of the parents of their pupils; and to obtain more and better teaching materials. In addition I planned to do whatever else it was possible for me to do.

To what extent have these aims been realized during my first year? How have I set about the accomplishment of such aims? What has been the attitude of the teachers with whom I have worked? What difficulties have I encountered? These are the questions which I propose to answer in this report.

With few exceptions the schools in my territory are well organized and have programs which allow fifteen minutes as the minimum class period. The programs are posted in a conspicuous place in the room. Many of these schools were reorganized on my first visit to them by me or by the teacher as a result of suggestions from me. More of them were reorganized as a result of groups of teachers seeing superior work done in a reorganized one-room school. In each township in my territory I selected a school, helped the teacher to reorganize it, worked out a daily program with her, and helped her with plans for the work of the day on which Mr. Hoffman arranged for the other teachers of the township to visit her school. In one school this reorganization and planning required a week; in others two or three days were sufficient. A whole day was given to these meetings. The teachers observed teaching in the morning; in the afternoon the children were dismissed and we discussed organization, program making, and methods of teaching. Mr. Hoffman was present and helped make the work of the day a success. So also was Miss Haver, who gave instruction in methods of teaching art. Every teacher who had not reorganized her school and who had not a good working program posted before the meetings either had taken these steps or else was ready for help from me by the time I paid my next visit to her school.

In most of my schools primary reading is fair; in some it is good; in a few it is excellent. These results have been accomplished by demonstrating methods of teaching reading in every school on my first visit and referring the teachers to the reading monograph for help in making out lesson plans; by looking for improvement at each subsequent visit, and by arranging to have group meetings held at schools where teachers would see primary reading well taught. On every visit to every school, until the teacher showed ability to handle the subject, I taught primary reading. About half of the teachers in my section of the county have secured one supplementary reader for each child in the first three grades.

In a number of schools the improvement in language is marked; in all some progress in this subject has been made. I have emphasized good language teaching by insisting upon the use of correct English in all class work; by preparing for or teaching written language lessons; by enlisting the aid of the superintendent in having two pieces of written work from each child above the second grade sent to the office once a month; by stressing the use of the blackboard and the cooperative correction of compositions. I have persistently discounted the teaching of all grammar which did not grow out of the children's need for it as evidenced in their use of English; have taught children language games to drill on correct forms of speech, and have asked the teachers to make much use of such games.

Mr. Hoffman, Miss Haver and I worked out a tentative constitution to guide the teachers in the organization of Better Language Clubs. This constitution was submitted to teachers and pupils for criticism and changes suggested by them were made in it. The plan has been enthusiastically followed in several schools where there were large groups of upper grade children. One such group composed and gave a play to earn funds for a phonograph for their school; a second contributed to the entertainment of their parents by giving a play and serving refreshments; a third group saluted me on the occasion of my last visit to their school by a song lauding the B. L. C. In addition to providing for initiative along these lines, speech habits and written language have been improved in a number of schools through the organization of these language clubs. In many schools the teachers have done nothing with the plan. The fault is largely my own, I fear. However, we have experimented with it this year and know that it has value. Miss Haver and I intend to write an article describing our plan, illustrating it with pictures of active clubs, and get the article published in a magazine popular with our teachers. This will boost the work next year.

The monographs were very helpful in re-enforcing the suggestions which I made concerning the teaching of reading and language. It was easy to turn to the monographs and show that I was merely expressing orally the same directions which the state had given in written form. I directed the attention of the teachers to the monographs whenever I found their practices departing from principles set forth in these valuable aids. Very few teachers were really teaching spelling until their attention was called to the spelling monograph. There is a marked change in the method of handling this subject on the part of the teachers.

If the rural school is ever to take the part that it should take in rural life country people must come to recognize its importance. With the idea of enlisting the cooperation of the parents, my superintendent and I have organized nine parent-teacher associations in five townships. At each first meeting we have brought the needs of the school to the attention of the parents of the community. One of the associations organized has been particularly active. Its members have raised about \$180 for school purposes. They have bought a piano, laid a concrete walk and steps, graded the school ground, given several social affairs, raised money for a community library, given two plays, had a state librarian speak at one of their meetings, secured a lecturer on child welfare, co-operated in making their school a standard one, and enlisted the hearty support of their local school board. Recently this association put up their first piece of playground apparatus—a volley ball net.

A second parent-teacher organization cleared the school ground of twenty tons of stone which protruded in jagged points from the surface, raised money for a community library, saw that the children were provided with individual cups and towels, and gave the teacher hearty support. Two organizations have helped the teachers to raise money for school and community libraries; another has helped the teacher to raise funds for the purchase of a phonograph. Every association, even one which met but once, has led to the betterment in some way of school conditions. I desire very much to keep alive the associations organized this year and to organize others next year. With a network of parent-teacher organizations throughout the county we can more easily mold public sentiment.

The schools in one township have been supplied with modern texts in geography, civics and language, with supplementary readers for the first three grades, and with scissors and crayolas.

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Half of the schools in my territory have been supplied with supplementary readers for primary grades. This material was secured by appeals to township boards from both myself and the teachers. The teachers asked for the books in response to a suggestion from me. During the closing weeks of the term I have held group meetings in each township. At these meetings we discussed the kinds and amount of material needed for next year. I recommended that each teacher ask for seat work material, for a second basal reader where but one has been provided, and for one supplementary reader for primary grades of four different kinds for a township. The supplementary readers, if obtained, are to be moved from school to school, so that every child before beginning fourth grade work may have an opportunity to read at least eighteen books instead of three as has been the custom. I told each group what I thought of modern texts and had copies with me that the teachers might see them. We selected the texts which we thought we might wisely ask for next year. I tried to lead the teachers to feel that they were responsible for getting this material. I am hoping for results from these meetings.

Miss Haver conceived the plan of having a rural school exhibit during institute week. We asked teachers in one and two-room schools to send in work done by their pupils in art, basketry, weaving, sewing, clay modelling, map modelling, cooking, nature study, writing and composition. This exhibit was a great success. The rural school teachers spent much time in the exhibit room and carried away many helpful ideas. Better work in the subjects represented resulted.

In so far as I am able to judge of the attitude of my teachers, they like to have me visit them. At least fifty per cent have made special requests for visits from me. Nearly all have been cordial and have said that they were glad to have me help them. One group timidly requested me to meet with them as often as I could and give them some help in methods of teaching. Two members of this group were normal school graduates. I met with them in the evening once a week for a few weeks. The request came late in the spring and consequently I could give them little time. We discussed briefly the factors of study and the relation of the problem method of teaching to these factors. I demonstrated this method by working out with them a problem in geography and one in history. The meetings were never less than ninety minutes in length. One girl had to walk two miles in order to attend, but never failed to be present. Nothing has given me more real joy this year than the request for help from this group of teachers. I suggested to each township group on the occasion of my last meeting with them that should as many as three teachers want such help next year I would gladly give it.

In addition to the activities mentioned I have interested myself in all eighth grade pupils in the schools and appealed to them to try to enter high school. I have promoted the raising of funds for school libraries and helped to select books for them; I have encouraged the formation of habits of health and politeness; I have given health talks, encouraged clean hands and clean teeth campaigns, the securing of individual cups and towels, and have suggested that at least eight minutes be given each day to physical exercises which would correct poor posture; I have played with the children at recess in about half of my schools and have taught them new games. Early in the year I advised every teacher who had not already done so to subscribe for a good teachers' magazine. Recently I have talked summer school to teachers, and in response to requests have given advice concerning summer school courses. Since the declaration of war, I have "done my bit" by organizing garden clubs in the schools of

my territory. I have taught every subject in the curriculum except music and drawing and given suggestions as to how all subjects should be taught. At a parent-teacher association meeting I gave an illustrated lecture provided by the International Harvester Company, "The Great Forward Movement in Education." These are some of the extra activities for which I found time.

What difficulties have I encountered? Many. Most of our teachers, while young and often enthusiastic, are immature and untrained; seventy-five per cent of them are high school graduates with one or more summer school terms to their credit; twenty-five per cent are normal school graduates. At least half of the latter would gladly accept positions in town or city. A third of the whole group taught for the first time last year. Township boards appoint teachers without conferring with those who know their ability and dismiss them for reasons that seem to me trivial. Texts and seat work material are altogether inadequate. Blackboard space is in many cases insufficient. In this work frequent follow-up visits are highly desirable. Teachers working alone need someone to encourage and spur them on to their best effort. If too long a time elapses between visits a teacher may return to former habits of work. I should like to be able to visit every school at least eight times during the year, spending a half day each time. My group is too large for me to do this and have time for teachers' meetings and the organization and stimulation of parent-teacher associations. Teachers' meetings are helpful and should be held often. However, many teachers must hire someone to take them to such meetings. Because of the high cost of living and the comparatively low salaries of the teachers, it does not seem fair to have such meetings as often as it would prove profitable to hold them. The long drives, the activities during school hours, and the long after school conferences, leave one at the end of a long day weary in mind and body and unfitted to pursue those studies which make for professional growth and general culture.

To counterbalance these difficulties I have had the hearty support of my superintendent, the knowledge that I had the backing of the power that appointed me, and the cooperation of the teachers with whom I have worked. Mr. Scott, while visiting our schools at institute and in conferences, has given me invaluable aid. I have never enjoyed the work of any year quite so much as I have that of the year just completed. In my desire to "get somewhere" I have gradually lost sight of one difficulty after another. If it would sound boastful to claim that we "have gotten somewhere" during this first year, at least I can in all modesty say that we have made a start in that direction.

The following are suggested topics for group discussion:

1. What use are you making of the monographs? Will you mention at least six suggestions which you have adopted and made part of your everyday method of procedure?

2. In what way do you emphasize thought in the teaching of reading? What methods or devices do you use for drill work? What use are you making of dramatization?

3. What plans have you for improving the oral and written language of your pupils? How do you prepare your pupils for written language work? How much supervision do you give to written work? What devices are you using to drill your pupils in correct speech habits? How do you teach grammar?

4. How much time do you give to planning the lessons which you teach each day? Have you found the monographs of practical help in this work?

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5. What steps do you take in preparation for the appreciation of a poem before it is memorized? Illustrate by some poem which you have taught recently. Submit a list of the poems which you have taught this year.

6. How much time do you give to writing? What method of writing are you using?

7. What efforts are you making to secure the cooperation of the parents of your school?

8. In what ways are your pupils working with you to make the school-room and grounds more attractive and healthful?

9. What methods have you used to economize time? (Blackboards, program, correlation.)

10. Is your daily program posted in a conspicuous place? Does it show the seat work as well as the class work of the pupils? What do you consider its strongest, its weakest, feature?

11. What attention are you giving to handwork? How are you showing an interest in the homework of your pupils? What plans are you making for home or school gardens?

12. What attention do you give to music? To art?

13. What supplementary material are you using in your school? Have you an Audubon Society? Do you draw on the stores of free material supplied by the Federal Government?

14. With what new texts has your board supplied you this year? Has each grade below the fifth at least one supplementary reader?

15. What attempts are you making to have each child form the habit of (a) cleaning his teeth, (b) using his own towel, (c) using his own cup, (d) standing and sitting correctly, (e) desiring fresh air?

16. Do you supervise the playground activities? What new games have you taught your children? How have you helped to make their play periods happier?

17. Have you a school library? Have you secured new books for your library this year?

—*Maud C. Newbury, Hunterdon County.*

We have been asked the question, "What is the greatest hindrance to progress in rural schools?" I believe it lies in the fact that people have not realized the *need* of better schools in rural communities. They want good roads, improved machinery and implements, automobiles, and they have them. People are willing to pay for what they want. If we can show the need for better schools, the benefits resulting from better schools, we shall have the better schools.—*Charlotte E. Wilson, Monmouth County.*

One of my chief efforts throughout the year was to bring parents and schools into closer relationship and cooperation. Parents seldom, if ever, came to school, and personal invitations from teachers and pupils and even written invitations from the children produced no results. To accomplish this, evening meetings or entertainments were held in all the townships.

The meeting of greatest significance was one conducted under the auspices of a Woman's Club, where the county superintendent was the speaker. It led to agitation for better schools by means of consolidation and a determination on the part of many citizens to see this carried out.

Other entertainments and socials were held in school buildings in spite of the fact that lanterns and lamps had to be brought for lighting the buildings. The proceeds from such gatherings were used to purchase

one \$40 phonograph (an unavoidable delay has prevented the purchase of another for which the money was raised), library books, wall clock, metal waste-basket and pictures.

At first my suggestions for such entertainments met with more or less opposition on the part of some of the teachers. This was gradually overcome and the final results have been enthusiastic participation on the part of the children and a general satisfaction among the teachers, parents and boards of education. I hope these simple beginnings will lead to greater cooperation next year and make possible at least a meager supply of playground equipment, not only through the children's efforts but through contributions from parent-teacher associations. . . .

One great difficulty I encountered and one that was a matter of constant concern, was the unemployment of small children, and in fact many older ones, when not reciting. Little children sat idle or were given pencil and paper and asked to transcribe from the printed page into script when hardly able to write at all, or were asked to copy from blackboards a list of words ten or more times. The only exception was the use of colored wax crayons in a few schools where children were permitted to trace patterns and stencils. Comparatively little handwork was done because no materials were furnished and many teachers complained of the lack of time for preparing such work or to give out materials which had been collected by one means or another. The fact that so many children were not only wasting time but were developing pernicious habits in the most formative period of their lives seemed intolerable and a campaign was started to see if some part of this could be overcome. To this end, backs and covers of all pads were saved for use in illustrative story work. Corn husks and colored paper were employed for weaving and pictures were used for copies in drawing and for puzzles.

By degrees it was possible to convince the teachers that much could be done by older pupils in assisting the younger ones and that they would get their own work done more quickly and better when allowed to give such assistance. For example, in one township where no seat work had been given, parents had formerly told the teachers that they sent their children "to be learned" and wanted beginners to come home with a book the first day. Fortunately two of the teachers were daughters of the president of the board of education and I was invited to make my stopping place there. I availed myself of this opportunity and took advantage of the first chance I had to discuss the matter with him. This was not done, however, until after I had talked with all the teachers, who agreed that some educational seat work was a necessity. He took the matter before the board and an appropriation of \$1 per school was the result. We selected what we thought was best for immediate needs and made the money go as far as possible. Sticks, suitable magazine pictures, large-typed words and letters, colored paper (when obtainable) were all brought in to add to our limited supply. In another township an appropriation of \$5 per school was granted for this purpose.—*Clare Bartlett, Morris County.*

The following is the type of letters received from beginning teachers:

"You very kindly offered to help us girls; I need you badly! My program doesn't fit my classes, and some of the pupils are so slow that I'll have to form two new grades, making six grades in all. Can't you sense my predicament?"

A series of group meetings were planned and held during the year. The districts were divided into five groups so that two automobiles could

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conveniently transport the teachers. These meetings revolved in a township or townships so that the twenty meetings were held in sixteen different schools. These visits encouraged and inspired the teacher, parent and pupil to a new interest. Cleaning up was as evident in the homes and dooryards as in the schools.

A definite program was prepared for each meeting. Demonstrations in reading, spelling, arithmetic and physical training were given. Plans for the reading lessons were carefully worked out. In some instances the McMurry standards were set up. Discussions followed which were helpful and constructive. The work was always followed by a private conference with the teachers. This has been found the most satisfactory way of meeting each teacher's problems. We held demonstrations in spirited morning exercises also. . . .

Much noteworthy work has been done by certain teachers to vitalize the course of study. Through the laying out of a volley ball court and the application of the game, one teacher drew her arithmetic, language, spelling, penmanship and physical training lessons for an entire week.

Model store, poultry raising, sewing, home gardens, school hot-beds, excursions and games have all had influence. . . .

Committees of children have been appointed and assigned definite duties, which have been willingly carried out. By appointing coal sifting teams much coal has been saved. One teacher and the pupils have gathered all the kindling used during the winter from nearby woods. Another school went cold because no wood was furnished and was blind to the supply of dead twigs that lay in the woods within a few feet from the building. When the suggestion was made that the children collect it they did it with delight. Some say this encourages negligence on the part of the board of education, but the lesson taught the children is of greater value, in my estimation.—*Sarah B. Hernberg, Ocean County.*

In every school the helping teacher emphasized the work of the playground by organizing games and school associations. In one school the playground was controlled entirely by a school association. They had their officers. Committees were appointed. Captains and their assistants took entire charge of playground, toilets and buildings. No strewn paper, orange peel or other rubbish was ever found lying around. No broken or cracked window panes were ever allowed to remain. The association paid dues of one cent a month and received occasional donations from interested persons. With this money they purchased play material. The games were so organized that each grade received the same amount of benefit and the spirit of the playground, which was controlled entirely by the school, was ideal.

Some work has been done in regard to the health and comfort of the children. Where desks faced light those windows were closed. If seats were too high and no lower ones were to be had, blocks were imported. Many desks which were too old for use were removed and their places were used for games and dramatization. In many cases old seats which had been removed were crudely repaired by boys and placed around in the yard for use. A great deal of attention was given to the seating of children.

Different plans of reaching the teacher have been used. After observing in a school for a day or part of a day and finding the teacher had completely lost herself, the helping teacher would be allowed to take the room the next day as her own with the teacher as a visitor. Often she was invited to teach the second day in order that the teacher might see how she would carry out what she had planned and taught the pre-

ceding day. At the end of the day the teachers would plan together the work for the next day, the helping teacher showing and giving reasons. The next day the teacher would teach with the helping teacher in the background. —*Emma R. Burt, Salem County.*

The question of discipline has occupied considerable of my time and thought. In several instances members of boards have asked Mr. Krebs to have me come to their schools because of disturbances there. In one school which I visited under these conditions, the children were the noisiest I had seen and the room was untidy also. Children were not well taught and nothing was provided for seat work. I taught classes, worked with individuals and talked with all about various things to be accomplished. Later in the morning the teacher taught again the same classes which I had, while I observed. This we repeated in the afternoon and then I was convinced that she had the right idea and would continue along that line. A visit in the near future found the room quiet and orderly, and showed very persistent teaching in the way I had suggested. Pupils were taught to study and were given busy work, so the occasions for noise and disorder were removed. . . .

Of much interest to me has been the work in Manville, a community made up almost exclusively of Russians, Poles, Austrians and Hungarians, with a few Italians and Jews. It is also the site of the Johns Manville Asbestos Company. The new building was surrounded by a sea of mud, and the atmosphere of all the rooms was clouded with a fine white dust from the cement floor of the basement. These seemed matters needing to be followed up closely. A member of the board in response to my repeated and very urgent requests for relief, had loads of fine stone placed around the building; however, the continued trouble here is that the foundation of the building is too low, and since there is no rear entrance from the playground into the basement, the mud is tracked through the halls. I regret that any modern school building should show such glaring defects as these and the lack of washing facilities in the basement. We may teach hygiene and sanitation but of what use when we are forced to tolerate children who are greatly in need of a generous application of soap and water. The streets and homes of Manville are very untidy; gutters, yards and fields being scattered with all manner of debris. I talked to the children about the desirability of having a "Clean-up-Week." At first they didn't like the idea of cleaning up somebody else's rubbish and some refused to do more than their own, but the teachers took a strong interest—though at times skeptical of results—and together we worked to develop civic pride. Leaders were appointed and the pupils were divided into squads. The all important week arrived. Huge piles were heaped by the roadside and keen rivalry existed between the different squads to see who would make the largest pile. On Friday two of the teachers and I stood on the road most of the day, encouraging and directing, while wagons from the Manville Lumber Company and the Johns Manville Company, under the general direction of a young man on horseback, carted away thirty-five large loads of paper, tin cans, bottles and debris of all kinds. It happened at this time that the Board of Freeholders arrived in several automobiles to inspect roads and bridges, so there was almost as much excitement as if the circus were in town. Inquiry was made as to whether it was the Board of Health or Board of Education doing the work. The children watched eagerly for the account of "Clean-up-Week" in the Somerville papers and viewed therein the names of the leaders with pride and envy.—*Laura M. Sydenham, Somerset County.*

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Number of visits made during year.....	202
Number of schools visited.....	61
Average number of visits to each.....	3
Aims: A. Better teaching	
B. Better organization of work	
C. Mechanics	
1. Housekeeping	
2. Toilets	
3. Ventilation	
4. Position	
a. While reading	
b. Seating	
D. More community interests	
1. Home and school associations	
2. Special programs	
3. School gardens	
4. Traveling libraries	
E. Better medical inspection	

—*Florence L. Farber, Sussex County.*

In the seven townships comprising my district, there are twenty-seven schools, eighteen of which are one-room buildings. There are thirty-eight teachers in all. In making a general survey of the work of the year I feel that the greatest accomplishments have been in the direction of rousing in the teacher a real joy in her work of developing minds and characters of individual children and the fostering of community interest in the school.

To solve the first problem, I endeavored to create in the teacher the feeling that she was dealing with individuals rather than a group; that she must fit her school work to individual needs. I found that she rarely took into account physical and mental differences, or differences in temperament.

By talking with the children at work and at play I became sufficiently well acquainted with them to be able to discuss with the teacher the special needs of each one. During the recitations the diffident or the mentally slow child was encouraged to take part as well as the brighter one. The fact was brought out that children of foreign birth should not be embarrassed but given a chance to talk—perhaps to tell some interesting fact of foreign life. It was found that cases of inattention or disorder were often caused by a physical defect. The changing of seats assisted materially in the comfort and betterment of the work of several children who were suffering from defective vision or hearing. The health inspection cards helped in many such instances. Through occasional cases for discipline which were brought to my notice I invariably found that the difficulty lay in the lack of the teacher's understanding of those particular children and her absence of interest in them. It was frequently the case that the child under consideration had a special talent hitherto undiscovered which could be used as a means of reaching him. For example, a certain little six year old boy supposed to be very naughty was reported to me. I found that his naughtiness was largely a matter of reputation. "He won't learn to read," said his teacher. During a lesson which I taught him, I discovered that he could draw well. I suggested that he illustrate his reading lessons and save the papers for me. He began to take an interest in all his work and his troublesomeness decreased. That boy learned to read.

In another school a big boy was allowed to help a squai of younger

ones in manual training work. This leadership gave him a feeling of responsibility which he sorely needed and just pride in the \$20 raised by the sale of articles made in their little one room school.

Teachers were urged to participate in the games, both indoors and on the school grounds. By taking part in their play the teacher was easily enabled to discover traits of leadership, and to see that the more timid ones were given their chance to enter in both play and class activities. She was able, too, to instill the spirit of fair play and foster the feeling of friendliness between herself and each child. Some boys put the teacher on a much higher plane when they found she could "play ball" and discipline in the schoolroom was simplified. By a working acquaintance with the health cards, she could limit the physically unfit to less strenuous exercises and prevent undue exertion.

I tried to have the teacher realize that since she is largely responsible for the development of the mind and character of each child who comes to her, she must, in order to deal with her problem successfully, acquaint herself with the home environment of the child as well as to study him in school and on the playground. This was done by personal visits during the first three months of the school year. These calls were to be on a social basis. She tried as much as possible to have the invitation come from the parents. In some places there were social affairs. A quilting bee in Uniontown brought many mothers out and the invitation to "come and see me" was accepted. Other similar invitations followed. In other cases the children invited the teacher to come and see their chickens or some pets. In these initial visits the teachers were cautioned to keep school in the background and to try to promote friendliness between the parent and teacher. This they could do by lending a sympathetic ear to confidences and expressing admiration for accomplishments or possessions—"what beautiful flowers" or "delicious preserves." Later in the year another call was made and the progress of the children was spoken of and faith or at least hope in the child's ability was expressed. "John reads so well. If he would do a little extra work in arithmetic he would be at the top of his class," might be the encouraging attitude of the teacher on her second visit.

In these calls the teacher found out traits of character and learned the home environment of her children. By visiting a home where there were several children who were habitually tardy, it was discovered that there was a great deal of work to be done before school. The mother agreed to adjust the working plan and get the children to school on time. The parents had never been inside the schoolhouse, but through this one visit the mother and father came, bringing the baby, to the next parent-teacher association meeting and took an active part.

The visits to the homes often furnished material for health lessons. The tuberculosis exhibit was for the benefit of both children and adults, and was given in one center especially for one family. The children, who had lost both parents from this disease, were being too carefully guarded by their grandparents. The lecture with literature reached both children and adults and the teacher saw to it that the children were given fresh air and exercise in wholesome quantities. Through the jolly little booklets sent out by a dental cream manufacturing company, the pupils became interested in the cleansing of the teeth. In several places a toothbrush roll call was instituted. This worked through the child into the home in some cases. A mother told me that her little girl had said, "Mother, you don't brush your teeth right," and many spoke of being reminded by the children to clean their teeth. In looking after the health conditions of the school building and grounds, the teacher

placed the responsibility upon the children. A worthy pupil, sometimes two, was chosen weekly to act as health officer (as suggested in the monograph on Hygiene and Safety). In addition to attention to personal habits of clean hands and face, each child was held responsible for any litter which he left about. Parings of fruit, paper, crumbs, were deposited in a receptacle under the watchful eye of the health officer, who also was responsible for the temperature of the room and cleanliness of grounds and toilets.

As they came into closer touch with children individually the teachers invariably realized that their methods of teaching should be the best. They saw to it that instead of teaching groups where the brighter ones flourished, where the mediocre absorbed what they could, and where the dullards sank into oblivion, there were problems important to each child which must be treated. Because of these problems, increased professional activity resulted and it was interesting and gratifying to note the desire of most of the teachers for help in their teaching methods. As one teacher said, "Heretofore I never stopped to think why I taught certain things. I just taught what was in the book without regard to the children's needs."

The solution of the second problem, that of effecting a better understanding between the home and the school, began with the teacher's visits to the homes, as she showed an interest in the parents and their problems. Invitations to the homes were met by invitations to visit the schools, and as a result there was aroused in parents a positive interest in the schools. In several localities parent-teacher associations were organized and monthly meetings were held, when the parents visited the schools. School needs were talked over, lessons taught showing the methods advocated in the monographs and entertainments were given by the children. Some of the things done by these associations included receptions given to boards of education for the furthering of a cooperative spirit, the purchasing of phonographs, pictures, a piano, an organ, and burlap for bulletin boards. At Christmas a party was given with a tree and gifts and in the spring field day exercises and picnics were arranged.

Two adjacent communities, Vienna and Great Meadows, each with a one room school, joined to form a parent-teacher association. This was a most encouraging step, as the residents, although living so close together, had never combined in church, school or civic affairs. The people of Vienna had never been in the Great Meadows school, and vice versa. There were many who had never been in their own school. In the spring the parent-teacher association held a community picnic, a most successful affair and well attended. The association gave ice cream to each child and arranged field day events. It went far toward promoting a feeling of friendliness between the people of the two communities. The association meetings were held in each school on alternate months. It was largely due to the efforts of this organization that the appropriation for a new central school was carried at the township meeting. The new building will contain an auditorium for community center work and four classrooms. It will cost about \$18,000 and occupy a three-acre plot in a fine location.

Other factors in uniting the home and school interests were the tuberculosis exhibits held in several localities and attended by over 3,000 persons. Clubs for boys and girls were formed which allowed the pupils to choose according to their special liking, for there were corn, poultry, garden and sewing clubs. Those teachers who could visited the home projects and found material for correlation. It was noted that one boy

waked up in arithmetic when he was allowed to keep a record of the milk production from his father's farm.

Commencements were held in each township, in every case but one for the first time. They were attended by approximately 1200 people and the pleasure and interest in the affair on the part of the parents was very evident. A mother said, "Dorothy says she's going to work hard next year so she can take part in the commencement," and another, "John wanted to leave next year but now he thinks he'd like to go to the new school and be in the commencement." He is now in the seventh grade.

The great difficulty has been in the task of overcoming ignorance of standards of attainments and methods of attaining these standards on the part of inexperienced and untrained teachers, and occasional indifference on the part of the community toward better methods and improved conditions.

Through the stressing of reading I helped the teacher to an understanding of why standards of attainment were necessary. By teaching reading lessons in which each child participated in developing the thought, she saw that the immediate aim of knowing words was important only as it led to the ultimate aim of thought getting. One teacher who had spent six weeks teaching a-b-c-d-e-f-g was surprised and delighted when she saw the progress and difference in the children's attitude when the sentence-phrase method was employed.

With a grasp of the meaning of a standard of attainment in reading, the teacher felt that the power to think independently could be developed in other subjects; and that the subject matter was chosen with regard to the actual life of the child in so far as possible, so that each pupil had a purpose in his work.

The improved attitude on the part of the pupils toward their work was noted by parents, many of whom expressed surprise that reading could be learned without a previous knowledge of the alphabet. In one community there was a normal graduate to whom the pupils were merely a group. She had no standards of attainment and her work and discipline were poor. After gaining the new point of view in teaching, the discipline was much improved. In the early part of the year, the board wished to dismiss her. At the last they urged her to stay and parents said, "My children have learned more this year than ever before."

In three townships the boards of education have voted to have standard schools next year, showing the awakened desire to give the children the best educational facilities the communities can afford.

The teachers, I believe, have come to feel that we are here to help rather than to destructively criticise, and their friendly attitude is appreciated. It has been my endeavor to make the teacher feel that she is the most important factor in the educational and social center where she works. I have tried to tell the superintendent of her good points as well as the weaker ones and to put him in closer touch with her work as a whole.

The work, difficult as it has been at times, has been wonderfully helpful by association with Mr. Philhower. Never have problems perplexed that he has not been ready and glad to talk them over. He has given us full and hearty cooperation at every step.—*Vera M. Telfer, Warren County.*

The purpose of the health officer is manifold. The people in the community judge the school by its physical appearance. Hence we want the grounds and buildings to be a model of neatness and orderliness. Children in the elementary school think in concrete situations. They learn

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more hygiene and sanitation by keeping the schoolroom and grounds clean than they can ever learn out of books. It is a striking illustration to the child that education is a doing process.

It impresses the teacher with the value of the monographs. Reference was made to the health officer's duties as found in the monograph on pages 61-62. Each teacher supplemented these suggestions to meet her local needs.

The responsibility of the health officer carries with it enough authority to let the child feel the joy of leadership.

It is an easy way for the helping teacher to check up the hygienic and sanitary conditions of the school in her absence because the teacher marks the pupil on his work as health officer. I always asked for the health officer's grade in his work and was thus able to see from this report the temperature of the room, the number of times the toilets had been scrubbed and swept, if paths had been made through the snow, if the room and grounds had been kept clean and if the flag had been flying.

Perhaps a description of one school will make this more tangible. As I drove up I saw a lad about twelve years of age with a badge, "Health Officer," on his coat, approach a girl about fourteen and say in a very polite way, "Did you drop that banana peel?" "Yes," said the girl rather curtly. "You know I shall have to report that to the teacher if you do not pick it up," said the lad. On this occasion the girl picked it up with a taunt—"I'll be health officer soon and then you'll pick up banana peels."

When I entered the schoolroom, near the teacher's desk was a neat typewritten poster headed, "Some duties of the Health Officer." It read:

1. To see that the flag is flying at full mast at all times when school is in session.
2. To record readings of the thermometer every hour and regulate windows so that the temperature will average 68 degrees.
3. To see that no waste such as paper, lunch, fruit, etc., remains on the floor of the room or the schoolgrounds.
4. To see that each child has his individual drinking cup and towel and that they are used only by the individual to whom they belong.
5. To see that the receptacle for drinking water is clean and covered, and that the wash stand is kept clean and in order.
6. To see that all books are placed inside the desk before pupils leave the room.
7. To see that lunch boxes are covered and placed on the shelf.
8. To sweep the toilets every day, scrub them once a week and report any marking immediately to the teacher.
9. To clean the blackboards, troughs and erasers once a day.
10. To see that all children have clean hands after each recess period.
11. To see that paths are made to each toilet and to the road after each snow. . . .

The press has been very helpful in giving recognition to the work of our teachers. Five papers gave us unlimited space for school news. Through this medium we noted every evidence of original thinking which we found among the teachers. Soon teachers were vying with each other for recognition through the newspapers and every ambitious teacher was stimulated to adopt these suggestions and often enlarge on them. . . .

The school is dependent on the community for both social and financial support. The dearth of social intercourse in the rural community is very apparent. In one township there had been no social gatherings

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during the last decade. I visited it during the first week in September and arranged for a community picnic at the central school. It was well advertised by posters and announcements. Mr. Philhower took his car full of people, each of whom had something to give for the entertainment of the crowd. Although only the patrons of that one school were present, they enjoyed themselves so much that they were enthusiastic over the prospects of another gathering. At this picnic I announced another community gathering in two weeks, at which time I wanted to organize a home and school association. I made two futile attempts to get the community together. My third venture was to have a dance and an oyster supper at the home of an interested patron. On this occasion we organized a home and school association with thirty-two charter members. We had six meetings and closed the school with a real community picnic.

This association voted paper towels for each school in the township, bought a desk for one school, a flag for one school, and assisted the teacher in having patrons visit the school during its regular session.—*Elizabeth V. Woodward, Warren County.*

PHYSICAL TRAINING LAW.

The Legislature of 1917 enacted a statute providing for compulsory physical training in all the schools of the state except kindergartens. This law is so far reaching in its character that it is deemed advisable to print it in full.

CHAPTER 107

A Supplement to an act entitled "An act to establish a thorough and efficient system of free public schools, and to provide for the maintenance, support and management thereof," approved October nineteenth, one thousand nine hundred and three.

1. There shall be established and made a part of the courses of instruction in the public schools of this State what shall be known as "A Course in Physical Training." Such course shall be adapted to the ages and capabilities of the pupils in the several grades and departments, and shall include exercises, calisthenics, formation drills, instruction in personal and community health and safety and in correcting and preventing bodily deficiency, and such other features and details as may aid in carrying out these purposes, together with instruction as to the privileges and responsibilities of citizenship, as they relate to community and national welfare, with special reference to developing bodily strength and vigor, and producing the highest type of patriotic citizenship; and in addition, for female pupils, instruction in domestic hygiene, first aid and nursing. To further promote the aims of this course any additional requirements or regulations as to medical inspection of school children may be imposed.

2. The course herein prescribed shall be prepared by the State Commissioner of Education, and, when approved by the State Board of Education, shall constitute the prescribed course in physical training. By and with the approval of the State Board of Education, the State Commissioner of Education may employ experts to assist him in preparing such courses of instruction, and to assist in putting into operation

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the courses and work as prescribed in the public schools of the State.

3. Every pupil, excepting kindergarten pupils, attending the public schools of this State, in so far as he or she is physically fit and capable of doing so, which fitness shall be determined by the medical inspector, shall take the course in physical training as herein provided, and such course shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation.

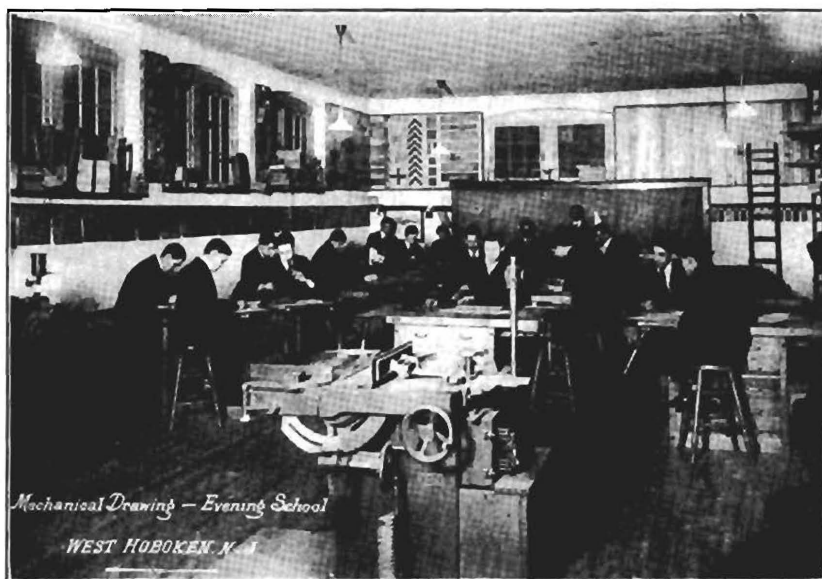
4. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately when holidays fall within the week.

5. If the State Board of Education or any school district or municipality, as hereinafter provided, shall determine that the course in physical training as prescribed for male pupils in the high school shall include military training, such a course shall be prepared by the Commissioner of Education and the Adjutant-General and be a part of the course of physical training for male pupils. All male pupils in the high school shall be required to take this course, excepting in the case of boys physically unfit, as determined by the medical inspector, or whose parents may have conscientious scruples against military training; *provided, however,* in event the State Board of Education shall not include military training in the requirements for such course, the board of education of any school district, which elects the members of such board by vote of the people, may submit the question of whether the same shall be included in the course of physical training as herein prescribed for such district, or upon petition to the board of education by at least ten per centum of the legal voters of such district such board shall submit the question to referendum vote of those qualified to vote in such district for members of the board of education; at the ensuing annual or a special election in such school district and in districts which do not elect members of the board of education by vote of the people, when the said board, by resolution passed by it and delivered to the clerk of the municipality within which such district is constituted, shall so determine, or upon petition of at least ten per centum of the legal voters of such municipality delivered to the clerk of the municipality, said clerk shall cause the question as to whether the course of physical training shall include military training to be submitted to a referendum vote of the legal voters of such municipality, and such question shall be placed on the ballot of the next ensuing general election in said municipality.

Before a vote shall be taken, as herein provided, the clerk of the school district or municipality, as the case may be, shall cause fifteen days' notice to be published at least twice, in a newspaper or newspapers published or circulating in said school district or municipality. The first insertion of such notice shall be at least fifteen days prior to the date of such election. The ballot shall be in the following form:

	Yes.	Shall the course in physical training for male pupils in the high school include military training?
	No.	

To vote in favor of the question, place an X mark in the square to the left of the word "Yes"; to vote against it, place an X mark in the square to the left of the word "No."



MECHANICAL DRAWING, EVENING SCHOOL, WEST HOBOKEN
After a full day's work



BLOOMFIELD EVENING SCHOOL—FOREIGNERS RECEIVING HELP
FOR NATURALIZATION
A necessary step in making citizens

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The ballots shall be canvassed in the same manner as those for members of the board of education in a school district and for candidates for office in a municipality. If a majority of the votes cast on such question shall be in the affirmative, military training shall be included in the course of physical training for male pupils in the high school of such district or municipality, as the case may be.

The cost of all matters pertaining to such referendum vote shall be borne by the school district or municipality, as the case may be.

6. Where the course of physical training is amended to include military training, as provided in section five, such necessary equipment, and expenses incidental thereto, shall be provided in the same manner as other expenses for the maintenance of the schools are provided.

7. Where a course of military training is included in the course of physical training, as herein provided, the instructor shall at all times hold a certificate as to qualification as an instructor in military training from the Adjutant-General, and the salary of the instructor shall be met by the district obtaining these services.

8. The State Board of Education shall adopt regulations fixing the necessary qualifications of teachers in physical training, and shall require all students at the State Normal Schools to receive thorough instruction in such courses, and shall provide such instruction for such students in attendance at the State Summer Schools as shall elect to take such instruction.

9. The instruction and courses in physical training shall be subject to the general supervision and direction of the Commissioner of Education. The Commissioner of Education shall appoint such expert assistants as in the opinion of the State Board of Education shall from time to time be necessary to carry out the purposes of this act.

10. The courses herein required shall be made a part of the instruction beginning with the next fall term of the school year; *provided*, that where the course of military training is adopted by a referendum vote, such course shall be instituted within sixty days of the date of such election. The board of education of any school district is hereby authorized to borrow on temporary loan such money as may be necessary for carrying out the provisions of this act in its respective district. Money so borrowed shall be placed in the appropriation, which shall be operative beginning July first, one thousand nine hundred and eighteen, and shall be paid by the thirty-first day of December, one thousand nine hundred and eighteen. In the budget for the school year, beginning July first, one thousand nine hundred and eighteen, and each year thereafter, appropriation shall be made for carrying out the provisions of this act.

11. For the purpose of enabling the State Commissioner of Education and the State Board of Education to carry out the provisions of this act, the sum of ten thousand dollars shall be appropriated in the supplemental appropriation bill and twelve thousand dollars in the annual appropriation bill.

It will be noted that the Commissioner of Education, with the advice and consent of the State Board of Education, was required to prepare a course of exercises or study for the use of the schools of the state, beginning in September 1917. In accordance with the provisions of this law, three pamphlets were issued: one for grades I to VI inclusive, one for grades VII and VIII, and one for grades

IX to XII inclusive. These pamphlets were placed in the hands of teachers and school officials of the state during September 1917. The Legislature was generous and furnished to the State Board and the Commissioner of Education an appropriation of \$10,000, as stated in the statute.

The Commissioner addressed a letter to the school officials and teachers as follows:

The purpose of the physical training law enacted at the last session of the Legislature is to make children of the public schools physically fit now and physically fit later when they are men and women. The law was passed with practical unanimity by both houses of the Legislature.

This law is the fullest recognition of the value of physical training in public schools found in any American state. The effect of it upon the citizenship of the state will be far reaching, and as beneficial as it is far reaching. It affords all of us an opportunity for substantial public service.

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

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

It has been very difficult to make a course that would fit all conditions in the state. Some districts already have courses in physical training adapted to their needs and well established in their respective school systems. Other districts have never had such courses and teachers are not well prepared to teach physical training.

It is necessary then to so administer the course that it will meet the varying needs of the schools of the state. In those school systems where a regular course in physical education has been given for several years under supervision it will be possible to do more than is herein prescribed. This course need not hamper local initiative and achievement in such systems. In these systems the course of exercises here presented should be adopted gradually, not all at once. There is such honest difference of opinion, even among experts, concerning the details of a course of physical instruction that it would be a mistake and detriment to the interests of the children to substitute at once the state course for a well developed local course.

In those school systems where no course in physical training has been offered, this course will represent a maximum. In other words more is given in this course that can be accomplished in the beginning by this type of school.

In some cases it will be advisable for teachers to approach the work gradually by giving as preliminary experience and training several weeks of work outlined for a preceding grade. For example grade VI could spend a month or two following the exercises and directions laid down for grade IV; grade VII could spend a month or two upon the course outlined for grade V.

A second way to meet the difficulty is to follow the regular work of the grade but to make provision for the inexperience of the children. In such situations, the teacher would perforce accept a lower standard of excellence than she would under other circumstances. If the teacher can keep an open mind here, and give a double portion of sympathy, the temporary low standard will soon be followed by a high standard of achievement. In either case, zest and enthusiasm in the work will accomplish wonders.

The successful administration of this course rests with the individual teachers of the state. Before any teacher can be a success in teaching any exercise, he must master the exercise, and be able to execute it in a vigorous, spirited and enthusiastic manner. The exercises and games are the subject matter which he must present. As in arithmetic or English, he must know his subject matter and its method before he can present it.

As he teaches physical training the teacher should have in mind that his purpose is to make pupils physically fit for patriotic and social service. It should be constantly taught in the spirit of helping the individual recognize his obligation to the state, as well as to himself, by being as nearly physically perfect as possible. Not for himself alone does the pupil seek this end.

The teacher should therefore teach these lessons in the spirit of service, not merely to the pupils but to the country as well. He should feel that he is doing his bit; that he is engaged in preparedness. He should not feel that this physical training law is a burden, but rather he should feel that it is an opportunity to serve children and the state.

A teacher will make mistakes, teach some poor lessons, feel at times his lack of ability and skill, but these will not be serious if he feels this patriotic impulse.

Discipline is the keynote of much of this work—self-discipline, which is at once moral and patriotic. This discipline our young people need.

The educational value of games and play has been recognized in the course. Such games and play promote physical vigor, obedience, fair play, quick response, respect for rules, courtesy, correct posture, honesty and a spirit of cooperation. Many children do not know how to play—God's method of teaching a child how to work.

An extension of the school day will not be a hardship on teachers and pupils if the gymnastic exercises and games are taught in the spirit of securing better vigor and relaxation. Refreshing and invigorating exercise will, as another has said, neutralize the detrimental effect of prolonged sedentary curricula requirements.

If teachers and pupils have the right attitude toward the work in physical training, as outlined, they will find it more satisfactory than to have a shorter school day of which these exercises are not a part.

Teachers will find it profitable to engage in the exercises themselves. They as well as their pupils need the relaxation which comes from physical exercises.

Wherever possible the exercises should be given out-of-doors.

The course in physical training, both in the exercises and in the work in hygiene, lays stress not so much upon information as upon conduct. That children should have a certain amount of knowledge about health conditions is important, but that they should have good health habits is of greater importance. In this field practice is more important than theory. In accordance with this belief, the imparting of mere physiological facts as an aim is minimized, and training in right habits of conduct is constantly urged.

SCHOOL REPORT.

A course in civics is provided for in the course of study for geography, history and civics, but instruction in civics is not to be a part of the one hundred and fifty minutes a week devoted to physical training.

The physical training law should result in a better and more intelligent medical inspection of school children. More school nurses should be employed. The work of the school nurse, as well as that of the school physician, promotes the health of school children.

The law should be influential in another way. That other way is in giving more attention to schoolhouse and schoolroom conditions—lighting, ventilation, temperature, seats, closets, neatness of schoolrooms and premises. All these things require constant vigilance of teachers and school authorities. They vitally affect the health and progress of the children. The wise teacher makes his pupils responsible for these conditions so far as circumstances permit. Such responsibility laid upon pupils is excellent training.

It is hoped that the time may come and soon, when the state will provide adequate expert supervision of physical training and other health activities of pupils. Such supervision should be intelligent, constructive, sympathetic. Without it, however, in the meantime let each teacher do his part and use his energies in such a way that the physical training law may be another factor in the usefulness of the schools to the commonwealth, in the service of which it is our privilege to be engaged.

Finally, there is a new attitude about health. No longer is it in good taste to talk about our physical ills—loss of sleep, aches, pains and poor digestion. It is our business to try to keep well and fit and to cultivate appropriate means to this end. A new and real gospel of health is being preached and practiced among men and women. There has been in progressive medical circles a transfer of emphasis from the cure of disease to its prevention.

Conditions of life of today have not been without their influence upon our attitude toward keeping physically fit. Congestion of people in cities, the competition of business life, the inventions for saving time, which have "so strangely filched leisure from us," the nervous strain and tension of American life, are among these conditions. Men and women are beginning to see that exercise, rest and recreation are necessary if they are to do their part in the work of the world.

The course as presented will no doubt need revision and modification after it has been used a reasonable time by the teachers of the state. Much study and investigation in the subject is going on. There is more public interest in it than ever before. Our present war conditions have brought about an increase in this interest.

In the Constitution of New Jersey is found the following provision:

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

The physical training law should be interpreted as an additional means for carrying into effect these far reaching provisions for making our school system thorough and efficient for the children and youth of the state.

Plans were made to center much of the instruction in the annual teachers' institutes about physical training. One-day institutes are planned in those counties which do not hold regular institutes, in-

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struction to be given by experts in physical training. These one-day institutes, however, will be attended only by teachers who do not have the benefit of physical training supervisors.

This law promises to be of inestimable value to the school children of the state—in fact, it is one of the most beneficial school laws, in the opinion of the Commissioner, that have been placed upon the statute books in recent years. The law will do much for the health of school children and it will also be a great benefit to the teachers themselves. It appears to meet with the universal approval of the public.

SURVEY OF THE STATE NORMAL SCHOOLS.

During the year the Commissioner of Education was asked by the State Board of Education to conduct a survey of the State Normal Schools, and he was authorized to employ experts for this purpose. In accordance with this action of the Board the Commissioner employed the following persons:

George A. Mirick, formerly Assistant Commissioner of Education, Chairman.

Frederick G. Bonser, Professor of Education, Teachers College, Columbia University.

Dwight B. Waldo, President Western State Normal School, Kalamazoo, Michigan.

John W. Withers, Superintendent of Schools, St. Louis.

This Survey Commission began its work in the fall and presented its report to the State Board of Education at its July meeting.

The report of the Survey Commission is much too long to be printed here in full but the following extracts are believed to be of interest and should be a part of the permanent record of the educational activities of the state.

I. ORGANIZATION AND ADMINISTRATION.

Under the State law "the State Board of Education shall have the control and care of the buildings and grounds owned and used by the State for normal schools and the funds for the support thereof; shall appoint and remove principals, teachers and other employes, and shall fix their salaries; shall purchase and furnish textbooks, apparatus and

supplies for the use of pupils; shall prescribe courses of study for such schools; shall make rules for their management and shall grant diplomas."

Attention is called to the fact that there are here two kinds of business as there are in all schools, one kind relating to buildings, equipment and finances, the other relating to education.

In matters of education at the present time the normal schools of New Jersey have relatively little relation, one to another. Some undesirable developments have resulted. The following may be cited.

1. The courses of study are different.
2. The teaching loads of teachers and the requirements for students differ.
3. The training of special teachers is duplicated and, as in the case of kindergarten teachers, is out of proportion to the needs of the State.
4. The curriculum and divisions of the school year are not expressed in the same language.

In view of the foregoing, it is recommended that the State Board of Education provide in its rules governing the conduct of the normal schools for the appointment of a joint committee of these schools to be called the Normal School Council and to be made up as follows:

1. The principal of each normal school.
2. Two members of the faculty of each school, to be appointed by the principal.
3. The Commissioner of Education, to be *ex-officio* chairman of the Council.

The duties of this Council would be to meet at stated times and at the call of the chairman to discuss matters of common interest and to submit to the Normal School Committee of the State Board suggestions that relate to educational policies. Such action would tend to strengthen and unify the normal school system, in the judgment of the committee.

Problems that need the immediate consideration of such a Council are:

1. Closer relation between the normal schools and the schools of the State.
2. A determination of spheres of influence.
3. Standards of teachers.
4. Courses of study in normal schools.
5. Responsibility of normal schools to teachers in service.
6. Advanced courses.
7. The rural schools and the normal schools; etc.

The several schools thus acting together in their formulation of general policies would greatly increase their combined influence and efficiency in the commonwealth. . . .

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II. THE NORMAL SCHOOL FACULTIES.

There is much skilful teaching in the three normal schools. The instructors as a body are hard working, loyal to their profession and, in general, in each institution, work in harmony. Many of the instructors, however, are carrying work beyond the ordinary fatigue point.

Teaching load of instructors. There was a time, and it is still true in many institutions of education, when it was the policy to put upon teachers and pupils all the work that the length of the day and half the night permitted. In the present day there is a demand on the part of the public for quality. To secure educational quality, the teachers and students alike must be allowed to carry only a *reasonable* load. . . .

Men instructors. In the normal schools of New Jersey the number of men is relatively small. This is shown in the following table in which a comparison may be made with ten other State normal schools. This tabulation excludes critic or model school teachers.

School	Men	Women	Total
Trenton, N. J.....	5	15	20
Montclair, N. J.....	3	19	22
Newark, N. J.....	5	32	37
Cedar Falls, Iowa.....	46	72	118
Charleston, Ill.....	15	22	37
DeKalb, Ill.....	12	16	28
Greeley, Col.....	32	34	66
Marquette, Mich.....	12	12	24
Mt. Pleasant, Mich.....	16	18	34
Normal, Ill.....	29	20	49
Terre Haute, Ind.....	33	6	39
Winona, Minn.....	10	17	27
Ypsilanti, Mich.....	32	51	83

The small number of men instructors appears to be due mainly to lack of funds. . . .

Recommendations relating to the faculties. 1. That additional instructors be appointed to reduce the teaching loads.

2. That in appointing teachers men be given the preference until the ratio of men to women is more nearly equal.

3. That whenever possible all future appointments be based on sound academic preparation as well as on demonstrated teaching skill.

4. That the salary schedules be revised and the maximum limits be raised.

5. That leave of absence be granted all instructors every seventh year on half salary.

The general policy recommended implies larger expenditures of money. It is recommended that vigorous efforts be made to secure increased appropriations for the State normal schools. These efforts should be based on wide and legitimate publicity of the needs of the schools. . . .

III: THE NORMAL SCHOOL STUDENTS.

Conditions of admission. The standards for admission to the normal schools of New Jersey are as high as are maintained anywhere in the country, namely, graduation from an approved four year high school or its equivalent. In the first semester of 1916-17 the total enrollment in the three New Jersey schools was 2,185 students, all of whom were high school graduates or had received the equivalent of such training. This relatively high and uniform standard of admission means economy and makes possible a high standard of organization and curriculum. . . .

A relatively small number of the students have had previous experience in teaching: Trenton, 1 per cent; Montclair, 1 per cent; Newark, 2 per cent. Those entering with advance credits are still fewer in number.

A still farther advance in raising the standard of quality of the students may be made by exerting a selective influence. To spend money which the state has appropriated for the professional training of teachers upon students of inferior quality, when the normal schools may be filled to their capacity with students of a better grade, is both uneconomical and undemocratic. To do so is to benefit a few persons who want to become teachers at the expense of the children of the State, who are thus served by poor teachers when they might have had better ones without any additional expense to the State. The problem, therefore, of the proper selection of students is almost if not quite as important as that of their professional training, and every legitimate effort should be made to solve it.

A recent study involving the records at the high school, normal school, and in teaching positions, of about one thousand teachers shows a remarkably high correlation, about 80 per cent, between the professional records of these teachers and their records as students at the high and normal schools. A person who stood, for instance, in the highest third of her class at the normal school has about four chances in five of standing equally high as a teacher. The study involved 17,090 markings or judgments of merit made by principals and supervisors having charge of the work of this group of teachers. In view of these results it would be clearly advantageous for a city superintendent to agree with a normal school to place upon his eligible list of teachers, without examination, those graduates of the high school of his own city who rank, let us say, in the highest half or two-thirds of their class at the high school and also at the normal school, provided, (1) that they are able to pass the physical test which the city imposes upon its teachers, and (2) that their outside practice work was done in that city and to the satisfaction not only of the supervisor of practice of the normal school, but also of the regular supervisors of the city. This plan, while it would not prevent any high school graduate who might wish to do so from entering the normal school in accordance with the State's present admission requirements, would encourage those from

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the higher ranks of high school classes to enter the normal school and gradually eliminate, by discouragement, those from the lower ranks. It would also stimulate students who hope to become elementary teachers in their own city to maintain a high standing in the high school as well as in the normal school. Brighter and more capable persons, who have not only learned how to apply themselves effectively to school work but have also acquired the habit of doing so, persons who have not become satisfied with failure and low achievement from having been habituated to it, could in this way be secured as teachers. Moreover the plan would assist in bringing the State normal school and the school system of the district which it serves into closer working relations with each other to the certain great advantage of both. The study referred to above also shows that a much larger percentage of teachers who have ranked high than of those who have ranked low at the high school and at the normal school show a disposition to go on improving their general and professional education while engaged in teaching and to thus appreciate the advantages of extension courses offered by the normal school. . . .

The residences of the students for the first semester in 1916-17, i. e., the present school year, are shown in the following tables. They show, first, the numbers that come from cities and from rural districts; second, the enrollment by counties.

Table I

	From cities over 50,000	Cities under 50,000	*Rural districts	Total
At Trenton	161	196	309	666
At Montclair	172	375	111	658
At Newark	487	309	65	861
				<hr/> 2185

(*Including cities of less than 5,000.)

Table II

Counties	Trenton Estab. 1856	Montclair Estab. 1908	Newark Estab. 1913	Total
Atlantic	21	6	0	27
Bergen	17	77	21	115
Burlington	64	0	0	64
Camden	35	1	0	36
Cape May	14	0	1	15
Cumberland	63	1	1	65
Essex	1	206	368	575
Gloucester	21	0	0	21
Hudson	29	95	200	324
Hunterdon	33	8	2	43

Mercer	135	0	1	136
Middlesex	51	11	50	112
Monmouth	56	28	22	106
Morris	24	48	35	107
Ocean	25	1	0	26
Passaic	3	121	42	166
Salem	13	2	0	15
Somerset	11	7	17	35
Sussex	15	13	12	40
Union	12	28	85	125
Warren	19	5	4	28
Not located	4	..	..	4
Total	666	658	861	2185

These tables indicate several important facts.

1. Trenton is drawing considerably the largest number of students from the rural districts of the State.

2. The six northeastern counties contributed 1412 students to the normal schools. The six southern counties contributed 179 students, of whom all but 12 attended Trenton.

3. The attendance at Montclair and Newark is essentially local; that at Trenton represents more widely distributed residence. . . .

While there has been this larger growth as a whole, the number of men has increased almost imperceptibly and relatively has decreased. In 1907 there were 9 men who were graduated at Trenton, at that time the only normal school in the State. In 1916 there were at all three schools but 15 men who were graduated. In terms of per cent of graduates this means that in 1907, of the graduates 6 per cent were men and that in 1916, 2 per cent were men. . . .

Recommendations relating to students. 1. Now that a uniform standard of graduation from an approved high school has become established for admission to the normal schools, it is recommended that measures be taken in cooperation with superintendents and high school principals whereby a somewhat selected class of students are encouraged to enter the schools.

2. A revision of the curricula should provide for fewer recitation and laboratory periods per week for each student and for a smaller number of subjects studied each semester.

3. The classroom periods should be extended to 50 or 55 minutes.

4. An organized effort should be made to increase the number of men students. This is one of the proper subjects to be considered by the Normal School Council referred to previously.

5. That non-residents of New Jersey be admitted to the normal schools when there is no waiting list at any school.

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THE COURSES OF STUDY.

The teachers of the normal schools have given the committee full and detailed statements regarding the courses that they teach—the purpose, the content, the method of each course.

A comparison of these courses of study reveals the fact that there are radical differences in them in the three schools. Apparently the courses have been developed at the different schools quite independently of one another. Without burdening this report with the analysis of the courses, or attempting to indicate the particulars in which one appears superior to another, it may be said that the differences are greater than are warranted in view of the common problem of the three schools.

Moreover, the courses in one school are in some instances not well related one to the other.

It is therefore strongly urged that a thorough-going study of the curricula of the three schools be made by the faculties working together. This would be of immense value in stimulating interest in the educational problems of the State and in determining the true policy of all the normal schools and the function of each normal school in the realization of this policy. The work should be done by committees representing the faculties of all the normal schools, working in accordance with a plan determined by the Normal School Council, to which body report should be made.

The ends to be reached by this common study of the curricula are: (1) To determine more definitely than at present what, in view of present conditions, the specific aim of each of the courses of study should be. What, for instance, should be undertaken in preparing elementary teachers for city schools or teachers for rural schools. (2) To determine with greater uniformity the content and relative emphasis upon content of each subject included in any course. What, for example, should be the content and where should the emphasis be placed in teaching such a subject as educational psychology? (3) To rearrange the content of instruction in the various subjects of each course so as to prevent undesirable duplication and promote more effectively the team work of the faculty in realizing the fundamental aim of each course. As nearly as possible the work should be so arranged that each teacher may utilize what has already been done by her associates as the student advances through the course. . . .

Recommendations as to practice teaching. 1. In all three of the schools there is a recognition of the prime importance of a close relation between theory and its application.

2. In each of the three schools the department of observation and practice is officered by strong, experienced, efficient directors and associate directors. They understand the problem and are solving it under different conditions.

3. The difficulty of securing adequate, nearby facilities for observation and practice is serious. This same difficulty has arisen in other states

where the normal schools have grown to large proportions. In New Hampshire the attendance at the school at Plymouth has been limited to that number that can be given practice in the local schools. In New Jersey it has been met by extending the practice into the schools of the State.

This plan has possibilities for great good alike to the normal schools and the schools of the State; for it takes the normal schools from their place of isolation and makes them partners in the work of all the schools in which their students are practicing, and the schools of the State become partners in the training of teachers. This interaction of influence is considerable when from three to six hundred are thus practicing.

For its success, however, there are clearly several important considerations to be taken into account.

1. The teachers who receive the students should be selected by the normal schools in cooperation with the local authorities, and not by the local authorities alone.

2. There should be enough supervisors of practice to make it possible to select these teachers after personal visits, and to keep in touch with the students during the practice period. Probably fifty is the largest number of students for whom one supervisor should be held responsible at any one time.

3. While it may be economy for students to practice where they can go home at night, this custom may lead to two disadvantages; the students may not become identified with their work and they may become too scattered for effective supervision.

4. There are probably some school districts where the local supervisors are sufficiently skilful and in harmony with the normal school ideals to warrant passing over to them the entire responsibility for the practical training of students who are placed with teachers under their charge. . . .

5. At present there is no fixed or agreed-upon number of hours for training and practice teaching. Teachers who have students in charge for practice are urged to allow the students to teach as soon and as much as possible. It is evident from the reports that teachers try to carry out this suggestion, but it is also evident that the actual practice varies considerably. In one eighth grade report the actual time was recorded as 1½ hours daily for the last month of practice. It would seem possible and desirable to have an *agreement* with practice teachers to allow students to teach a definite number of clock-hours. It would also seem desirable to have a State standard of clock-hour practice required for graduation. A part of this time might be given in the home model or training school, but if this is done, the time actually spent in teaching should be separated from the time spent in observation.

6. Some students receive valuable training by occasionally substituting in the local schools where they are practicing. It is possible that

this custom might be extended to the mutual profit of the students and of the local schools by notifying superintendents that this policy was favored by the normal school. No one student should do a large amount of substituting.

7. It is urged that conferences of the departments of practice of all the normal schools be held regularly. At these conferences common policies and common standards could be agreed upon, and experiences and ideas could be exchanged.

8. In view of the fundamental importance of a school or schools of observation and practice in the training of teachers, it is recommended that adequate facilities either at Webster or other nearby schools be secured to the Newark Normal by legal contract. This should be done as a part of the rights that are secured when the State purchases from Newark the present normal school building. It should not be difficult to agree upon a contract that will grant to the normal school the privileges that it needs and at the same time safeguard the rights of the city.

9. A plan of observation and practice is here submitted that seems to the committee to have desirable features.

For every 500 students enrolled in the normal schools there should be near at hand and under the supervision of the normal school an observation school of eighteen or twenty rooms, including all grades from the kindergarten to the high school. In every room there should be a teacher of exceptional ability in the grade to which she is assigned. The schools should be under the supervision of two supervisors who are members of the normal school faculty. One should have charge of the work in the upper grades and the other in the lower. In cooperation with the principal, and subordinate to him, they should exercise general supervision of the grades to which they are assigned. About four hours per week should be devoted to observation by the students during the first half year, two in the lower grades and two in the upper. At the beginning of the second term all students should be expected to decide whether they wish to prepare to teach in the lower or upper grades, the decision being made with the advice and help of the supervisors of observation and of other members of the normal school faculty with whom they have been at work. During the second term students should devote two hours per week to observation in the grades in which they have decided to teach. The two supervisors of observation should be teachers of theory in the normal school, and the lessons observed in the school of observation should be planned and used to render concrete and clear the class work in principles and methods of teaching appropriate to the grades and subjects involved.

The purpose of the work during this first year should be rather to give the student knowledge of good teaching by exemplifying it, than skill in practice or even in discovering what is good and what poor in the work of other teachers. Skill in discriminating the superficial, unessential, or spectacular from the fundamental and significant in the

work of other teachers and in realizing correct principles and methods of teaching in her own work should be the chief aim in the student's work in the practice school.

Half of the third term of the student's course should be spent at the normal school and the other half in a practice school, if possible in the city or school system in which she expects to teach. During the practice half-term she should devote at least half the time daily to actual teaching and the other half to careful observation of the **critic teacher** with whom she is placed. Her work should be not only under the supervision of the supervisor of practice of the normal school, but also under that of the principal and regular supervisors of the school in which she is placed. The principals of these practice schools should be chosen for their recognized ability in the supervision and training of their own teachers. The presence of a practice teacher in the school of such a principal should be recognized as a mark of his superior ability. He should be required to devote time to the improvement of the work of the practice teacher and should render to the normal school a report of his judgment and that of the critic teacher on the nature and value of her work. This should be done on blanks furnished for the purpose by the normal school and the blanks should be returned to the normal school at the expiration of the student's practice. The student's practice work should be done under at least two critic teachers and in two of the four grades in which she expects to teach. She should familiarize herself with the content and organization of the course of study for the grades in which she is especially interested and in any one of which she may be called to teach. During that half of the third term which is spent by the students at the normal school some practice work should be given in the local observation school. . . .

IX. LIBRARIES AND THEIR USE.

The library in a state normal school constantly takes on new importance. It has become a life center in every high grade teacher-training institution—a center of the school's activities. It is felt and recognized as a stimulating force. The library broadens, strengthens and vitalizes every student and every instructor when conditions are ideal. The properly trained student takes on the library habit, learns to use and love books, to organize material. Skilful instructors in every branch of the normal school curriculum plan and organize wide reading for students. The reading habit must be cultivated in the normal schools if their graduates are to grow while in the teaching service.

The size, contents and use of the library are often a measure of the efficiency of an institution. The library with a genuine library atmosphere under trained, scholarly, efficient leadership means growth and power. The controlling forces in a commonwealth are under moral obligation to provide adequate library facilities for the students who are soon to become teachers in its public schools.

In each of the three normal schools at Trenton, Montclair and Newark, there is an organized library in charge of a librarian. The library at Trenton, a school founded in 1856, numbers 7000 volumes. Sixty-seven periodicals are taken. There are 7226 volumes in the library at Montclair and 55 periodicals. The library at Newark contains 6000 volumes and 51 periodicals are listed. These figures need a word of explanation. As might be expected, in view of the early founding of the institution, a considerable percentage of the library material at Trenton is not of recent date. The library at Newark is made up largely of reference works and duplicates (e. g., there are 103 copies of Chubb's "Teaching of English in Elementary and Secondary Schools") so that the total number of titles is relatively small. At Montclair a considerable proportion of the library is made up of duplicates, but not to the extent that has determined the contents of the library at Newark.

The following tabulation gives the relative library equipment at Trenton, Montclair, Newark and a number of representative normal schools located in the West and Middle West.

School	Number Students	Number Volumes	Number Volumes
	Fall Term, 1916	in Library	Per Student
Trenton	660	7,000	10.5
Montclair	658	7,226	11
Newark	861	6,000	7
Cedar Falls, Iowa..	1680	47,636	28
Charleston, Ill.....	605	22,000	36
DeKalb, Ill.	500	20,000	40
Greeley, Col.	646	45,000	69.6
Malquette, Mich. ..	417	22,590	54
Mt. Pleasant, Mich.	401	20,000	50
Normal, Ill.	1068	32,000	30
Terre Haute, Ind.	847	70,000	82
Winona, Minn.	425	15,000	35
Ypsilanti, Mich. ..	1677	42,000	25

These figures disclose the relative library weakness of the New Jersey normal schools. In each of the three schools there is urgent, immediate need of large accessions of carefully selected books. The committee urges the importance of a special library appropriation by the next legislature for each of the three schools now established and for the school to be established in South Jersey. An annual appropriation of \$3500 for each school for books, magazines, and binding during a five year period is needed.

The value of the library depends in a large measure on the personality and efficiency of the librarian and assistants, and the attitude of the faculty. Ideal conditions provide for every school a librarian of scholarship, training and leadership equal to that of the best paid instructors, together with sufficient assistants to fully and promptly serve the needs of students and instructors.

Too little money is spent in each of the three schools on library service. A single librarian does all the work at Montclair. Two are needed. Low salaries are paid to the librarians. The schedule is as follows: Trenton, \$1020; Montclair, \$850; Newark, \$1080. The civil service law controlling library appointments is of doubtful value. The principal of each school should be untrammelled in securing the highest type of library service.

The reading room space in the normal school at Trenton is adequate to serve the present needs of the institution. A total space of 4654¼ square feet is available for stack and reading room purposes. Reading room space at Montclair and Newark is much limited. At Montclair a room 32 by 60 feet—a total of 1920 square feet—serves the double purpose of stock room and reading room. Not less than twice this space is needed. At Newark a room 32 by 56 feet is available. To meet the needs of the immediate future at least three times this amount of space should be made available.

Recommendations regarding libraries. The committee recommends:

1. An annual library appropriation for each school during a five year period beginning 1918.
2. More emphasis in the future on the acquisition of general library material rather than on duplicates of reference works and textbooks.
3. A building appropriation to provide for reading rooms of adequate space at Montclair and Newark.
4. Emphasis in each school on trained leadership in the library. This involves larger salaries, and increased recognition of the librarian's position. . . .

X. BUILDING NEEDS.

Perhaps the most pressing building need of the three normal schools is a new building at Trenton. The two wings and middle section (erected 1888) constitute a splendid example of what a school building should not be. These portions of the plant violate many accepted standards of modern school construction. The rooms are dark and dingy and ventilation is very poor. In all seriousness a wrecking crew is needed. A state normal school in the capital city of the splendid commonwealth of New Jersey should possess the latest and best in physical plant and equipment. Extravagance is never justifiable, but instructors and students in the Trenton Normal should be released from the present handicaps. A modern building carefully planned, with adequately lighted, heated, and ventilated rooms of proper dimensions, would materially increase efficiency in this school.

There is need of another dormitory (eventually two) at Montclair. Many students attending the Montclair Normal School commute long distances each day. Much time and energy are consumed. This building need is serious. If the Montclair Normal is to render a maximum

of service, provision for housing a larger number of students should be made at an early date.

A training school building at Montclair is needed for observation and demonstration purposes. This building should be provided as soon as there is sufficient school population in the vicinity of the school to insure a reasonable number of children.

Attention has been called elsewhere to the need of more library and reading room space in the normal schools at Montclair and Newark.

Recommendations.

1. A new building at Trenton to take the place of the two wings and middle building (erected 1888). By gradually wrecking the present structure (with the exception of the wing recently erected) the new building, that should be planned in its entirety at the beginning, could be erected without interrupting sessions of the school.

2. A dormitory (eventually two) at Montclair.

3. A training school building at Montclair to be erected as soon as there is a constituency of children in the neighborhood of the school.

4. Extensions of library and reading room space at Newark and Montclair.

XI. SELF-SURVEY FOR NEW JERSEY NORMAL SCHOOLS.

The Committee recommends for each school, a self-survey of its assets, activities and functions. The proposed survey should be comprehensive and continuous, thus eventually affording at any given time an up-to-date inventory of all important factors that contribute toward efficiency. It should be co-operative for each school with respect to the other New Jersey normal schools. It should be comparative, showing how the New Jersey institutions compare in essential phases with similar teacher training schools in other states.

In furtherance of this end, the Committee recommends that the State Board of Education authorize the principal of each normal school to appoint a committee of five, consisting of four instructors and one office employee, to formulate a comprehensive plan of survey, and that such committee and necessary sub-committees begin as soon as practicable a survey of all important factors that make up the body and life of the school. The Normal School Council, recommended in Section I, could determine the essentials of such a survey common to all the schools. The co-operation of one or more members of the State Board of Education with the committee from each school is desirable. The survey should be continuous, carrying over from semester to semester and from year to year. Not all the items involved need be emphasized at one time.

The survey outline recently prepared by the Committee on Normal School Standards and Survey, of the National Council of Normal School Presidents and Principals, is recommended as being worthy of careful study and adoption as a basis for the final plan. This outline may be

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expanded, modified or improved to meet any special requirements of the New Jersey schools. (Copies may be obtained from President C. H. Cooper, Mankato, Minnesota.)

The Committee believes such a self-survey, comprehensive, continuous, co-operative and comparative, if conducted by committees as recommended, will prove informing, stimulating and invigorating, and will lead to increasing efficiency. During the school year 1916-17 a considerable number of state normal schools have made the beginnings of such self-surveys.

Publicity of findings in the press of New Jersey, if effected skilfully, would gain friends and needed support for the normal schools. The active interest and support of the Commissioner of Education would be of great service in organizing and promoting legitimate publicity. . . .

XIII. NORMAL SCHOOL DISTRICTS.

A study such as that outlined above will, as it progresses, show increasingly the need of districting the state for normal schools, not with the purpose of confining students to the school in whose district they live, but with that of enabling the normal schools to serve the schools of the state more effectively and with greater economy. The faculty of each normal school should study thoroughly and constantly the peculiar needs of the district in which it is located. The closest possible professional relations between each normal school and the schools of its district should be maintained, not only for the sake of the latter but also and equally for the sake of the normal school itself. The city or county superintendent should be led to feel responsibility for the improvement of the State normal school of his district as truly as those in charge of the normal school should feel the responsibility for the improvement of teaching in the schools under his supervision. A wise extension of the co-operative plan of training students through the medium of practice teaching in schools of the districts served by the normal school is one good way of establishing this sense of mutual interest and responsibility. . . .

XV. THE TRAINING OF HIGH SCHOOL TEACHERS AND TEACHERS OF VOCATIONAL SUBJECTS AND DIRECTORS OF SPECIAL SUBJECTS.

Secondary school teachers. The study of the general and professional education of the secondary teachers of New Jersey shows very clearly the desirability of providing within the State a strong institution for the professional training of teachers in this branch of the service. Some cities and states may be suffering from so-called inbreeding of teachers, but the high schools of New Jersey are not troubled in this way. Seventy-one per cent. of these teachers have been trained wholly outside of the State and out of touch with its public school system, and of

the remaining 26 per cent. who received their elementary or high school education in New Jersey all but 6 per cent. went out of the State for their college and professional education. Moreover, the tenure of high school teachers seems to be very short, for more than 70 per cent. of those now teaching have been appointed since 1910 and 28.6 per cent., or nearly one-third, since 1915. Under such conditions as these it is very difficult to maintain for the State as a whole a distinctly professional spirit among high school teachers and to secure desirable concentration and unity of effort in dealing with the difficult problems of secondary education. The data show that in the matter of general education the high school teachers of New Jersey compare well with those of other states, but there is not enough organized team work and there is too little genuine community or professional interest.

The State Department has done much and can do more toward the professional improvement of high school teachers already employed in the state by promoting organized effort, by making investigations, defining problems, agreeing on methods of attacking them, and by testing, reporting, and interpreting results of such studies. Continued professional training of high school teachers in service, through vigorous, well directed, and stimulating State and city supervision, is a field of effort from which good results will increasingly come, but in the matter of professional training of high school teachers prior to their employment it certainly ought not to be necessary for any one to leave New Jersey to secure such training. There is not at present an institution of higher education of any note, either public or private, which affords to the young women of the State opportunity for a college education. There is a crying need of a woman's college. Either Princeton or Rutgers should open its doors for the admission of women. But if this is not possible because of the traditions of both institutions against co-education, a woman's college should be established at Trenton or at New Brunswick and, in the latter case, affiliated with Rutgers College; or better still, New Jersey should maintain a state university, co-educational in character, and having a well equipped State teachers college for the professional training of teachers for secondary schools.

Vocational school teachers and directors of special subjects. It may be said briefly that the proper training of teachers for vocational schools requires an equipment and conditions for practical applications far beyond the needs of the teachers in grade schools. This training, therefore, in a small State like New Jersey should be concentrated at one school, preferably a higher institution of learning. Rutgers College is ideally situated for this purpose and has laboratories, agricultural equipment, land, and other facilities for this work that none of the normal schools possesses.

The training of directors of any branch of education requires a breadth of study that will fit them to be leaders in the communities they serve. None of the normal schools is equipped to give this broad training and they should not attempt it. They have not yet met the full demands of the State for the training of elementary school teachers. This is their

prime and at present should be their sole duty. Moreover, the nationally famed schools in New York and Philadelphia make it unnecessary for the State to undertake this expensive piece of work. The State need for the training of high school and vocational teachers is different from that of training *directors* of music, art, physical training, etc.

XVI. THE TRAINING OF SPECIAL TEACHERS FOR ELEMENTARY SCHOOLS.

The training of teachers for special work is quite a different matter from the training of directors. The need is great in the elementary schools of the State for teachers who can, by reason of their aptitude and special training, give special service in sewing, music, physical training, art and possibly cooking and other domestic subjects. This service may be given by a teacher, although she is in charge of a regular room, through an exchange of work among the teachers of a building.

All the normal schools should not undertake all of these special courses. The school that is particularly equipped and whose faculty is particularly prepared to undertake a special line of work should be designated to do that particular work. In this way all the desirable lines of special training to meet the needs of the State would be cared for.

The same policy should be pursued in the training of kindergarten teachers and teachers for mentally defective children. At present no opportunity for the training of teachers for mentally defective children is given in the State except at Vineland, and there the institution cannot take care of the public school needs. Meanwhile, more kindergarten teachers are being trained than the State needs. . . .

Supervision of rural teachers. New Jersey occupies advanced ground in caring for those who have actually begun teaching in rural schools. Legislation which provides for the appointment of county superintendents by the State Commissioner of Education with the relatively high salary of \$3000 is a long step forward in the organization and supervision of rural schools. Supplementary legislation providing for helping teachers in rural schools with a maximum salary of \$1500 is another splendid forward step. The mode of appointment, the schedule of salaries, and security of tenure insure a high quality of service. Much may be done by the county superintendents and helping teachers to make the rural teacher more efficient, more self-respecting, and more appreciative of the advantages of country life.

Preliminary training of rural teachers needed. The above legislation, however, does not provide candidates for rural school positions of satisfactory preliminary training. Of the total number (1786) of teachers in one room, two room and three room schools, 74.6 per cent. have either relatively little or no training. This condition and the necessity for providing trained teachers in the future indicates the need of immediate emphasis on the preparation of teachers for rural schools in New Jersey. Children in the country are entitled to the same skilful teaching as city children. Every child in the state should be under com-

petent school leadership. The social interests of city and country are mutual. It is a mistake to leave any of New Jersey's schools in charge of people who do not understand the job. There is pressing need for adequately trained and better paid rural teachers to take the place of the relatively large number who are untrained, unskilled and underpaid. The committee agrees with Commissioner Kendall in his statement that "the rural school, consolidated or unconsolidated, needs a teacher who is in sympathy with rural life, who recognizes the many advantages and opportunities of country life—in a word, who understands it and who can adjust himself to it."

Dean James E. Russell, of Teachers College, Columbia University, in a letter written September, 1912, said: "In my judgment the chief task of the normal schools in the next generation will be to ascertain how to train teachers for rural schools, to educate rural communities to the point of demanding a suitable rural education and to elevate the professional standing of the rural teacher. All this is a great work—probably the greatest educational work ever attempted in this country. It is the most interesting and inspiring task that has ever been proposed to any body of educators. Any institution fortunate enough to be permitted to enter upon it is to be congratulated."

Department of rural education. The committee is of the opinion that the school at Trenton, possibly the one at Newark, and the new school to be established in South Jersey, should include in their organization, at the earliest possible date, strong, virile departments of rural education. The director of each department should be of equal scholarship, professional skill, insight, and personality with the heads of other major departments. He should be paid the maximum salary. In the department of rural education there should be a differentiated course of study which may be briefly summarized as made up of three groups of subjects: "First, such as give a knowledge of children and of their organization, management, and instruction; second, such subjects as give power for localizing the curriculum in natural, industrial, and domestic illustrations and applications; and third, a group of subjects intended to develop social intelligence and inspire purposes of participation and leadership in rural community life." The department of rural education will necessarily emphasize the organization and curriculum of the rural school, elementary agriculture, and rural sociology.

The adoption of this recommendation would place the normal schools of New Jersey in harmony with very general and progressive policy. Since 1904, 60 State normal schools in all sections of the United States have established such departments. It is believed that such action will broaden and strengthen the schools and better serve the state. Thirty-five members of the graduating class of 1916 at Trenton are teaching in rural schools. During the current school year a total of 332 graduates of this institution are teaching in country schools. Twenty-three members of the 1916 graduating class of Newark are teaching in rural schools. Fifty members of the 1917 class at Newark have indicated their willingness to teach in country schools next year. The Newark normal

maintains a typical one room country school for observation and training purposes and plans are being made whereby 60 members of the 1916 class may be given part of their practice work in the rural schools. The principal writes: "It is my intention to supply 40 or 50 graduates from each class for this (rural school) purpose the next two or three years. Special work will be given these students in rural school administration, curriculum, elementary agriculture and social activities. We have worked out a rural school program for this purpose. It may be necessary in the future to engage a first-class man for this department if it is found that the State normal school in South Jersey does not meet the needs of the rural schools in the northern part of the State. This is a matter which time alone will solve."

The addition of a competent director of rural education would make it possible for the Newark school to render more specialized service to rural communities in North Jersey. A strong department of rural education at Trenton would materially strengthen the situation in the middle counties. There seems to be a consensus of opinion that the normal school to be established in South Jersey should have a well organized department of rural education at the outset. The standard of admission to courses in rural education should be high school graduation or its equivalent.

A consummation to be wished is the consolidation of many rural schools. As this end is gradually attained the suggested departments of rural education could easily modify the courses or introduce new courses to meet the needs of consolidated schools. It is well to remember that there will always be a place for some one room schools and that the best of such schools are obtaining enviable results.

The committee desires to emphasize that it is possible to instruct teachers in the needs and advantages of country life. Experience in other states has demonstrated that a fair proportion of capable youth may be enlisted in rural teaching by teachers and publicists who undertake to beget in young people true appreciation of the opportunities of rural America.

Recommendations. The committee recommends:

1. The introduction of organized departments of rural education in the schools at Trenton, Newark and the new school to be established in South Jersey.
2. That the standard of admission be high school graduation or its equivalent.
3. That two courses of study be offered
 - a. A one year course to be offered in the new school in South Jersey.
 - b. A two year course to be offered in the schools at Trenton and Newark and the new school in South Jersey.
4. That the departments of rural education be in charge of trained directors of tested leadership who shall be paid the maximum salary and shall rank as major professors.
5. That the normal schools indicated above affiliate with typical rural schools for purposes of observation, demonstration and training.

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6. That the proposed departments of rural education be fostered and expanded so as to insure at an early date for every rural school a teacher who shall have had one year of professional training beyond the high school. . . .

XIX. CONCLUDING WORD.

It may seem that the foregoing report has dealt largely with those aspects of the normal school situation that may be modified to advantage and with desirable limitations of some present activities and extensions in new directions. It may seem that the committee has not emphasized the fine work that is being done in all the schools.

That this impression may not prevail the Committee wishes to record its judgment that the State normal schools of New Jersey are doing work that is at least up to the standard of that done by similar institutions in other states. In some particulars they are doubtless doing superior work. Their efficiency in relating theory and practice, their utilizing of the schools of the State for practice work, the growing sympathy and co-operation between normal schools and schools of the State, are particularly noteworthy among many features that might be mentioned.

The committee wishes also to give full recognition to the fine personal quality of the faculties, to their professional intelligence, interest and spirit, and to the generally excellent quality of their work.

Normal schools are recognizing more fully than ever before their central place in the educational system of the country and they are making everywhere a new study of their obligations and opportunities. The committee has had for its primary purpose to point out how these schools in New Jersey may more fully meet their obligations and take advantage of their peculiar opportunities. It is hoped that this report may be effective to this end.

EXPENSES OF MEDICAL INSPECTION.

COUNTIES	Expenses			Cost Per Pupil		
	1915	1916	1917	1915	1916	1917
Atlantic	\$12,262.59	\$11,438.46	\$12,404.68	\$.76	\$.69	\$.77
Bergen	16,182.72	16,238.98	18,874.78	.41	.39	.45
Burlington	4,332.35	4,573.91	4,457.42	.31	.32	.31
Camden	11,389.27	11,158.88	12,295.84	.39	.37	.40
Cape May	3,045.16	3,113.33	2,559.56	.58	.60	.52
Cumberland	4,005.12	3,649.07	3,703.20	.32	.29	.29
Essex	49,738.37	61,273.45	65,433.21	.46	.55	.57
Gloucester	5,546.69	5,209.90	6,120.20	.62	.54	.64
Hudson	36,080.23	40,779.65	48,304.33	.37	.41	.49
Hunterdon	2,599.48	1,601.80	2,464.00	.39	.23	.37
Mercer	12,553.57	13,132.86	13,490.89	.54	.54	.56
Middlesex	5,866.45	5,911.25	7,200.59	.24	.23	.27
Monmouth	8,944.65	8,893.68	9,435.76	.41	.39	.42
Morris	9,430.96	9,711.74	10,080.72	.66	.66	.68
Passaic	7,366.27	7,052.46	9,312.53	.16	.15	.20
Ocean	2,087.61	2,504.62	2,447.05	.42	.50	.48
Salem	1,004.02	1,608.10	2,402.52	.16	.22	.32
Somerset	5,243.10	3,937.19	3,884.64	.59	.43	.41
Sussex	2,494.85	2,588.34	3,506.15	.48	.47	.65
Union	12,166.39	13,650.30	16,450.92	.43	.46	.54
Warren	2,926.19	2,930.37	3,607.05	.36	.36	.43
	\$215,266.04	\$230,958.34	\$258,436.04	\$.41	\$.42	\$.47

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

	1913	1914	1915	1916	1917	1917 compared with 1916	
						Incr.	Decr.
Total enrollment of pupils, in all schools, day and evening	516,256	537,311	563,240	578,931	579,243	312	
This enrollment divided							
Day schools	478,935	496,899	519,880	540,287	544,281	3,994	
Evening Schools	37,321	40,412	43,360	38,644	34,962		3,682
Boys in Day Schools	241,459	250,705	263,228	273,079	274,701	1,622	
Girls in Day Schools	237,476	246,194	256,652	267,208	269,580	2,372	
Boys in Evening Schools	22,909	26,582	27,619	23,488	20,260		3,228
Girls in Evening Schools	14,412	13,830	15,741	15,156	14,702		454
Average Daily Attendance Day Schools	378,017	382,218	409,417	421,884	427,874	5,990	
Average absence of each pupil in days	18	17	15	17	14		3
Enrollment							
Kindergarten	33,626	34,217	35,741	37,784	36,694		1,090
Primary Schools*	239,642	246,154	251,673	256,602	259,187	2,585	
Grammar Schools*	128,775	136,914	148,472	157,718	161,892	4,174	
High Schools*	33,142	38,099	44,314	50,030	50,726	696	
One Room Rural Schools	26,836	25,463	24,872	23,668	21,494		2,174
Two Room Rural Schools	15,238	15,880	14,897	15,634	15,207		427
Teachers, Total Number	†14,275	15,085	15,969	16,741	17,296	555	
Men	1,928	2,082	2,281	2,414	2,493	79	
Women	12,347	13,003	13,688	14,327	14,803	476	
Teachers							
One Room Rural Schools, Total	800	765	747	720	684		36
Men	130	126	123	107	78		29
Women	670	639	624	613	606		7
Two Room Rural Schools, Total	448	450	433	444	460	16	
Men	71	70	66	69	60		9
Women	377	380	367	375	400	25	
Kindergarten, Total	570	601	641	659	661	2	
Primary Schools,* Total	5,281	5,438	5,635	5,806	5,938	132	
Men	13	12	14	13	11		2
Women	5,268	5,426	5,621	5,793	5,927	134	

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

†Includes 963 evening school teachers and 292 manual training teachers.

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	1913	1914	1915	1916	1917	1917 compared with 1916 Incr. Decr.	
Teachers							
Grammar Schools,* Total	3,398	3,635	3,909	4,158	4,283	125	
Men	240	235	248	269	256		13
Women	3,158	3,400	3,661	3,889	4,027	138	
High Schools,* Total	1,360	1,508	1,654	1,852	1,928	76	
Men	493	541	619	714	733	19	
Women	867	967	1,035	1,138	1,195	57	
Manual Training, Total	292	341	351	379	412	33	
Men	107	148	153	173	190	17	
Women	185	193	198	206	222	16	
Salaries of Teachers, Total	\$10,935,315.00	\$11,415,629.00	\$12,291,576.00	\$13,545,693.37	\$14,449,414.81	\$903,721.44	
Average salary per year, Day Schools.	816.38	851.42	861.86	872.34	895.69	23.35	
One Room Rural Schools							
Men	519.87	520.25	522.72	553.32	552.02		1.30
Women	455.56	468.56	477.19	481.42	497.72	16.30	
Kindergarten (Women)	735.75	748.94	753.57	760.04	779.57	19.53	
Primary Schools*							
Men	677.23	690.21	654.78	760.00	914.09	154.09	
Women	719.18	719.37	729.14	737.00	756.04	19.04	
Grammar Schools*							
Men	913.82	902.16	937.98	955.01	963.40	8.39	
Women	817.10	788.48	821.11	831.43	850.64	19.21	
High Schools*							
Men	1,492.99	1,542.61	1,551.48	1,578.17	1,605.63	27.46	
Women	960.43	983.11	1,001.36	1,027.46	1,053.43	25.97	
Schools in Session, Days	183	183	183	184	172		12
School Districts, Number	472	473	478	480	482	2	
School Buildings	2,111	2,124	2,155	2,194	2,190		4
Buildings Completed During Year ...	41	65	60	66	45		21
One Room Buildings	869	848	844	827	803	24	
Valuation of School Property	\$53,044,978.00	\$57,670,223.00	\$64,354,833.00	\$69,293,017.86	\$74,144,551.94	\$4,851,534.08	
Graduates of State Normal Schools							
Trenton		277	236	278	260	25	
Montclair		132	138	227	170	68	
Newark			153	229	313	10	
Total		409	527	734	743	846	103

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

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EDUCATIONAL SEAT AND BOARD WORK FOR
PRIMARY PUPILS.

Children in the primary grades are often without work to do. At such times they sit in idleness. This is bad for both the younger and the older children. When children are not receiving the direct attention of the teacher in recitation they should be employed at their seats with work which is interesting and educational. For the teacher to train children in the habit of industry and give them skill in the use of their hands it is as necessary for her to have materials with which to work as it is for her to have textbooks.

In order that boards of education and teachers in one and two room rural schools might have some assistance in the purchase and use of primary seat material a committee of helping teachers, together with the Assistant Commissioner in charge of Elementary Education, prepared during the year a leaflet which was distributed to all the rural schools of the state.

EDUCATIONAL WORK OF THE NEW JERSEY STATE
MUSEUM.

In the report of the Commissioner for 1913 the following was stated as one of the educational needs of the state:

An opportunity for the teachers and children of the State, particularly those in country districts, to have the use of good pictures and lantern slides as an aid in language exercises, as an aid in geography, history and agricultural teaching. Cabinets illustrative of various industries would be useful—all these to be loaned to the various school districts.

Appropriations for this purpose were not made to this Department, but fortunately the Department of Conservation and Development took up the matter and it is a pleasure to record the fine cooperation of that Department, and to speak particularly of the efforts of Miss Helen G. Perry, now in charge of the State Museum, to make the museum of service to the schools of the state.

The Commissioner asked Miss Perry to write a brief account of the activities of the museum in connection with the schools, and this statement follows:

The New Jersey State Museum, now a branch of the Department of Conservation and Development, has been reorganized during the past year upon an educational basis. During the seven school months since its opening on the 1st of January over 250 school classes of Trenton and vicinity have visited and made use of its collections. Teachers have brought classes to study natural history, the industries, geology, and special exhibits of various kinds. These classes are brought by appointment and the Museum does everything possible to cooperate with the teachers in arranging materials which will be helpful in teaching the lessons.

In this way the Museum has been able to be of service to the local schools, but as it is a state institution it hopes during the coming year to make its collections, or parts of them, available to schools all over the state. Since "the mountain will not come to Mohammed, Mohammed must go to the mountain." In this case, the Museum, instead of having the schools come to it, must take itself to them. The plan is this.

The Museum has already prepared several hundred industrial process charts. These are arranged on mounts of standard size which can be easily packed. Each chart is plainly labelled, and in most cases there will be additional photographs and literature to help the teacher in using the chart. So far they deal with the following subjects: cotton, wool, silk, flax, textile, fibers, rubber, cork, asbestos, cocoa and chocolate, flour, cereals, paint and varnish, pens, pencils, spoons and shears. Other charts on industries, forestry, and geology are being added, and further suggestions as to those most needed by the schools are welcomed. As our funds and helpers are limited at the present time, charts are being made up only by dozens which should be made up by hundreds, but it is hoped that the supply may increase gradually with the demand, until every school in the state can be supplied with the necessary charts at the time they are most needed.

Besides charts, the Museum plans in the near future to arrange loan collections of birds, small mammals, and fish, put up in sets, each to contain four or five study types, as for instance a set of five birds including one sparrow, one warbler, one woodpecker, one bird of prey, and one game bird. Each exhibit will be arranged in a convenient shipping case which will also serve as a show case in the schoolroom. This plan involves considerable expense, however, and until more funds are available the Museum will substitute for actual specimens, mounted colored plates on any natural history subject, such as birds, animals, fish, insects, wild flowers, trees, fruits, minerals, etc. These are also in standard sizes and will pack conveniently with the charts. The prints can be obtained by the Museum on short notice, so the supply will always equal the demand from the schools.

The State Museum will also lend sets of common insects and butterflies, and insect life-histories, in Riker mounts. The students of the

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State Normal School at Trenton have already prepared three or four dozen of these and will add to the collection each year as a part of their required course. There will be a few colored plates, illustrating protective coloring, life histories of butterflies and insects, etc., to accompany each set. Descriptive labels, with suggestions to teachers about the teaching of entomology have been prepared by Dr. Leavitt of the Normal School.

Of course this is only the beginning of this extension work, and many times the Museum will be unable to furnish the exhibit which a school may need exactly when it is needed. So far as we know no other Museum has attempted this state-wide distribution of teaching materials. It is, therefore, largely experimental, and much depends upon the cooperation of all concerned in working out the details of the organization.

In general the rules will be as follows. Upon request, application blanks will be furnished to teachers. Application may be made for not more than four charts and Riker mounts, and ten pictures, at one time. These requests should be made at least two weeks in advance, so that the order may be filled easily. The materials may be kept for a month, returned and exchanged for other materials. All applications must be approved by the principal, in order to avoid duplication of requests from any one school. The transportation must be paid by the school, and materials must be returned in the same cases in which they were sent out.

The Museum also has a collection of over four thousand lantern slides for circulation among the schools of the State. Eighty-five orders for nearly three thousand slides were sent out between the middle of February and November first. Catalogs and application blanks are furnished to principals upon request.

Another plan on which the Museum is working is one for arranging and circulating larger exhibits to be shown on charts and transportable screens. One exhibit might cover the subject of forestry, another some important New Jersey industry, such as textiles, pottery, or leather. Still others might illustrate the work of various state departments, such as the school art exhibit collected by the Department of Public Instruction last year. There is an infinite number of such exhibits, any one of which might be arranged so that it could be put on a truck, or packed in convenient cases for shipping, and sent to school, library or community centers in the rural districts. And when one town has finished with it, it could go on to another, occasionally returning to the Museum for revision and repairs. If one such exhibit could be prepared each month, shown first in the Museum and then sent on its rounds, a state-wide need could indeed be served. This, too, will require funds, and additional storage and work rooms, so it cannot come at once.

In all its educational work the Museum has met with splendid cooperation. The manufacturers of this and other states have given all

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the materials for the industrial process sets; both the students and teachers of the State Normal School at Trenton have helped with materials and suggestions; manual training classes from the local schools have helped prepare wood for forestry charts; a few schools thruout the state have volunteered to make up charts representative of the industries in their community; the State Department of Public Instruction has a number of times acted in an advisory capacity, and in all its educational work the Museum is in close touch with Miss Louise Connolly, educational adviser, and Mr. John Cotton Dana, director, of the Newark Museum. The Museum welcomes suggestions from any source and so far as possible will try to cooperate with all the educational agencies of the state.

COMMENTS UPON THE STATISTICS.

The increase in the enrollment in day schools was only 3944. Corresponding increases for the past five years have been as follows:

1912	1913	1914	1915	1916
16,231	19,746	17,964	22,981	30,407

The lessening in the usual increase may have been due to two causes: first, the widespread prevalence of infantile paralysis at the beginning of the school year; and secondly, the cessation of immigration to this country from foreign countries.

The schools were in session only 172 days, in contrast with 184 days the previous year. This was directly due to the prevalence of infantile paralysis at the beginning of the year.

The average attendance, however, increased from 89 to 91 per cent. Apparently people were impressed with the importance of keeping children regularly in school after the schools opened.

The average absence of each pupil was less than in the preceding year—14 days against 17.

The "average pupil" was actually in school 138 days. The corresponding number of days the previous year was 149.

Attendance of pupils enrolled was apparently better than in previous years. Still it was only 91 per cent of a possible 100 per cent.

In the calendar year there are 8760 hours. Giving each child ten hours for sleep, which is the amount that the normal child of school age should have, there are left 5110 hours when he is awake. Calling

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the school day five and a half hours, the average New Jersey child was in school 759 hours last year. He was therefore in school approximately 15 per cent of the time he was awake, taking the calendar year as a whole; during 85 per cent of these hours he was not under the influence of the school.

It is seen from these figures how brief is the actual school life of a child. When we consider all the obligations that are laid upon the teachers in the training of children, obligations which compel the teacher to assume more of the work which the home formerly did, it is seen how intimate is the relation between the efficiency of the school and attendance.

Of course last year was an abnormal year, owing to the shortened school period. The fact remains, however, that because of our comparatively short school year and our lack of good attendance, the school time of the child is brief, particularly in view of the demands now made upon the schools.

The loss in the efficiency of the schools due to poor attendance is probably the greatest waste in education. As has been stated in my previous annual reports, and elaborated in the last one, the cost of the school goes on whether the children are there or not. Teachers and superintendents must be paid, janitors must be employed, the buildings must be heated.

The schools exist for the teaching and training of children. It is difficult to state how much of the poor attendance might have been prevented if all the children of legal school age had been in school who could have been there. But fully half of this absence might have been avoided. This is not merely my own opinion, but it is the opinion of others who have studied the subject.

The current expenses of the schools for the year were \$19,677,588.

Absence was 9 per cent. Half of this absence could have been avoided, thus saving 4½ per cent of \$19,677,588, or nearly \$900,000. This was money actually lost to the state in the efficiency of its schools. Sooner or later people of the state will realize this. Children cannot be taught unless they are in school.

An attempt was made during the last session of the Legislature to provide at an expense not to exceed \$6000, for a state-wide attendance officer, with an assistant. The duties of this official would

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have been to visit boards of education, to supervise the work of attendance officers, to hold meetings of attendance officers, to visit schools, to keep in close touch with the Labor Department of the State, to make public addresses, and to educate public opinion.

Such officers would earn their salaries and traveling expenses many times in the course of a single year. I am sure that the result would be a substantial reduction of the loss which now takes place. If the state is to solve this great problem it must provide the means for solving it. An investment of \$6000 would in a large measure check the waste of \$900,000 or more that goes on at present.

This bill did not pass.

COUNTY DEPARTMENT OF CHILD STUDY.

A matter of considerable interest was the enactment by the last session of the Legislature of a statute which provides for a department of child study in any county in which a survey has been made setting forth the facts and conditions in regard to juvenile delinquency and deficiency. The establishment of such a department must be approved by the Commissioner of Education, who, with the approval of the State Board of Education may appoint a supervisor of such department.

A preliminary survey, as required by the law, had been made in Monmouth County under the auspices of the Monmouth County branch of the Charities Aid Association, and the situation in that county warranted, in the estimation of the Commissioner, the appointment of a supervisor of child study. Accordingly, Mrs. Cornelia Meytrott, who had formerly worked with the Association just mentioned, and later was supervising principal in a group of townships, was appointed to the position.

The establishment of this department of child study should result in great benefit to the children of Monmouth County, and incidentally to the state.

EIGHTH GRADE EFFICIENCY TESTS.

SUMMARY OF STATE EXAMINATION FOR PUPILS IN THE HIGHEST
ELEMENTARY GRADE, MAY AND JUNE 1917.

State	Arith- metic	Writ- ing	Spell- ing	Eng- lish	U. S. His- tory	Geog- raphy
Total number of pupils tak- ing examinations.....	19650	19013	19256	19395	18941	18401
Percentage of pupils receiv- ing 90 points or more....	24.2	26.7	30.8	9.9	22.6	16
Percentage of pupils receiv- ing 69 or less.....	24.9	5.3	8.3	24.2	16.8	21.2
Counties (Districts outside of cities.)						
Total number of pupils tak- ing examinations.....	9854	9390	9733	9706	9211	9321
Percentage of pupils receiv- ing 90 points or more....	22.5	22.1	26.2	9.1	19.4	14.5
Percentage of pupils receiv- ing 69 or less.....	25.4	5.8	9.6	25.	17.	20.5
Cities						
Total number of pupils tak- ing examinations.....	9796	9623	9523	9689	9730	9080
Percentage of pupils receiv- ing 90 points or more....	26	31.2	35.5	10.7	25.6	17.6
Percentage of pupils receiv- ing 69 or less.....	24.3	6	7.1	23.3	14.7	21.9

Whatever the results of these efficiency tests, we should remember that they are but indicators of the quality of achievement of our eighth grade pupils. These tests measure ability only in respect to the particular questions of a given test. They do not measure general ability in pupils. They should be thought of as only one means by which school work is tested. If many such tests were given each year, and the average of achievements taken, together with the daily achievements and progress of pupils which show habits of study and work, one would have a much more valuable measure of what our schools are doing for our eighth grade children.

The main value of these tests is to indicate to the teachers of the state the types of questions that are important, and to suggest methods of work and study. When the results fall below the average for several years, we must work for better teaching and better supervision.

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EDUCATIONAL SUNDAY.

With the approval of the Governor of the State, the following Proclamation was issued by the Commissioner concerning the observance of Educational Sunday:

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

The great public interest aroused by our entrance into the war should not cause us in any degree to forget the necessities of education.

This war is for the protection and safeguarding of America. It is also for the protection and safeguarding of democratic institutions. The school is and has been an instrument for the safeguarding and protection of democracy. "People in a democracy must not be governed by their ignorance," Macaulay says, "but by their intelligence."

In a democracy, therefore, the school is not a luxury but a necessity. This has often been said, but it needs reiteration now when there may be a disposition to curtail educational processes. These processes must go on. They conserve our human resources; they make each individual more fit to discharge his obligations as a servant in a democracy; they prepare for the solution of the tremendous problems of the future; they add not merely to our human wealth but to our material wealth as well.

It is commendable foresight to continue by means of education to make wise precautions for the future. To cripple the schools would be short-sighted. It would be dangerous to the welfare of the country ten years, twenty years, fifty years from now, for children and youth of today not to have the advantages of continuous and regular attendance in both elementary and high schools. "Tomorrow will need its men and women and it will need them well fitted in body, mind, and spirit."

Whatever has been of interest to education has always been of interest to the church. The two institutions—the church and the school—mould the character of children as does no other institution except the home. Although neither the church nor the school can take the place of the father and the mother, yet the influence of these institutions upon children cannot be estimated. The church and the school work toward a common purpose—the betterment of humanity. The world would be poor indeed without the church and the school. The aspirations of clergy and teachers are in a large degree common aspirations.

These considerations make it appropriate, especially in time of war, for the churches to devote at least one Sunday to the cause of education, when clergy may preach and congregations may hear about the vitalizing influences of schools and education upon life. It is therefore recommended, in accordance with past custom, that the second Sunday in October be observed as "Educational Sunday." It is urged that the clergy take as their theme the meaning of real education; its value, its necessity in a democracy, its importance in the life of the individual and the nation.

It is hoped that the clergy of the state and their congregations will not find the suggestion an unwelcome one. May the observance of Educational Sunday give to men and women a larger vision of the possibilities of education in the spiritual, moral, intellectual, physical, industrial and civic life of the state.

*With the approval
of the Governor.*

CALVIN N. KENDALL,
Commissioner of Education.

MEDITATION OF A MEMBER OF A BOARD OF EDUCATION.

The following supposed meditation of a member of a board of education was issued by the Commissioner of Education at the beginning of the school year.

Whereas, The Constitution of New Jersey states that "the Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in this State between the ages of five and eighteen years," and

Whereas, The community has to a large extent entrusted to me, as a member of the Board of Education, the care of its children, and

Whereas, I have assumed this obligation voluntarily and have taken a solemn oath to fulfil the duties of my office, and

Whereas, The State gives me authority to carry out the purposes for which I have been elected,

I therefore, at the beginning of a new school year, affirm the following:

Belief in education. I believe in education, in training, and in good schools. If I did not so believe I should not serve on the Board.

Responsibility and service. I believe that my position is one demanding thoughtful, broad-minded and unselfish service; that it is a place of educational leadership and opportunity; that I must therefore seek to know what present school conditions are and also what they ought to be in order to meet my responsibilities.

Importance of the teacher. I realize that the most important factor in any school is the teacher, hence I will use every effort to have good teachers in all schools. I will not be satisfied with a teacher whom nobody else wants, just as I would not be satisfied with a horse or a machine that nobody else wanted. Even if I myself were willing to accept a poor teacher it would be a wrong to the children for whom I am trustee. I am bound by every consideration to give them the best that the district can afford.

I believe that the best teachers are more economical at any price than the unprepared, incapable or perhaps indifferent teachers at a minimum outlay. I believe it is my duty at all times to do my utmost to see that well qualified teachers are employed.

Appointment of teachers. I favor asking the superintendent, the supervising principal or the county superintendent to recommend teachers to fill vacancies. Such an officer has a better knowledge of the means of finding good teachers than the Board can have. He should be a better judge of teachers than the Board can be. To throw this responsibility on him will, first, relieve the Board from the responsibility of hunting up teachers; secondly, be well for the growth of the superintendent; third, follow the practice, or indeed the rule, already in operation in many towns and cities throughout the country; fourth, in the long run secure for our schools better teachers. Of course the superintendent will make some mistakes in judgment, for he is human, but he is not liable to make so many mistakes in this important matter as the Board itself.

Fairness in choice of teachers. I will not allow personal bias to influence me in the choice of teachers, whether that bias be political, religious, social or family. The schools exist for the children. They do not exist to furnish employment for anybody. Only the most competent persons available should be employed. Because a young woman happens to be the daughter of a friend or a relative is not in itself proof that she will be a good teacher. There should be no favoritism in the appointment of teachers. I find nothing in the school law which demands that a member of the Board of Education shall see that places are found in the schools for his relatives, particularly if the finding of such places be at the expense of the children to be taught.

Supporting the teacher. I will give my hearty support to the teacher. I will not believe any gossip or other reports until I have heard from the teacher herself. I will not make up my mind about complaints from parents and children concerning the teacher until I have heard her side. It is easy to complain and criticise. I will commend her for good work, and advise her kindly to the best of my ability. I will help and not "knock."

If the district is fortunate enough to have the services of a teacher who is stirring things up in the right way and making a better school I will get behind her and encourage her. I believe that the schools need more teachers who, by departing from some of the ordinary ways of teaching, will make the children more interested in their work.

Cost of the schools. I will endeavor to give my constituents better schools for their taxes, rather than give them lower taxes at the risk of poorer schools.

I will urge and insist on a liberal but not extravagant financial school

policy. I will not consent to be known as a penurious member of the Board of Education.

I believe that the people want good schools and are ready to pay for them if they are properly carried on. I believe an increasing number of people feel that a good school is an institution that pays large dividends if the money is carefully and honestly expended. I realize that the expense of living has greatly increased of late years. When people complain of the increasing cost of schools I will remind them that practically everything costs much more now than half a generation ago. I do not believe in cheap schools nor in economizing at the expense of children. They are by all means the most valuable of our possessions, and a good school is their right.

Public opinion. I will respectfully hear from residents of the district suggestions as to policy or procedure, having constantly in mind, however, that the duty and responsibility of running the school rests with the Board and not with the residents at large.

Visiting schools. I will visit schools, not only to see the work of the teacher, but to receive inspiration and courage myself by coming into close personal contact with children. The work that I am doing as a member of the Board of Education is for children, and the more I see of them in the schools the more satisfaction will I get from my work.

Ordering supplies. I will have the things the teacher needs, such as paper, ink, pens and pencils, at the school before it opens. I know the children cannot work successfully unless they have tools. It costs no more to have the necessities for school work on hand the first day of the term than later. These tools should be of good quality.

I do not want the teacher to be extravagant or to have materials that she will not use, but I want her to know that we are going to furnish what is necessary for the welfare of the children. I will remember when she asks for supplies that they are not for herself but for the children.

Textbooks and maps. I will use my influence to have good, clean and not dilapidated textbooks supplied promptly and in sufficient number so that the children shall not be hindered from doing their daily work in reading, arithmetic and the other school subjects.

I will have good wall maps so that the pupils may have this necessary apparatus for their work in geography and history.

I will have supplementary reading material in the schools, for such extra reading material is a necessity if children are to make good progress in reading.

Seat work for primary children. I will have the teacher supplied with material for seat work so that she may give the little children something to do while they are waiting for their turn to "recite." I believe it is positively wrong for young children to be compelled to sit



A good day to play



Another reason for being happy

PLAYGROUND EQUIPMENT AND PUPIL ACTIVITIES, RIDGEFIELD



SCHOOL AND TEACHERAGES, FRANKLIN

Good homes provided for teachers



TRANSPORTATION, BERNARDS TOWNSHIP,
SOMERSET COUNTY

From the country to the consolidated school—and on time

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in school with nothing to do. No children in my district shall be forced to learn habits of idleness in this way if I can help it.

Outbuildings. I will, from time to time, inspect the outbuildings to see that they are clean, in good order and not defaced by improper markings. It is criminal to injure the morals of innocent boys and girls by forcing them to use outbuildings which teach or suggest immorality. The teacher must do her part, but I must do mine. The state law requires that "the Board of Education shall have outhouses and water closets kept in a clean and wholesome condition."

Care of school buildings. I will use my influence to see that the schoolhouse, inside and out, is kept in good repair. Railroad companies believe it to be economy to keep their property in good condition. It is a waste of money to allow a building to remain unpainted when it needs paint; to allow a board to be loose, a handrail to be rickety, or a door to hang on one hinge. I want the teacher to train the older pupils, both girls and boys, to take pride in keeping the school premises attractive and in good order. The older boys may themselves make some of the repairs, but I will also do my part. I will praise them when they do these things in and about the school. I want them to feel that it is *their* school.

Attendance. I believe that children should be in school at all times when the schools are in session unless they are prevented by sickness, severe storms or bad roads. Much of the waste in schools is caused by poor attendance. Teachers cannot teach children unless the children are in school. I know that the district loses money in the apportionment of state funds because of unnecessary absence of children from school, for each day's attendance counts in the distribution of these funds and every child who attends school regularly reduces the expenses of the district.

I am aware that years ago the Legislature enacted compulsory education laws. The law requires that every Board of Education shall appoint one or more attendance officers. I will use my influence to see that a suitable attendance officer is appointed and that he does the work for which he is employed. I believe that an attendance officer who works with the parents on the one hand and with the principal and teacher on the other in a spirit of cooperation and mutual understanding is, all other things being equal, the most capable attendance officer. I will back him up when he does his work well.

Health inspection. I am aware that the State law requires that every Board of Education shall appoint a medical inspector who is a competent physician. It is my duty as a member of the Board of Education to obey the law and to see that the medical inspector does his work. The health and lives of children are too important matters to be trifled with and I will not assume the responsibility of attempting to disobey the laws of the State.

Display of the flag. The law requires that the United States flag shall be displayed on or near public school buildings during school hours. What excuse have I, as a member of a Board of Education, for violating this plain provision of the law of the state?

Business duties. I will attend the meetings of the Board of Education regularly. I will promptly do any committee work to which I am assigned. I will endeavor to see that the business of the Board is done with dispatch and yet with appropriate deliberation. I will endeavor not to be tedious in my remarks in the Board of Education. I will try to see that the business which ought to be accomplished in half an hour does not take three times as long.

I will see that the district clerk keeps the records of the meetings faithfully and accurately, that he answers communications promptly and that he presents to the Board all communications addressed to the Board.

Responsibility of the superintendent. I will welcome suggestions and recommendations from the superintendent about the improvement of the schools, even though the adoption of such suggestions will cost something. I believe in holding the superintendent responsible for the progress of the schools; if he is to have this responsibility he must be given large powers by the Board of Education in respect to the organization of the schools, selection of teachers, promotion of pupils, planning of the course of study, choice of textbooks.

I realize that the work of a live, active superintendent or supervising principal has become increasingly complex and difficult with the increase in the activities of a modern school system. His responsibilities, therefore, have become larger. I must not withhold from him praise, support and encouragement, nor should I fail to suggest to him ways in which his work may be bettered.

Independence. I realize that it is difficult for a member of a Board of Education to please everybody. Decisions must be made which are likely to be unpopular with some persons. I believe that a member of a Board of Education should have courage and backbone to do those things which he believes to be for the educational interests of children. I do not believe that I should oppose a new departure in the schools because it is "new." I am convinced that the schools may be better than they are and this end cannot be reached if I oppose without careful study and investigation new practices in education.

VISIT-THE-SCHOOLS WEEK.

The week from Monday to Friday, March 12 to 16, was observed throughout the state as "Visit-the-Schools Week." The following letter was sent out to local boards of education, superintendents, principals and teachers.

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I recommend that Monday to Friday, March 12 to 16 inclusive, be observed throughout the state as "Visit-the-Schools Week," a week during which parents and others are invited and urged to visit the schools.

Cooperation between homes and schools is necessary. It is well for parents to know the teachers of their children and for teachers to know the parents of their pupils, so far as the latter may be practicable. If parents visit schools and become acquainted even casually with teachers more cordial relations are likely to exist.

Moreover, it is a good thing for the public to know what the schools are doing. One of the best means of gaining this information is to visit schools and see the children at work with the teacher.

A concerted effort throughout the state to make Visit-the-Schools Week a success will cause many persons to visit schools who otherwise would not do so. There will be, in consequence, a better understanding of the work of the schools and a greater interest in public education, the most important enterprise in which the state is engaged.

SUGGESTIONS.

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

The public, as a rule, is interested in the regular work of the schools. It is therefore suggested that teachers follow their usual schedules. It is not necessary to prepare a special program for any day or session. The preparation of special programs, with rehearsals, would interfere with the regular work of the schools and might place a heavy burden upon teachers.

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

Since many will probably be unable to visit the schools in the daytime, one session might be held in the evening in those buildings which have lighting facilities. Friday evening might be used for this purpose and the work might be a duplication, perhaps, of a regular afternoon session.

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

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

GEOGRAPHY, HISTORY AND CIVICS COURSE.

A monograph upon the teaching of Geography, History and Civics has been prepared and should be in the schools at the opening of the new term in September. The following is the Foreword written by the Commissioner concerning this monograph:

This monograph discusses the teaching of History, Geography and Civics in the elementary schools.

It contains a course of study in each of these subjects. While these are treated separately, they are all parts of the one general subject, Social Studies. An attempt has been made to establish a relationship between the three.

These subjects are of great value. They are, after Reading, among the most useful in the common school curriculum. They have a direct relation to good citizenship—the great purpose of the schools—as few other subjects have. Their study is necessary if we recognize the importance of man's relation to his fellows. They furnish abundant life, which is not their sole practical value, but is a part of their value. They are full of interest and content as no other subjects are, literature alone excepted. They furnish resources for the use of leisure time. If well taught, they inspire patriotism, appreciation of one's country, and recognition of one's obligation to serve it.

They cultivate, if well taught, tolerance, imagination and judgment.

They make large demands upon the teacher. The wider her reading, the more she has studied, the more she has traveled, the larger her vision, so much the better teacher will she be, provided she does not talk too much in recitations—the temptation of the teacher, particularly in these subjects. If she knows how to get work from pupils, if she has a positive enthusiasm for the worth of geography, history and civics, and can make this enthusiasm contagious, the results of her teaching can be no other than to make some community and neighborhood of the future a better community and neighborhood for men, women and children to live in because she has been a teacher there.

It is generally recognized that the selection of teaching material for these subjects is difficult. Their range is so wide, their content is increasing so constantly, their relation to the needs of everyday life is so intimate, that selection of material requires great discrimination as to what is most worth while for boys and girls. Many subjects desirable for instruction must be omitted. It would not be possible to find any two persons who would agree upon this selection of material. This monograph in this respect is the consensus of opinion, not only of the members of this Department, but of a number of teachers in the State whose opinion has been sought. In planning this course of study the

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ages and capabilities of children have been taken into account. They are not men and women. Many topics desirable in themselves must be left for high school instruction or for subsequent study.

One difficulty in planning a course of study for an entire state consists in the fact that there is a great diversity of textbooks in use—a fact not without merit in itself. The grade by grade treatment must therefore be set forth by topics or subjects which any modern textbook should contain. It has not been possible to refer to pages in books. Indeed it is often desirable that lessons should be set by topics, by the use of the blackboard, and by consulting the tables of contents and indices. The teacher should make the children intelligent and quick users of tables of contents and indices.

It would be a great mistake to attempt to teach to children with equal thoroughness all within the given textbooks in these subjects. It cannot be done nor is it desirable that it should be done.

The preparation of no other pamphlet issued by the Department has involved so much time and effort as this one. It has been the work chiefly of Mr. Zenos E. Scott, Assistant Commissioner in charge of elementary schools. He has had the advice, counsel and help of many teachers throughout the State.

COUNTY SUPERINTENDENTS.

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

Louis J. Kayser.....	Burlington County....	July 1, 1916
Daniel T. Steelman...	Gloucester County....	October 7, 1916
Jason S. Hoffman.....	Hunterdon County....	November 4, 1916
Arthur O. Smith.....	Hudson County.....	November 4, 1916
H. C. Dixon.....	Salem County.....	December 2, 1916
A. L. Johnson.....	Union County.....	February 3, 1917
J. Howard Hulsart....	Morris County.....	June 7, 1917

TEACHERS' INSTITUTES.

Teachers' Institutes were held as follows:

Burlington County, at Mount Holly, March 26 and 27; Cape May County, at Ocean City, March 29 and 30; Cumberland County, at Vine-land, March 29 and 30; Hunterdon County, at Flemington, March 26, 27 and 28; Monmouth County, at Ocean Grove, September 27, 28 and 29; Ocean County, at Lakewood, September 28 and 29; Somerset County, at Somerville, September 26, 27, 28 and 29; Sussex County, at Newton, September 26, 27 and 28; Union County, at Elizabeth, September 22; Warren County, at Phillipsburg, March 26 and 27.

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

DEATH OF EDMUND B. OSBORNE.

On April 12, 1917, State Senator Edmund B. Osborne, for six years a member of the State Board of Education, died at his home in Montclair.

At a meeting of the State Board of Education held Saturday, April 21, the following minute in regard to Mr. Osborne's death was unanimously adopted:

The State Board of Education has heard with profound regret and sorrow of the death of Mr. Edmund Burke Osborne, of Montclair, who for nearly six years was a member of this Board.

Mr. Osborne was a staunch believer in public education and he was convinced that this education was the most important of all the enterprises in which the State is engaged. This conviction he expressed with the force and vigor that marked all his public utterances.

His was a positive character, and yet he was always ready to change his opinions in the light of new knowledge—the mark of a broad man. His opinions carried weight because they were known to be honest, sincere and unselfish. He was a useful member of this Board, a wise counsellor in its deliberations, a public-spirited citizen of the State, a Christian gentleman and a friend whom we had grown to admire.

We request the Secretary of the Board to transmit a copy of this minute to Mrs. Osborne and to express to her the sympathy of this Board in the great loss that has come to her.

RESIGNATION OF DR. JAMES M. GREEN.

At a meeting of the State Board of Education held on March 30 the resignation of Dr. James M. Green, principal of the State Normal School at Trenton, was presented and accepted.

The State Board of Education adopted the following minute concerning Dr. Green's resignation:

Dr. James M. Green was graduated from the State Normal School at Trenton in 1870. He taught for a while a district school in his native county. Shortly after his graduation from the Normal School he began his teaching at Long Branch in a two room school. The Board

of Education of Long Branch gave him a leave of absence to attend Dickinson College. After taking a course in this College he resumed his work at Long Branch as principal of what was then known as the Graded School. He remained at Long Branch until 1899, a period of seventeen years. In February of that year he was called to the State Normal School at Trenton as its principal. In this position he has remained until, by reason of failing health, he found it necessary to give up his labors and retire from the profession of teaching.

This State Board of Education wishes to recognize the splendid educational career of Dr. Green. He vastly improved the State Normal School at Trenton, greatly widening its scope of usefulness, and improved all conditions pertaining to this School immediately after assuming the principalship.

He here manifested those fine qualities of supervisor, executor and able administrator for which he was well known throughout the State and country. He held all the positions of honor in his profession in the State of New Jersey, being president of the State Teachers Association and president and one of the charter members of the New Jersey Council of Education. Dr. Green was well known in educational circles throughout the country. He served in the National Council of Education. He had conferred upon him the highest honor of his profession in being elected president of the National Education Association.

It was, however, in his own State that he exercised the greatest influence in the public schools. In raising the standards of the teaching profession through the Normal School and also as a member of the State Board of Examiners of Teachers he influenced public education in this line to a greater extent than any other one man in the State.

It is therefore with the deepest regret that this Board finds it necessary to separate itself from the influence and direction of Dr. Green. It wishes for him in his retirement a comfortable and serene continuance of a very useful life.

Dickinson College in 1887 conferred upon Dr. Green the degree of A. M. and in 1905 that of LL. D. In 1884 he received the degree of A. M. and Ph. B. from Illinois Wesleyan University, and a Ph. D. in 1890.

NEW PRINCIPAL OF STATE NORMAL SCHOOL AT TRENTON.

At the April meeting of the State Board of Education Dr. J. J. Savitz, superintendent of schools at Westfield, was appointed principal of the State Normal School at Trenton to succeed Dr. James M. Green, who has resigned on account of ill health.

Dr. Savitz was educated in the public schools, the Kutztown State Normal School, Lafayette College, Columbia University and New York University, receiving in course from the last named institution the bachelor's, master's and doctor's degrees. He is the recipient of honorary degrees from a number of universities.

Dr. Savitz has taught in rural schools, academy, normal school and college. He has been superintendent of the schools of Slatington, Pennsylvania, and Boonton, New Jersey. For the last fifteen years he has been superintendent at Westfield, New Jersey. He was also, for six and a half years previous to February 1914, county superintendent of schools of Union County. During the school year 1914-15 he was Assistant Commissioner of Education in charge of Elementary Schools. He was president of the New Jersey State Teachers Association in 1910, and is at the present time president of the New Jersey Council of Education. For the last six years he has been instructor in the Cape May and Ocean City Summer Schools.

IN REGARD TO THE EMPLOYMENT OF NEW TEACHERS.

In April the Commissioner sent to all boards of education throughout the State the following circular:

The employment of new teachers is one of the most important duties that the board of education has to perform. "As is the teacher so is the school" is an old saying but a true one.

I make the following suggestions:

1. That the board of education in filling vacancies use the advice and recommendations of the county superintendent, the supervising principal, or the city superintendent, as the case may be. These officials know the sources of supply of teachers better than it is possible for the ordinary member of a board of education to know them. I am strongly of the opinion that more general use should be made of their professional knowledge in filling vacancies than is the case in many districts. Boards of education are sometimes misled by letters of recommendation, which in many cases mean nothing or next to nothing. If possible an applicant should be seen before she is employed. Normal school graduates should be employed if it is possible to get them.

2. That the members of the board take some interest or get someone to take some interest in finding a suitable boarding place for the teacher. The teacher is often an entire stranger in the neighborhood and in some

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districts she is left to her own resources to find a boarding place. In one locality in the State a young woman had to walk three and a half miles unless she was willing to sleep with one of the children in a family whose house was very dirty and slovenly.

3. There is insistent and well justified complaint about the quantity and quality of supplies furnished in some schools. There is also complaint that the supplies do not reach the schools promptly in September, and that sometimes the children are without the necessary tools with which to work until late in the fall, because somebody neglected his duty. I know personally two fine young women—graduates of one of our state normal schools—who would have liked to teach in their home rural schools, but they said frankly that the necessary supplies were furnished very grudgingly and tardily by the board of education.

4. As to teachers' salaries—the scarcity of labor has caused a rise in wages of workers in the industries, including our farms. If we are to keep up the standard of our schools it is imperative that good salaries be paid. The price of living has so increased that teachers with low salaries have been especially affected. In some counties in our state teachers do not receive as much as they did ten years ago, considering the purchasing power of a dollar. The salaries of teachers in some parts of the state have by no means kept pace with the higher cost of living. The children are the losers if, in consequence of low salaries, ineffective teachers are employed.

Said a janitor the other day: "When I was married I carried my money in my vest pocket and my marketing in my basket; nowadays I carry my money in the basket and my purchases in my vest pocket." It was a joke upon the distress which has come upon many who must live on a salary.

I believe that it is the clear duty of boards of education to make it clear to taxpayers and citizens that there must be a substantial increase in salaries at this time if the right kind of teachers are to be retained and employed in our school systems.

I call your attention to the fact that from the Normal School at Trenton will be graduated in June 246 students; the State Normal School at Montclair will have 144 graduates available for positions in September; and the State Normal School at Newark will have 200 graduates available.

I urge that you ask your county superintendent and principals to communicate with the principals of the three schools—Mr. W. B. Secor (acting) at Trenton, Dr. Charles S. Chapin at Montclair, and Mr. W. Spader Willis at Newark—in regard to filling any vacancies in your schools for the year beginning September, 1917.

I am strongly of the opinion that careful consideration should be given to the graduates of our own State Normal Schools. These schools are excellent schools. They are a part of our own state educational system, and those in charge of them desire to get in close touch with the various

schools of the state so that they may help meet their specific as well as their general needs.

I urge that you make use of the enclosed blank (I send two copies) in writing to the principals of the State Normal Schools concerning vacancies in your district. This blank indicates the kind of information which candidates in the Normal Schools would like to have. It should be filled out and sent to the Normal School principal.

Boards of education or principals who desire interviews with candidates should, if possible, have a representative visit the Normal Schools rather than request groups of candidates to travel to the locality, as the latter method is very expensive.

You may be interested in knowing some of the objections which some young women graduates of the normal schools make to going into rural schools.

1. They often have difficulty in finding suitable boarding places.

2. The supplies which local boards of education are required by law to furnish are often not adequate, and are sometimes of very cheap quality. It is very discouraging for a new teacher not to have enough reading matter to go around the class once, not to have suitable blackboards or chalk, and to find the textbooks and maps in a deplorable condition. You are urged to consult the county superintendent in reference to the supplies that are needed and the best manner of procuring them.

One of the Normal School principals states the matter in this way: "Given a community not more than two or three miles from a railroad station, a respectable boarding place in a private family, and an ordinary amount of supplies such as every board of education can and should furnish at slight expense, and there will be no difficulty in securing plenty of trained teachers for the rural schools."

THE NEED OF A COLLEGE FOR WOMEN IN NEW JERSEY.

The Federation of Women's Clubs arranged during last summer for a survey of the State with reference to the need of a college for women. Professor Robert W. Scoon, of Princeton University, was employed to undertake this survey, and his report has been presented to Mrs. Charles W. Stockton, president of the State Federation of Women's Clubs. Following are extracts from the report.

In New Jersey the present facilities for the higher education of women are limited to the short courses in agriculture and home economics of the State College at Rutgers, and to the Catholic institutions, St. Elizabeth's at Madison, and Mount St. Mary's, near Plainfield.

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Without the slightest criticism of these centers of learning, the question has been asked whether there was a need for further opportunities of a similar nature in this State. With Princeton, Rutgers and Stevens Institute wholly or largely devoted to the training of men, it has been suggested that this section of the country was not paying due attention to the needs of its young women. Accordingly, a proposal has been made to found a woman's college. . . .

Since those who are now in charge of the secondary education are in the best position to know the needs of the situation through their constant association with pupils and parents, I undertook to canvass the principals of high schools and the superintendents of schools in this State, in order to find out whether they had felt any demand that was not being properly met. Either by letter or by personal visits, I have been in touch with 100 of the 156 principals of high schools; of that number 65 felt a definite need for a woman's college in New Jersey, and 83 have gone on record as believing that such a college should be established. . . .

I could multiply these documents showing that the high school authorities of the State are faced with a demand for aid to higher education which they cannot meet, but it will perhaps be sufficient to indicate the two causes for this failure that appear most commonly in the answers of the principals and the superintendents. The first of these is the cost of sending girls away to college; it is not merely that the tuition, room rent and living expenses are too high, the transportation also figures to a large extent. In families that have hardly sufficient means to put the daughter through a college course there are three items of expenditure to be considered: tuition, living expenses and transportation. The first may be taken care of by a scholarship, the second through work done after hours, usually in return for board and lodging, but the third means a sum of money that must be earned in cash beforehand. Hence it is that for many girls traveling expenses form one of the chief obstacles to a higher education. Of course, the case is not usually as simple as this would sound. New York City with its immense educational facilities is within easy reach of northern New Jersey and the railroad fares to it are low. But it is only the strongest girls who can commute daily from their homes to a metropolitan center of learning, and many instances have been described to me where parents did not care to have their daughters live in the city while working for a degree. Then, too, there is not a large number of scholarships available and they are difficult to obtain; often they are given only upon examination at the college and that would necessitate a journey thither, with its consequent expenses and the chance that the prize would not be gained. Nearly every case, on the testimony of the high school authorities, is complicated by one or more of these factors and the combination sometimes means that the girl does not pursue her training.

A second difficulty that I found much more frequent than I had an-

anticipated is distance, and apparently this operates as a deterrent factor far more insistently in the higher education of girls than of boys. It is difficult to explain, because no doubt it often exists as a vague and uncriticised feeling in the minds of the parents; it is there and that is all there is to be said. But in other cases it is not quite so unreasoned. The health of some girls is so uncertain as to make their fathers and mothers rightly apprehensive of a long period of work at such a distance that they cannot have the proper attention from home, for no matter what the vigilance of the college authorities may be, the instances of breakdown under the strain of a four years' course have been numerous enough to reach the ears of most families whose daughters are contemplating a degree. There is also a strange phenomenon that probably happens rarely, but which, where it has occurred, has filled the minds of guardians with a suspicious hostility toward college education for girls. In some instances young women have gone away to institutions of learning for such long periods of time that they have lost touch with their homes and have become so imbued with the standards of life in vogue at the college community that they are dissatisfied with the old conditions to which they must return. But part of these new ideas is a profound conviction of the inherent gentility of the liberally educated, and this feeling often prevents the disgruntled graduate who returns to her parents from getting out into the world—working, if necessary—and so correcting her assumptions by contact with life. Instead, convinced of her own superiority, she shuts herself up with her beloved literature or takes on airs that produce hard feelings, and so becomes less useful and more unhappy. I do not think the examples of this are numerous, and probably more harm is done by the imagination of other people than by the actions of the girl herself; but I know that fear of this on the part of some parents has militated against the college education of their daughters. In these as well as in many other more private ways does distance enter into the question of higher training for women.

To this I should perhaps add a word of warning. It is not now our business to sit in judgment on parents and to condemn them for using such reasons as these. We cannot dismiss one set of cases with the remark that it is all foolishness for parents not to want their daughters to live in New York City while getting their education, nor another by saying that if girls have any sense at all they will not ruin their health by overwork and eating candy. Such denunciations will not help the situation before us. On the testimony of the school authorities, the facts are that some girls—apparently a considerable number—are prevented from going to college by the expense and the distance, and these facts explained in this way or that must be either taken or left. Seventy of the 100 principals with whom I have been in touch said that some girls were kept from further training because there is no proper place for it near at hand; and the only possible commentary on this state of affairs is action.

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I therefore find that a definite need for a woman's college is felt in New Jersey.

In considering the proposal to create something it is usual to examine not merely the reasons for its creation, but the probable effects of its existence. In this way its usefulness can be gauged beforehand. So in the present plan it will be of advantage to imagine a college already established and then try to estimate the results.

In the first place, it will be likely that few, if any, of the girls who would go to one of the traditional colleges, such as Vassar or Bryn Mawr, will be diverted to the college in New Jersey; that is, the number of girls who go from this State to these older seats of learning will remain constant. For most of the young women who want the sort of training given by these institutions will not be influenced away from them by the founding of a new institution. The attractions of these places will remain the same and will, in all probability, continue to draw the same number of students from this locality. Nor should we wish it otherwise. An educational institution is not started with the idea of enticing pupils away from other institutions where they are being well trained. The college of which we are thinking already has a *raison d'être* that removes it from the region of competition for scholars; and though a small number that now seek an education in large universities at a considerable distance, like Syracuse, Cornell, Ohio and Indiana, may find it more convenient to pursue their courses nearer home, these few should not be taken into consideration against the interests of the many who will welcome the establishment of this new college as their only chance to gain a higher education.

The foregoing would be called a negative result. There is, secondly, a positive result which I believe would be of the highest importance to the neighboring communities. If you scrutinize the rolls of the principal colleges where women are educated you will find that in the case of most of them a large percentage of their pupils come from nearby territory. In a list of 25 well known colleges and universities ranging in location from Massachusetts to Maryland the average per cent of girls from the State in which the institution is situated is 67. And we may feel certain that if the proposal for a college in this State is realized a similarly large ratio will be found.

The principle underlying these figures would seem to be that generally an institution of learning appeals most strongly to the scholars of its vicinity. We may go still further and analyze this statement according to its inherent probability. We know that in every locality there are girls who desire an education and who will get one if conditions are favorable; for many of these the founding of a college close at hand will make conditions favorable for the first time, as I have already tried to show. But there are also large numbers of high school pupils who require to have the matter of further training brought to their attention by some outside agency before they will make the necessary effort to

gain it. An institution of learning easy of access, near enough to be well known, and with sufficient prestige to compel attention would in my belief furnish not only an opportunity but also a stimulus for the young women within reach of its influence. In this way it would both satisfy the need that now exists and increase the demand. In other words, the creation of a college in this State would multiply the number of those who wish a college education.

A concrete illustration will bring home the meaning of this observation. From data very kindly given me by the school authorities of Atlantic City, I understand that conditions there are somewhat as follows. In matters of education, Atlantic City is a comparatively new place, where there is no tradition of higher education, as there is in many towns of New England. Men do not go to college because their fathers did. Hence one of the tasks of the high school teachers is to convince parents of the value of a higher education and to instill an ambition for it in the pupils. And so a need for another woman's college has been felt here; but once such a college is established, it will reflect back on the high school a desire for higher education and girls will shape their courses with the purpose of advancing to the next stage of training. Thus the existence of a college will infuse a desire to gain its advantages and will furnish an ideal to high school work in the surrounding territory. . . .

Since an examination of the needs of the young women to whom this college will most probably appeal and the testimony of the high school authorities lead to the same conclusion in this question, I recommend that the instruction to be given have a broad cultural basis with widening opportunities for specialization in vocational subjects. . . .

Since this problem cannot be solved by any amount of investigation or argument by one person, but must be squarely met by those most nearly concerned, I recommend that the matter of admission to the college be left to a joint conference of the college authorities, when appointed, and a certain number of high school principals and superintendents of schools to be named by the State Commissioner of Education, this conference to take cognizance both of the necessities of high school instruction and of the need for thorough training felt more especially by the colleges.

Many existing universities have calculated as nearly as possible their average expense in educating a student for a year, and they have discovered that this amount is several times as large as the tuition fee. This clearly demonstrates the fact that a well equipped college cannot be maintained by the fees of its students, if these fees are at all reasonable from the standpoint of the parents. It is, therefore, necessary for a college to have a large endowment or else to raise a considerable amount of money each year from its friends; and the size of the endowment or of the annual deficit will depend, among other things, on the fraction of the total expenditures that can be paid from tuition.

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Now, there can be no question but that the need that exists for a woman's college in New Jersey is largely due to the cost of the present facilities for higher education, and if the proposed college is to satisfy this need it must reduce the necessary expenditures of students to a minimum. The tuition should, therefore, be low and there should be a number of competitive scholarships open to graduates of high schools. It has been suggested by several principals that the State be asked to establish several free scholarships and I believe the plan is a good one, but it should not be attempted until the college is ready with all its arrangements and a definite plan of operation.

With a relatively low tuition (and perhaps several scholarships which would yield the college no financial returns) it will be patent that the proposed institution can hope for only a small proportion of its necessary income from its students. It, therefore, becomes imperative to have other sources of revenue. Now, it cannot be too strongly affirmed that a college which is forced every year to raise by subscriptions a large deficit is gravely handicapped. It is next to impossible for such an institution to adopt a progressive policy, for its administration is constantly hampered by the burden of raising an additional sum for each new improvement. But it is often said, and truly said, that a college cannot stand still; it must either go forward or go backward. Hence the advisability of having not only an endowment which will cover the expenses of operation but also sources of income that will allow of legitimate growth becomes so strong as to amount almost to a necessity, and I urge that this fact be given full consideration in the arrangements for the proposed college in New Jersey.

In his annual report the Commissioner of Education said:

"The number of girls graduated from the high schools of the State in the past five years is as follows:

1912.....	1940
1913.....	2150
1914.....	2454
1915	2751
1916.....	3480

"This remarkable increase during a period of five years calls attention to the need of an extension of the facilities for the higher education of women in the State.

"It is easy to say that in New York City and Philadelphia are colleges and universities open to women, and it is true that some of the girls graduating from high school are financially able to attend these and other institutions. Many of these graduates, however, cannot afford the expense, including tuition, transportation and other charges, that this entails. In consequence, such girls do not receive the higher education which their brothers may obtain here in the State—two hundred and

forty of them free of tuition charges by means of the State Scholarships at Rutgers.

"The young women I have in mind come from homes where dollars must be counted. I am not drawing upon my imagination. I have had brought to my attention many cases of individual girls in the rural communities of the State who were ambitious to receive a college education, but who could not afford to go outside of the State to get it.

"I have no doubt that if a college for women were established in this State, within five years it would enroll hundreds of young women—and most of these would be in addition to the number now attending higher institutions outside the State. I say this for two reasons: first, because of the number of girls graduating from our high schools—a number which will soon be five thousand annually; secondly, because the movement for the higher education of women is growing rapidly all over this country.

"The influence of such an institution upon the intellectual life of this State would naturally be very great. Moreover, such a college would educate and train teachers for the schools of the State.

"I am positive that this great need will be met in the near future, for there is so much wealth, there is so much interest in education that New Jersey will not long be content to be in the rear of the States in providing higher education for its women."

The report also discusses the location of such an institution, and other matters of interest.

REPORT OF COMMISSION ON MILITARY TRAINING AND INSTRUCTION IN HIGH SCHOOLS.

In 1916, by act of the Legislature, a commission of five was appointed to investigate and report upon military training and instruction for national defense in the high schools of the state. Two schoolmen were to be on this commission and accordingly Superintendent Henry Snyder, of Jersey City, and Superintendent Don C. Bliss, of Montclair, were appointed.

The other members of the commission were: A. Dayton Oliphant, Assemblyman from Mercer County, Chairman; Winfield S. Price of the New Jersey National Guard; and the late William W. Smalley, Senator from Somerset County.

This commission has rendered its report. It recommends that a bill be enacted requiring every pupil attending the public schools of the state to be instructed in physical training. It also recom-

mends that an assistant commissioner of education be appointed to take charge of this instruction in the schools.

Although this report is much too long to be quoted entire, it is of such importance that we give the following extracts:

Just as it is difficult to consider the military instruction of high school pupils without keeping in mind the rest of a complete course, so it is difficult to see why New Jersey or any State should feel obligated to assume the burden of training soldiers for the national defense without the full cooperation of the other States and of the Federal Government. The common defense is a matter of national concern and duty. While the citizens of this State may feel impelled by patriotic fervor to assume military service, their numbers cannot be large enough unless the citizens of the other States feel the same impulse. For a similar reason, the State is not justified in acting alone, without similar action by other States, in imposing on the pupils of its high schools the duty of military preparation. In saying this we do not wish to be understood as desiring to urge that the pupils of this State ought to be relieved of the duty of preparing for participation in the common defense, but do desire to insist that such isolated action will be insufficient and comparatively useless. Congress has power "to provide for the common defense" by training those who are included in the militia. It has no power to direct the courses of instruction in the schools of the States. Nevertheless, the military instruction of adults and of the pupils of the schools is a matter of national policy and must be treated as such either by Congress alone, or by Congress in cooperation with all the States. It has been said that if the States legislate independently in the matter, the instruction will be diverse and will follow as many courses as there are States, and that there can be no harmony of action. We do not object to such independent legislation for that reason, but for the reason that there will be no certainty of proper action in any State, that military training will be found "in spots," and might just as well be omitted.

It is not easy to justify the selection of the high school pupils of the State as the only young people who shall be the recipients of military training. The duty of the common defense is one which belongs properly to all who are physically capable, and none should be deprived of the opportunity of qualifying himself, if such opportunity is offered to any, to perform this duty effectively. It cannot be claimed that the boys of the high schools are exceptional, and that they are the only ones who can receive this instruction profitably. If there is any advantage in it, all boys equal in age and physique to high school boys can receive it with equal probability of profit. If it is claimed that the reason for providing this instruction for the high schools is that the pupils can best afford the time for it, it must be answered that very many of these derive an income from labor out of school hours which enables them

to attend school. These are as worthy of exemption from military instruction as those who leave school because they lack the ambition to continue their education or because they are compelled to do so by circumstances. Whether this instruction is compulsory or optional with pupils of the high schools, if required or offered at all, it should apply to all boys, out of school as well as in school, of prescribed ages and strength.

Such exercises of a military character as have been introduced into high schools, have not served appreciably to induce pupils to remain in school, or, in other words, to render inoperative those influences which tend to make pupils leave school. It must be concluded, therefore, that if military instruction in high schools is regarded not as a privilege but as an obligation, it will impose an additional burden upon education, which the pupils over fourteen years of age may evade by leaving school, if they so desire. It will, therefore, serve to counteract the influence of the stimuli, statutory and social, which are applied for the purpose of prolonging school attendance. . . .

It is difficult to contemplate with satisfaction or even complacency the social cleavage which is bound to result from a system of military instruction which is applied to high school pupils and not to other boys. To assign or reserve the privilege, or duty, or obligation, however it is regarded, of preparing to fight for the country to the better educated class is just as repugnant to democratic ideals as was the practice in days long gone by of leaving it to the nobility. To select high school pupils for this training is open to the same objection as would be a plan of selecting adults for actual military service solely on the basis of their occupations or professions, a plan which would receive no consideration. . . .

It is specially significant that none of the great nations of Europe, in which the military service of adults has been universal and compulsory, and which have shown phenomenal efficiency in the present war, has thought it necessary to resort to the military training of its boys. With the most instructive and convincing example of these nations before us, does it not seem incomprehensible that our State and National Government should seem to shrink from the compulsory military training and service of adults and at the same time prefer to consider the imposition of compulsory training upon minors, whose dependent condition prevents the possibility of the refusal of such training? Even the federal military system of Switzerland, which exacts compulsory service from men over twenty years of age, and which is looked upon with much favor as being peculiarly adapted to a republican form of government, does not impose compulsory training upon school boys.

Military authorities are by no means united in its advocacy. General Leonard Wood has recently said, "Personally, I do not believe we should give the training until the year in which the youth becomes 19." General Baden-Powell said, "Drill a school boy and spoil a soldier."

The military training of boys gives no assurance that they will enter military service voluntarily when they become men. It is well known that comparatively few of those who have been members of school cadet corps enlist as members of the National Guard. The recent experience of Australia is significant. Although it has for some years had compulsory military training for males between fourteen and twenty-six years of age, and its people might consequently be regarded as prepared and zealous for service, the number of enlistments in the present war has fallen far short of the expectations and requirements of Great Britain. Furthermore, the people by referendum last fall rejected the proposition to adopt conscription or compulsory service in the greatest crisis in their history. On the other hand, in our Civil War, New Jersey, without preliminary training of any kind, either of men or of boys, furnished 10,000 more men without conscription than the National Government required.

Training in the real work of the soldier, to be of value, should be conducted under conditions which are as nearly like actual war conditions as it is possible to make them, and should include such operations as entrenching, marching with full service equipment, all the activities of camp life, abundant practice in the use of weapons—rifles, bayonets, grenades, machine guns, artillery of all kinds. It must be admitted that boys of high school age cannot undergo practical training of such a strenuous character with any hope of success, and, it must also be said, without fear of serious injury. At the same time, it ought to be said that much of this work of real training could not be done because of lack of facilities.

It is sometimes claimed that military training is the best agency for inculcating obedience. But if this claim is carefully considered it will be found that obedience to military authority is generally unthinking. It is often blind and superficial, not real. During actual war men willingly undergo training because the work is definitely motivated; but when peace comes and men go into barracks, they feel that there is nothing of value in drill and there is a consequent tendency to evade its requirements. This kind of obedience has been and may be secured by similar school methods. It is obedience under restraint. When this is removed, laxity in discipline often follows. The discipline of the schools aims not at isolated acts of obedience under special circumstances, but at the *habit* of obedience to elders and persons in authority. It is a psychological fallacy to suppose that obedience to military authority, indeed, obedience exacted under any peculiar circumstances, may automatically be translated into the general habit of obedience. The same may be said of such qualities as alertness, promptness, industry, truthfulness, etc. It is by no means capable of demonstration that those who have had military training, or been subject to military discipline, are superior to other citizens in the possession of these qualities.

The development of patriotism in our youth is sometimes urged as

a reason for introducing military instruction in the schools. Military forms and observances may furnish opportunities for the manifestation of patriotic feeling, but they cannot be regarded as its cause. They cannot even always be regarded as evidences of its existence. There are more effective, more certain methods of teaching real, intelligent patriotism. Emphasis must be placed upon the study of our country's history, of its social and economic development and relations, of its principles and institutions, of its provisions for the prosperity, happiness and welfare of its people, and of its civic and social life, and not upon such a single, narrow activity as military instruction.

Obedience, patriotism, orderly behavior and other desirable traits which have been or might be mentioned, are not results peculiar to military training, nor are they qualities which belong peculiarly to military service. They are qualities which every upright, useful citizen ought to possess, and which it is the aim of all school discipline and school exercises to develop and train. Instruction in them is ethical and moral, not military. It is only by impressing upon pupils the truth that they are necessary in all walks of life, and not only in the military sphere, that this kind of instruction may be made universal and thorough. . . .

It has been our aim to consider effective military training as distinguished from military drill and such similar activities as are often found in schools, and to give our conclusions thereon, particularly as they concern high school pupils. It may be inferred from what has been said that we are opposed to military training in toto. Such an inference is not justified. While the limits of the problem presented to us do not permit us to discuss the subject in its broader aspects, it is proper for us to say that we believe it is the duty of the citizen to defend the country should the nation decide that circumstances require it. While, as we have said before, it is not within our province to express any opinion regarding the necessity of the compulsory military training and service of adults, it is proper for us to express our conviction that, if it should be determined that preparation for defense in the form of military training is necessary, this should frankly be exacted of those who by reason of maturity and strength of body are able to receive it profitably and not of frail boys. . . .

If the State should be inclined to consider this form of training notwithstanding its deficiencies, it should keep in mind the cost. During the year 1915-16, 46,103 pupils were enrolled in the high schools of the State, of whom 24,716 were girls and 21,387 were boys. If we eliminate boys who are under age or physically unfit, we should still have available for compulsory training many thousands for whom equipment and instructors would have to be provided. It is clear that the plan would cost many thousands of dollars each year, while the results obtained would be comparatively negligible so far as real military purposes are concerned. It is not necessary, however, for this State to incur the

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great expense involved. In accordance with Section 56 of the Act of Congress, approved June 3, 1916, and with General Orders No. 48 of the War Department, dated September 19, 1916, the Secretary of War is authorized to supply military equipment and instructors for purposes of military training to schools under certain conditions. Congress has thus recognized the propriety of handling the matter nationally and relieving the State of the expense. We are informed that Congress has not yet made adequate financial provision to carry the act into full effect. Whether legislative action by the State is necessary to authorize the schools to apply the act is a question which should be determined by legal advice. At any rate, if such action is necessary, we do not recommend it, because, for reasons which have been made clear, we do not favor the introduction of any form of military training, as such, into the schools. . . .

The difficulty experienced by all military companies organized in schools, in which membership is voluntary, in retaining their members, and the frequent disbandment of such companies, testify to the monotony of their work and their failure to offer permanent attraction to the young.

But in the matter of genuine physical training, in the full realization of the tremendous importance of the development and maintenance of the bodily vigor of boys and girls, of men and women, in the systematic and persistent training of all the members and organs of the body to perform their functions accurately and successfully, in the desire to maintain a nation of healthy people, we are all on common grounds. . . .

It is evident that even if the training of our youth had military service only as its aim, that training should be physical not military.

On the other hand, all the statistics furnished by the reports of medical experts in connection with the medical inspection of school children and college students in all countries, of the medical examiners of life insurance companies, and of all organizations for whose employees a sound body and health are requisites, testify unanimously and strongly to the wide prevalence of serious physical defects, which greatly interfere with the efficient and satisfactory performance of the duties of civil life. In order therefore that all citizens may be properly trained and prepared to perform effectively all their duties, no matter what they may be, we recommend and strongly urge that the necessary steps be taken to provide for all the schools of the State a complete and thorough system of physical training. This system should be compulsory on all pupils, and should include carefully selected exercises adapted to the different ages of pupils and designed to protect their health, stimulate bodily functions and promote physical strength. It should apply to all girls as well as boys. It should aim to prevent bodily abnormalities or deformities, or to correct them, if they are found to exist. It should include personal and community sanitation, first aid in emergencies, bandaging, and all forms of instruction in personal safety. It should encourage outdoor

activities. It should provide abundant games for all pupils in which group activities are prominent and in which appeal may be made to the spirit of competition. It may include those features of military drill which properly serve the purposes of physical training, but which must be regarded as subordinate to these purposes. It may even include practice with the miniature or the service rifle, if such practice is regarded as necessary to develop steadiness of nerve, bodily control and accuracy of sight. In the case of such exercises the educational error does not lie in their use, but in the exaggerated military purpose which they are made to serve. All the features and exercises of the thorough course of physical training which we recommend should be intimately connected and interrelated, on the one hand, with the moral or character forming instruction of the schools, and on the other, with the complete provisions for medical inspection which have already been made compulsory by law.

We take the liberty of submitting herewith two bills which embody the recommendations made above regarding compulsory physical training, and hope that they may be enacted into law.

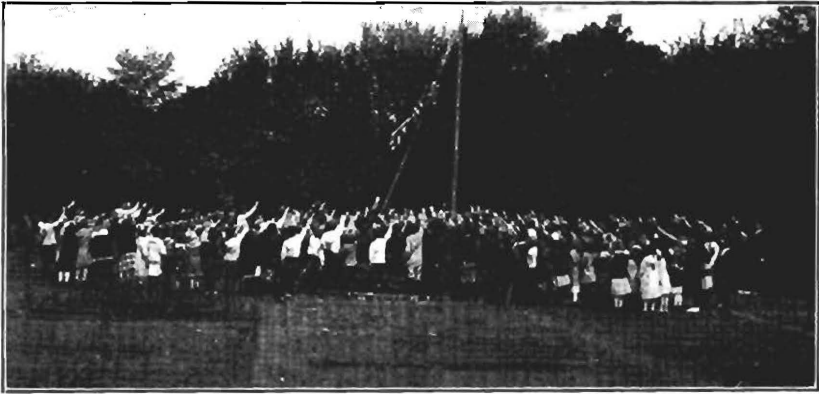
EXTRACTS FROM ANNUAL REPORTS OF COUNTY AND CITY SUPERINTENDENTS.

COUNTIES.

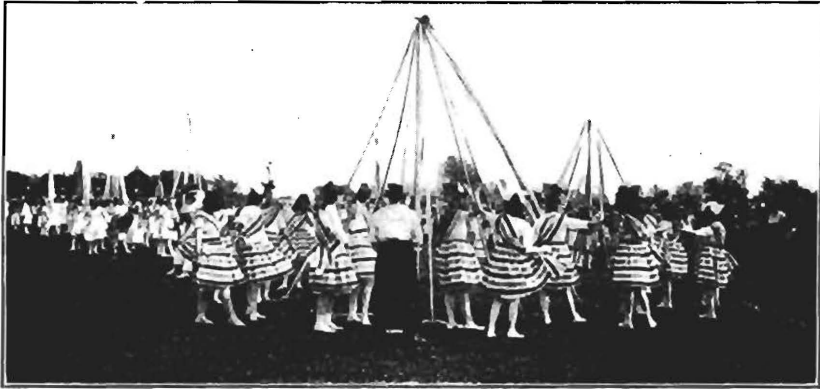
Atlantic County employs fewer untrained teachers each year. The present method of licensing teachers makes for better teachers. All of the new elementary teachers with the exception of four had training for their work. This is progress and speaks well for the boards of education. The county superintendent was called upon in many cases to assist in making the selection. . . .

Atlantic County feels proud of more than 90 per cent of its school buildings. Great progress has been made in this respect in recent years. There are a few old one room school buildings left. These we hope to see abandoned very soon. They do not reflect any credit upon the boards continuing them nor upon the county. The outbuildings are well kept and sanitary. This is complimentary to pupils, teachers and to the boards of education. . . .

The quality of teaching is better than it has been at any time during my experience as county superintendent. This is due to the use of the monographs supplied by the Department of Public Instruction, the patronage of the summer schools by many of our progressive teachers, the assistance of the helping teacher and the general interest aroused by the many forms of activity in which the schools are engaged. All these helps emphasize and impress upon the teacher the necessity of a knowledge of modern methods in teaching. Teachers begin to realize



SALUTING THE FLAG, NASSAU STREET GARDENS, PRINCETON
Giving expression to patriotism. Scenes like this in the majority
of schools of New Jersey



MONMOUTH COUNTY MAY DAY FÊTE
A pretty sight



MONMOUTH COUNTY MAY DAY FÊTE
A great community gathering. Good for county, state and nation

more and more that a knowledge of the subject matter and the proper methods of teaching reduce the difficulties of teaching and make the work more enjoyable and the results of their efforts more evident.—*Superintendent Henry M. Cressman, Atlantic County.*

High schools to the value of nearly one million dollars have been finished or begun within the year. When all are complete high school opportunities will be vastly better than ever before. . . .

While there were bad spots, the school conditions show a marked improvement in all lines of effort. More attention is given to cleanliness, attractiveness and comfort. More playgrounds and equipment; more teachers with a human interest; more satisfaction among parents; more happiness and profit for the children.—*Superintendent B. C. Wooster, Bergen County.*

In all districts under the supervision of the helping teachers a list of supplies that were absolutely necessary was made out by the helping teacher, under my supervision, and handed to the district clerks. In the majority of the districts they were purchased without question. The result is that we have a better type of supplies and more of them than last year. The teachers express their appreciation in this regard, stating that they never had as good materials to work with as at present.—*Superintendent Louis J. Kayser, Burlington County.*

Our rural schools have suffered from a scarcity of good teachers. Some of the boards have increased salaries nearly to those of city and suburban schools, but even with the increased inducements have had difficulty in securing and retaining teachers. We trust that within a few years the new normal school will improve these conditions. For the present, higher salaries are the only means of competing with other employments for young women.—*Superintendent Charles S. Albertson, Camden County.*

It was the first year with a helping teacher and our second year with the County Vocational School. It is distinguished also as the year in which our school building program has been completed, excepting as it will need supplementing by enlargements, extensions and additional buildings, when the growth of the county demands it. . . .

We have held a number of group and club meetings of teachers and in every case have presented a program of practical subjects for discussion and illustration. In the group meetings we have invariably provided for demonstration lessons to classes of children, sometimes in school rooms, at others in my office. This is my third year of group meetings and they have become an established part of my county system, to be continued each year.

In our township club meetings, we meet always in a schoolhouse, and discuss methods, supplies, textbooks, medical inspection and other school

subjects, always extending invitations to be present to board members, medical inspectors and attendance officers. . . .

The new building at Middle Township and that at Cape May are likely to be completed by January 1. The new Wildwood high school building, which has been in process of erection nearly two years, will be ready for use this year, giving us three new high school buildings, at an aggregate cost of about \$260,000.

Each year we hold at least two meetings of the County School Board Association and publish in booklet form the entire proceedings of one of these, a copy of which is sent to each member of each board of education and to each teacher and school officer. . . .

A new feature, or rather an old one revived, was organized in two townships this year at my request, by the helping teacher—a union of all of the schools of each township, in a closing day, at which there were exhibits of work, athletic sports, and a program of other exercises. In one case the celebration was held on a camp meeting ground and included also demonstrations in cooking by one of our vocational teachers. In the other, there was an evening session with a very interesting program by the pupils and some speech making.—*Superintendent Aaron W. Hand, Cape May County.*

During the year there were held five series of meetings in addition to the meeting of the county association of teachers and the county institute, making seven meetings in all during the year which were attended by almost all the teachers. The first series consisted of only two meetings, and these were distinctly held for the benefit of the beginning teachers and were held before school opened. The second series consisted of eight meetings which were joint meetings of the teachers and members of the boards of education. While these meetings were not always attended by a majority of the members of the board, enough members were present to warrant the superintendent to repeat the effort of a joint meeting in each district during the coming year. Many of the members had never before attended a teachers' meeting and went away with a feeling of sympathy and cooperation which proved helpful in getting better equipment for the schools. . . .

Contests were held during the year in spelling, corn growing, sweet potato growing, tomato growing and canning, sewing, baking, poultry raising, field day exercises, and beautifying schools. The Third Annual Agricultural and Household Arts Exhibit was held in the Armory, Bridgeton, on December 1, 1916. While all the contests were interesting, the poultry raising contest was most popular, 59 entries of birds having been made by the pupils. More than \$200 worth of prizes were awarded to the successful contestants. . . .

The Beautifying Schools Contest was carried out so as to be an incentive for all the schools in both the cities and the county. A local committee in each district recommended one school for the county contest.

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A county committee consisting of three prominent women visited the best school in each district and awarded the county prizes amounting to \$40 in cash or works of art. . . .

It is gratifying to report that the idea of a centralized school is gaining ground throughout the county. Transportation facilities are being improved year by year. Hopewell Township board of education have abandoned the transportation wagon and purchased two Reo automobile busses. The Landis Township board of education, instead of the individual transportation plan have purchased a Ford automobile and two Wayne wagons, all to be used in the transportation of children. Boards of education are more and more insistent on good transportation.—*Superintendent J. J. Unger, Cumberland County.*

The opening of the schools was postponed in every district of the county because of the prevalence of infantile paralysis, for periods ranging from two to four weeks. In every district at least a week of this time was utilized by the city superintendent or supervising principal in holding daily teacher conferences along the lines of a prearranged program. These conferences were sometimes general for the entire teaching corps, and sometimes were broken up into sectional meetings of primary, grammar grade and high school teachers meeting separately. The leaders and instructors were in almost every instance school men and school women regularly employed in the county, and in many instances members of the local teaching body. Superintendents and supervising principals in some cases combined their conferences and in other cases rendered service to other districts in exchange for service received. The eight smaller districts of Western Essex combined under the leadership of the county superintendent, with the help of the helping teacher and principals, and held a week of conferences in the Caldwell high school.

The spirit of the teachers in these conferences was excellent, and in most cases the meetings were *real* conferences in which many of the teachers took active part in the discussion with mutual benefit to speakers and hearers alike. There were many expressions of appreciation of the helpfulness of these conferences, and more than one suggestion that such a conference before the opening of school in the fall would be well worth while as a permanent feature of the year's work. I am strongly of the opinion that at least three days and probably a week before the opening of school should regularly be devoted to this kind of preparation, and that attendance upon these meetings should be made part of the contractual obligation of every teacher. It probably would be good policy to allow a nominal pay of at least \$10 for the week to each teacher, to compensate for the added living expense of those teachers who would be obliged to come to their place of work a week earlier than heretofore.—*Superintendent Oliver J. Morelock, Essex County.*

A conference of all teachers in unsupervised districts who were new to the State and county was held on the Saturday previous to the reopening of the schools in September. I look upon this as one of the most helpful meetings held during the year with teachers. It offered an opportunity for the new teachers to get acquainted with the helping teacher and the superintendent and the discussion of problems of vital importance to the schools and those entering the service for the first time. . . .

The first annual Public School Day, or May Day Festival, was held at Alcyon Park on Saturday, May 26. It is estimated that fully 8,000 persons were in attendance. The exercises consisted of Maypole dances, relay races, folk dances, kindergarten songs and drills and a pageant of the States with Uncle Sam in review. The assembly sang patriotic songs and the children saluted the flag. An exhibit of school work was held in the educational building. The money for prizes for this occasion was contributed by one man, a friend of the public schools.

The twenty-six parent-teacher associations of the county have been organized into a County Council. These organizations are growing in usefulness and are doing much to mould public sentiment favorable to the schools.—*Superintendent D. T. Steelman, Gloucester County.*

A new building has been erected and dedicated in each of the towns of North Bergen, West Hoboken and West New York. In North Bergen the building constructed has in it twenty-five classrooms besides an auditorium and has all of the modern conveniences for a primary and grammar school. It is plain but artistic because it is substantial. This building cost the town of North Bergen approximately \$140,000. At the present time it would cost much more. With no disaster befalling Lincoln School, it will be a monument of tribute for many years to its constructors and designers. This school building was dedicated May 29, 1917.

The building erected in West New York is a still larger building with forty classrooms and an auditorium, with gymnasium, manual training and domestic science rooms fully equipped. This large and commodious building, which was dedicated on January 30, 1917, cost the town approximately \$200,000. It was erected for primary and grammar school grades.

The Emerson high school in West Hoboken was dedicated on December 7, 1916. The noted speakers at the dedication of this building were Dr. Claxton, United States Commissioner of Education, and Dr. Calvin N. Kendall, Commissioner of Education in New Jersey. In this building are now about six hundred high school students and the eighth grades of the town. It has forty classrooms, an auditorium, gymnasium and all modern equipments for a first class high school at a cost complete of about \$250,000. The erection of this building completed the second high school building in North Hudson.

In Secaucus a ten room addition to Clarendon elementary school No. 1 was erected at the approximate cost of \$40,000. This addition will provide enough room at present in this town for all classes on regular school day session in conjunction with school No. 3. They have discontinued the use of school No. 2 and transported the pupils from this school to school No. 1.

The town of Guttenberg has expended about \$8,000 on its buildings in the way of removing fire hazards, such as the erection of fire escapes and introducing fireproof exits and other needed improvements.

A noticeable fact is that all of these new buildings and improvements were constructed in North Hudson. This is a rapidly growing community with a population of about 125,000 people. . . .

During the year the certificates of 1200 teachers in the county have been examined, placed on file and properly recorded in the office of the county superintendent under a new system recently established by the county superintendent. These records are now open for information to the proper authorities in our county and state.—*Superintendent Arthur O. Smith, Hudson County.*

The first full year's test of the value of helping teachers has fully justified the expectations of its most hopeful advocates. No movement heretofore devised for vitalizing the rural school approaches in value this movement. Awakened interest, stimulation of effort, vitalization of subject matter, reorganization of the curricula adjusted to pupils' needs, committees aroused to school needs, boards of education awakened to higher ideals of responsibility, better material conditions, modern texts and supplies, well-directed, encouraged and intelligent effort on the part of the teachers to measure up to the opportunities presented to bring the rural school up to its best, all these elements in which the rural school has been a laggard are now working out their beneficent results.—*Superintendent Jason S. Hoffman, Hunterdon County.*

During September and the early part of October many teachers' meetings were held. Grade meetings and departmental conferences were held in the city of Trenton beginning September 11 and these were attended by many of the county teachers. All day meetings were held at the Court House during the week of September 25 with the principals, the teachers of one and two room schools and the grade teachers. These were followed by meetings held in the several districts. The district meetings were continued at intervals until the opening of schools. At these meetings the course of study and the use of the monographs were discussed in detail and the work for the year outlined. The needs of the particular schools—the books, supplies, attendance, reports, etc., in addition to the teaching process and the discipline of the school, were subjects from the discussion of which all derived much benefit. . . .

The average salaries of teachers in the different districts, exclusive of supervisors, high school and special teachers, were as follows: East

Windsor, \$616.79; Ewing, \$614.58; Hamilton, \$607.42; Hopewell, \$592.74; Lawrence, \$640.28; Princeton Borough, \$706.58; Princeton Township, \$591.67; Washington, \$575.00; West Windsor, \$610.00. . .

Mercer County, with its good roads and reasonable distances, offers excellent opportunities for the consolidation of its schools, and it is becoming evident to our people, although somewhat slowly, that consolidation offers decided advantages over the one teacher school with its many grades.

The chief objection is the transportation, the fear of poor transportation service and the hesitancy in placing the smaller children in crowded wagons or in charge of incompetent persons. These objections are not without cause, for sufficient care has not at all times been taken to provide suitable and comfortable wagons, with a seat for every child and a driver who will properly look after the conduct of pupils. When adequate transportation is provided there can be no objection to the consolidation of our schools.

The first one room school to be closed in the county was closed in 1907. Below is given the number of one room buildings in the different districts at that time and the number consolidated or enlarged during the past ten years:

	One room 1907	Consolidated	Enlarged	One room 1917
East Windsor ..	4	4	..	..
Ewing	4	3	..	1
Hamilton	4	..	3	1
Hopewell	11	3	3	5
Lawrence	4	..	..	4
Princeton Twp .	3	..	1	2
Washington	6	5	..	1
West Windsor ..	3	3	..	..
	—	—	—	—
Totals	39	18	7	14

The contests in the growing of one acre of corn, the poultry, the canning, and the one-tenth acre garden closed with an exhibit and the awarding of prizes at a meeting held in conjunction with the meeting of the Mercer County Board of Agriculture, at Grange Hall, Lawrenceville, November 21 and 22. At the session given over to the boys and girls essays were read by those who had been awarded prizes by the *Trenton Times* for the best story in connection with their corn, garden, poultry or canning activities. An address was made by Dr. James E. Russell, Dean of Teachers College, Columbia University, followed by an address and the awarding of prizes by former Governor E. C. Stokes, President of the Mechanics National Bank.

The winner of the first prize in each of the four contests was given a trip to Washington at the time of the annual convention of contestants. In all twenty prizes were awarded by the Mechanics National Bank

and, in addition, all who fully completed the work of the contests were given a certificate and a two days' trip to the Agricultural College at New Brunswick at the time of the annual Boys and Girls Agricultural Meeting. Special prizes for best exhibits were also awarded. These prizes were contributed by Trenton merchants. . . .

Two examinations were held during the year—in February and June. The questions for these examinations were prepared by committees of teachers. Three teachers, one having but one grade in her room, another with two or more grades, and the third from an ungraded school, made out the questions for but one subject in the grade assigned. In this way we had at work all the teachers of the county who had pupils above the second grade making out, arranging and comparing these test papers. This we find not only more satisfactory than when set by the supervisors, but it gets nearer to the actual work of the pupils and at the same time gives the teachers an opportunity to come together and compare their work in the different grades. The papers of the eighth grade pupils were rated at the Court House by a committee of teachers appointed by the county superintendent. For each subject a committee of five or six were appointed and each teacher was responsible for the rating of but two or three questions. The plan works well and will be continued. . . .

During the previous year but six of the fifteen schools in Hamilton Township had savings accounts. This year all the schools were represented and at the end of the year the pupils in this district had to their credit, including the amount remaining in bank from the previous year, \$3,914.45. The total amount on deposit to the credit of the pupils in Princeton was \$1,781.89, and in Lawrence \$1,389.77, a total of \$7,086.11. The amount deposited in the three districts during the year was as follows: Princeton Borough, \$993.56; Hamilton, \$2,314.20; Lawrence, \$1,048.97; total, \$4,356.73.—*Superintendent J. M. Arnold, Mercer County.*

In December last a county word contest committee, composed of school officials from cities, boroughs and townships throughout the county, was appointed by the county superintendent to prepare a list of 2,000 words suitable for pupils in the sixth, seventh and eighth years of work, with the rules and regulations of preparation and contest.

Preparation and contest were carried on in each local school, in each district, and in the county, the two surviving contestants appearing in the higher and larger contest, reaching the finals in the county word contest held in the high school in the city of New Brunswick on the 26th day of May. . . .

The local friends of the school, the district boards of education and the County School Board Association presented prizes in gold, amounting to \$700. The results were far beyond expectation and the interest manifested by the friends of the school, the district and the board of

education was remarkable. The contest was not merely a spelling contest but a word study of an elementary school vocabulary. . . .

The annual report among other things reveals the following facts:

Increase in current school expenses, about.....	\$100,000.00
Increase in school operating expenses.....	76,191.20
Increase in cost of education per pupil based on total enrollment	1.43
Increase in cost per pupil based on average daily attendance	0.26
Increase in number of teachers.....	49
Increase in number of trained teachers.....	51
Increase in number of pupils.....	1,174
Increase in average daily attendance.....	1,684
Increase in percentage of attendance.....	3%
Increase in number of pupils not absent or tardy.....	231

A class of 17 boys were graduated after a two year course from County Vocational School Number 1 and found immediate employment. . . .

The boys are making good, receiving a weekly average wage of \$13. Should they continue to make good until September 1, the Board will present them with a diploma.

At the suggestion of the County Vocational School Board, the County Director, helped by his assistants, made a personal canvass of the mechanical departments of the industries of the county.

The following data relating to machine shop work, pattern shop, carpentry, printing and mechanical and architectural drafting were secured:

Number of males employed.....	5500
Number of firms requiring no trained apprentices.....	102
Number of firms requiring trained apprentices.....	70
Number of firms approving the course of work.....	105
Number of firms not desiring part time instruction.....	80
Number of firms desiring part time instruction.....	4
Number of firms who would grant increased wage to vocational school graduates	100
Number of firms who would not grant increased wage to vocational school graduates	12

A two year course of study in the Vocational School has been extended to three years for graduation. This extension of a year in the course of study grew out of the experience of two years in which it was found that the boys, starting each from a different standpoint, could not be graded properly for at least a year and that it took one year after the boy had found himself to develop his special talent, and that it took a third year to complete his development. . . .

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At the New Brunswick Center of Vocational Evening Schools certificates were granted during the year for evening school work as follows: printing, 8; drafting, 27; woodwork, 17; auto repair, 42; dressmaking, 36; cooking, 18; machinery, 34; total, 182.

In the Perth Amboy evening Vocational Schools certificates were granted as follows: machine shop practice, 33; drafting, 4; architectural drawing, 30; mechanical drawing, 35; dressmaking, 48; cooking, 42; millinery, 20; total, 212.

At Cranbury as follows: agriculture, 22; millinery, 11; dressmaking, 16; total, 49.—*Superintendent H. Brewster Willis, Middlesex County.*

The work of the county attendance officer, Miss Davis, has been very efficient. While she has assisted the local officer somewhat with group and individual conferences, her time has been devoted largely to the exceptional cases. Miss Davis has secured the assistance of overseers of the poor, charitable organizations, recorders, priests as to parochial attendance, women's clubs and boards of education. A report is sent to each board with recommendations after a careful survey has been made. We feel that a county officer of ability solves a phase of school attendance generally neglected. Miss Davis meets the problems as a social worker as well as a law enforcer.—*Superintendent Charles J. Strahan, Monmouth County.*

The appointment of a helping teacher, who took under her charge twenty-five teachers not already supervised, placed all the teachers of the county under supervision. The helping teacher assumed her duties with energy and enthusiasm. She has been a great benefit to the districts and teachers under her care. She has been loyal to the county superintendent, faithful to her duties and successful in her work. The teachers, with very few exceptions, welcomed her assistance from the beginning, and practically all soon came to recognize its value.—*Superintendent J. Howard Hulsart, Morris County.*

The appointment of a helping teacher to assist in directing the work of the schools in those districts which do not have supervising principals has been the most notable advance of the year. Mrs. Sara B. Hernberg, a teacher of several years' experience and for the past four years the teacher of the first grade in Toms River, was selected. Her tactful and sympathetic dealing with teachers, children, boards of education and school patrons has placed the work of the helping teacher in this county on a firm foundation. She has given herself without reservation to the work and her influence has been decidedly felt in all the schools of the communities with which she has been associated. Forty-eight teachers in seventeen separate districts and thirty buildings were assigned to her supervision in territory reaching from Bay Head, in the northern part of the county, to Sea Haven in the extreme southern part. More than

half the schools are along the main shore road and all are conveniently reached by auto, except three on Long Beach Island. She purchased and used an automobile.

Her policy for the year included giving assistance to teachers in arranging their programs to provide for as few groups of pupils as possible by combining pupils into groups, and arranging the work to be covered by such groups in approximately two years. Her efforts were directed to improve the organization, methods and devices used by the teachers; to improve housekeeping in the schools, and to encourage community meetings in the schools. . . .

A County Council of Parent-Teacher Associations was organized in May, composed of delegates from the associations in Point Pleasant, West Point Pleasant, Cedar Bridge, Lakewood (two), Toms River and Manahawkin. The local associations have been active throughout the year. In the territory supervised by the helping teacher associations have been organized at Bayville, West Creek and Giffordtown. Many other informal meetings of parents have been held with some degree of regularity.

The following indicates some of the activities of some of these associations.

At West Point Pleasant the association has paid \$200 for cement walks around the new building and has urged the completion of two unfinished rooms in the building for an assembly hall.

At the Union Consolidated School, in Brick Township, the association supplied material for the girls of the school to take part in the county sewing contest. The monthly meetings of the association furnished a social hour for the parents in a community where social opportunities are few. This association has provided a first aid kit, started a Christmas fund for the children, and through a fair has raised \$50 to place a bell on the building.

The association at Point Pleasant provided a phonograph for the kindergarten room, which was accommodated in temporary quarters outside of the school building.

At Manahawkin the association took charge of and furnished instructors for sewing classes with the girls one day each week. . . .

A lecture with lantern slides showing conditions in the county and stressing consolidation was given by the county superintendent in thirteen schools. . . .

Pupils enrolled as follows in the Junior Industrial Army: in the Agricultural Division, 116; in the Home Gardens Division, 728.

The aggregate accomplished by the children was very considerable. A careful computation shows that more than twenty acres were cultivated in the children's gardens. . . .

Perhaps the most important of the special school exercises in Dover Township was the one given on Registration Day, when our school as a body paraded through the main streets, stopping at the place of regis-

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tration and giving the flag salute, finally ranging in front of the County Court House, where the flag salute was given, patriotic songs and music were rendered, and a purse of over \$61 was donated to the Red Cross—the contributions of the school from the first grade up. This offering was started by the junior class in the high school giving up a class function and turning over to this purpose the amount which they would have spent. . . .

The newspapers in the county have continued to give generous publicity to school affairs. Their activity was particularly helpful in the campaign for Visit-the-Schools Week.—*Superintendent Charles A. Morris, Ocean County.*

In many of the districts public meetings have been held monthly throughout the year. These meetings have been of an instructive nature and have also added to the social life of the communities. Lectures have been given on different phases of child labor by the medical inspectors and other prominent physicians. Talks on community life have been given by citizens who have willingly devoted, gratis, much time to the promoting of civic pride and the advancement of schools in general. Wherever these meetings have been held they have been well attended and much good has resulted. . . .

“Visit-the-Schools Week” was a great success in this county; over three thousand visits were made in the schools outside of the cities. The opportune time at which it came gave the people a chance to express at the polls their opinion of the work seen. We had far less votes against the different propositions and a much larger per cent of votes cast than even before. An encouraging feature was that not one vote in the entire county was cast against our manual training and domestic science departments.—*Superintendent E. W. Garrison, Passaic County.*

I need not speak again of Woodstown school except to say that the citizens have been active there in supporting and encouraging it. These are some of the things done by them without reference to the taxation authorities. The Parent-Teacher Association purchased a curtain at a cost of \$175 for the auditorium and also a stereopticon and moving picture machine at a considerable additional cost; some former graduates secured \$150 toward equipping the gymnasium; a member of the board at his own expense purchased steel lockers for the gymnasium; local business men raised \$100 to be used in playground equipment; an art exhibit in the school secured \$550 for suitable pictures for the walls; a local business man has installed at his own expense an electric program clock, and an entertainment provided the money for the purchase of a piano for the kindergarten room. The auditorium and rooms were opened recently for a business men’s meeting in the interests of farmers and implement dealers of this section. A Chautauqua will be held there for three days soon. The school is increasingly a center of community activities.

The school established domestic science with a school lunch department, which it conducted successfully the past year—by which I mean that the lunch counter paid its own way. A manual training department is provided for this year.—*Superintendent Henry C. Dixon, Salem County.*

One of the valuable factors in improving the work of rural teachers during the past year was the helping teacher. Her method of procedure was to visit all the schools under her charge once, and thereafter to devote her time particularly to schools most needing assistance. She gave special attention to primary reading and to good housekeeping. Whenever reports of trouble came to this office through teachers or any one else she at once went to the school and adjusted the difficulty as far as possible. In all respects her services meant much to the schools. . . .

The number of teachers was 294, an increase of 9 over last year. There was an increase of 30 per cent in college graduates, and an increase of 32 per cent in normal graduates. . . .

It is in rural districts that the attendance law is not enforced as it should be. Attendance officers do not receive sufficient pay to justify them in doing systematic work. Until there is a county attendance officer, or a state supervisor of attendance, these conditions will continue. If the county superintendent were appointed an attendance officer at large, so that he could legally serve notices on delinquents, much could be done until the better arrangements above suggested can be put into effect.—*Superintendent H. C. Krebs, Somerset County.*

This year we inaugurated the system of a monthly report from each school of enrollment, days present, days absent, times tardy and percentage of attendance. These were tabulated and a report of all the schools in the county was sent to the president, district clerk and attendance officer of each district and also to the newspapers for publication. We feel that this was very helpful. . . .

The first year of service of a helping teacher in Sussex County has demonstrated the fact that it is the best thing that has been done for our rural schools in many years. Miss Farber has proven her ability for the position. Her reception by the teachers and their hearty cooperation has made her work pleasant and productive. In our work for the first part of the year we stressed reading, penmanship and busy work, and the latter part of the year English and composition.

The plan of last year of meeting with small groups was followed this year. At these meetings demonstration lessons were taught by Miss Farber or some other teacher, sometimes with children as a class, and sometimes with teachers as pupils. These demonstrations proved fertile fields for discussion and suggestion and were very beneficial to all. . . .

The plan of newspaper publicity of last year has been carried on this year, and we are greatly indebted to the newspapers of the county for their most hearty cooperation. During the year they gave us about

5250 inches of space, the equivalent of 260 columns. In March the Sussex Register printed for us a three page supplement on consolidation and transportation. One newspaper sent a complimentary copy to each school in the county for the whole 10 months. We have reason to believe that this is very helpful in bringing to the attention of the people our school problems and activities, thereby gaining their interest and cooperation. . . .

We have repeatedly called the attention of teachers to some very essential daily duties but frequently find them neglected. In order to continually keep them before them we had a number of them printed on a neat blotter for their registers. We entitled it "Some Things I Must Do Each Day."

1. Prepare beforehand for each recitation.
2. See that the schoolroom is swept and dusted.
3. See that the schoolroom is properly heated and ventilated.
4. See that the flag is saluted and displayed.
5. Inspect the toilets.
6. Mark the register.
7. Supervise the play.
8. See to the health and cleanliness of the children.
9. Be economical in the use of supplies.
10. Keep my pupils profitably employed.

—*Superintendent Ralph Decker, Sussex County.*

There are three districts outside of cities that have employed school nurses and another has employed a community nurse who gives some time to the schools. In those districts employing nurses there has been a general improvement in health conditions and a more pronounced and intelligent interest in the need of such supervision. Homes have been frequently visited and instruction given in everything pertaining to the care of children, especially in the treatment of major physical defects. A large number of operations have been performed and many children have been relieved of discomforts caused by ignorance of a condition or neglect on the part of parents. Many defects have been overlooked even among the most careful and considerate of parents which have been revealed by the nurse and at once corrected. Parent-teacher associations have been most helpful and appreciative and have cooperated with the nurse in every instance where aid was necessary.

Other districts that are considering the employment of a trained nurse are watching those municipalities now employing them with an increasing degree of interest. . . .

For more than three years Union County has had its organization of special teachers with regular meetings monthly or bi-monthly as it seemed practicable. These conferences have proved of great value to every special teacher and have resulted in a better understanding of conditions and a more intelligent solution of all problems connected with

school work. The meetings have been well attended and a growing interest is manifest. The programs are planned to meet the needs of teachers with special attention given to the changing phases of the special subjects. . . .

The most effective means of reaching the teaching mass in an inspirational way is through the agency of the group meeting.

The groups hold a meeting once in every two months at a central place convenient of access for all teachers. The meetings are generally called for 2 P. M. and continue in session until 4:30. The first hour is given up to a discussion of some topic of general interest to all teachers, the remainder of the time to sectional meetings, where topics are discussed which are of interest to certain groups of teachers. So far as possible demonstrations of work are given so that teachers may see the methods of a skilled teacher used in the successful teaching of some particular subject or topic. This method has been very helpful, particularly to the young and inexperienced. It has been the plan at all these meetings for the demonstrator to use only the average equipment and material prepared by the teacher herself. Not the least valuable things in these demonstrations are the methods of class management, the question, the lesson assignment and the reaction of the class. For reasons which are obvious the teachers for these special demonstrations are taken from one or both of the other groups not represented at the meeting. The influence of these meetings is evidenced in the improved attitude, in a quicker response to new and improved methods, and in greater vitalization of school work.—*Superintendent A. L. Johnson, Union County.*

During the past two years school buildings have been completed or put under way to the amount of \$316,500. Buildings to the amount of \$95,000 have been begun this last year as follows: Phillipsburg, six room school, \$40,000; Asbury, four room school, \$17,000; Oxford, four room school, \$20,000, and Vienna, four room school with assembly, \$18,000. Centralized building projects are being considered in Hope, Mansfield, Blairstown, White and Harmony. I have gone over these propositions with Mr. Shimer. When these buildings are obtained, Warren will stand well among the counties for housing facilities. . . .

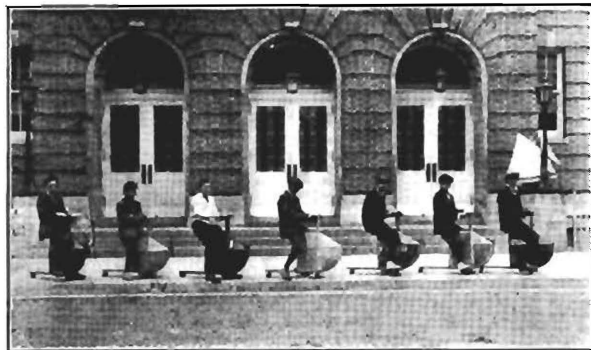
The teaching of the county has been improved considerably through the aid given by local institutes. At these meetings of the teachers demonstration classes have been conducted, both by the helping teachers and by the best classroom teachers of the county. The work that the helping teachers have accomplished in improving class room teaching is noticeable in practically every school in the county. The number of schools under the supervision of each helping teacher has not been so great as to prevent her doing effective work in each school in her charge. The county superintendent has also done considerable work by way of improving classroom teaching.



NASSAU SCHOOL, EAST ORANGE
Making teaching concrete and practical



OPEN AIR CLASS AT PLAY, MONTCLAIR
Plenty of fresh air



CONTESTANTS IN PUSHMOBILE RACE,
MONTCLAIR
Each boy made his own machine



MAKING SIDEWALKS, SEVENTH GRADE
CLASSES, MONTCLAIR
Learning to do a man's job

Teachers have been urged to visit the homes of pupils and to become well acquainted with the patrons of their schools. The meetings of parent-teacher associations have also helped considerably in bringing the home and the school closer together. Through these two means of attack the estrangement which has existed between the home and the school is being eliminated. . . .

Up to date 13 schools have been closed throughout the county. One or two more may be closed before the opening of the fall term. In Asbury and Vienna central schools are being erected which will eliminate six schools included in this list. I believe that the greatest difficulties in the consolidation of schools in Warren County have been surmounted. The public has seen the advantage of it and is ready to accept propositions which may be submitted by the county superintendent. . . .

Boards of education and teachers cooperated heartily in our crusade on flies last fall. Screens were bought for most of the buildings in the county and many of the pupils took great pride in swatting flies about their schools. Literature was distributed among the teachers, and pupils were taught specially regarding the harm which flies may bring to them. —*Superintendent Charles A. Philhower, Warren County.*

CITIZES.

The increase in total days present of course means a higher percentage of attendance.

The employment of a school nurse, devoting half her time to school work, has materially improved our attendance. Pupils who are excluded by the medical inspectors for pediculosis are visited in the homes and the parents are compelled to see that the trouble is promptly remedied and the children returned to school. . . .

All notices from the medical inspectors were delivered to the homes by the school nurse. This gave an opportunity to explain to the parents what should be done and also when necessary to show them how to do it. The nurse also followed up every case to see that the pupil was returned to school as soon as possible. During the year the school nurse made a total of 2280 visits to homes. The results of the work of the school nurse may be summarized briefly:

Several old cases of infantile paralysis have had the best orthopedic treatment for the affected parts at the New York Hospital for the Crippled and Ruptured.

Children have been operated on for defective hearing, tonsils, and adenoids.

Cases of defective vision have been corrected and glasses supplied free or at reduced rates to the most indigent pupils.

Many cases of defective teeth have had dental attention.

Clothing has been supplied for a great many cases and in some cases light employment has been secured for the older boys and girls.

A great many children were returned promptly to school with a gain in allowance for days' attendance, and a still more important gain in educational opportunity and a smaller percentage of failure.

Many talks on personal hygiene were given in the homes, to mothers' clubs, and especially to the older girls. In connection with the older girls, the nurse has an opportunity which I believe she has used to good advantage.

Almost 800 shower baths were given under the supervision of the nurse. This has been confined to Bangs Avenue School, North, which is the only building with the necessary equipment. There is a noticeable improvement in the general appearance of the pupils in this building. Clothing, hands and faces are cleaner, pupils are happier and the work has been better. . . .

Our experience with the rapid progress classes shows that they advance almost twice as rapidly as the regular pupils and make better records in the high school.—*Superintendent Amos E. Kraybill, Asbury Park.*

On general principles, the promotions are made annually, i. e., at the end of the school year. Factors that are taken into consideration are those of scholarship, ability, attainment, application and the child's best interest. There are no fixed requirements for promotion. Each case is treated as an individual case and action is always determined by taking into consideration the child's interest and the child's future as related to his ability and power to do advanced work.

Classes for rapidly moving children have been organized. Pupils of this type are given an opportunity to complete the work of the grammar grades in three years instead of four, as usually scheduled. In placing the child we aim at completing the fifth, sixth and seventh grades in two years, thus giving a full year to the eighth grade work. A large number of our pupils have completed the grammar grades in three years, and are today among the strongest pupils in the high school classes. . . .

A new building for shop purposes, costing \$30,000, was completed February 1, 1917. This building has since been thoroughly equipped with the necessary line of machines, tools and other appliances necessary for trade work, the subjects taught being carpentry, electrical work and printing. All of the so-called interior equipment has been installed under the direction of the pupils of the various departments of the vocational school; the boys of the carpentry department doing the carpentry work, those of the electrical department, electrical work. . . .

The summer school during the months of July and August 1916 was maintained on the same basis as that of former years. Classes were organized for pupils who had failed in their annual promotion, either

those conditioned in one or two subjects, or those who had made a complete failure.

Classes were organized in order that much individual work could be given, and it was gratifying at the end of the term to advance practically 60 per cent of the pupils to the next higher grade, thus saving a repetition of a year of regular school work. The enrollment was unusually large, the corps of teachers well selected, and we feel that the money spent for this purpose was a good investment.

In the spring of 1917 it became necessary to undertake work of a practical character, both in farming and domestic science classes. The board of education employed a graduate of Cornell University and undertook the project of home gardening and community gardening. This work was carried on during the summer of 1917 and in many ways proved most successful. Approximately fifteen acres were under cultivation and the crops gathered from the gardens were good considering the condition of our soil and the late date on which we started our farming project.—*Superintendent C. B. Boyer, Atlantic City.*

The Vocational School has had the best year in its history. The school graduated in June 21 promising young men. Each of these young men demonstrated by the work he exhibited that he had acquired the rudiments of a trade that would enable him to take a place in the list of industrial workers.

More than this, these boys have, through their scheme of self-government, learned in a practical way the fundamental principles of civic life.

The effort to teach "thrift" to the pupils in our schools was very successful in this school. Each of the graduates had either a savings bank account, a book in the building loan association, or had made payments on a Liberty Bond. The average amount saved by each boy in the class since November 1 was \$43. . . .

Two schools have been maintained in connection with the Schwarzenbach Huber Silk Mill and the Nucoa Butter Company. In both cases the companies furnished the building and equipment and the board of education the instructors. At the silk mill a class for girls was started and continued for 65 days with Miss Haley and Mrs. Gannon in charge. There were 43 girls enrolled in two classes. In March the class had been reduced, because of removal from the city and marriage, and the girls were combined into one class. A class of 23 men was formed, which continued until the close of school, June 29.

It was demonstrated that in about 60 lessons the foreign speaking girl could be taught to read and write. Articles and samples of materials used in the mill were brought into the classroom and used as the basis of the lessons. Lessons in personal hygiene, right breathing, eating, better taste and judgment in dress were given. The work was very satisfactory. The factory management was pleased at the progress of the girls and men and their loyalty to the company.

At the Nucoa Company classes for men were conducted by Dr. Winthrop Talbot from 2 to 5 each day. The men were excused from their work to attend the class. One hour was given to each squad. The work was conducted on different lines than usual and was in the nature of an experiment. Dr. Talbot made his own textbooks, having the same printed in loose leaf form of a size convenient to be carried in the pocket of a workman. The vocabulary was that of the job on which the workman was engaged.

The whole instruction was concrete, being made so by the use of tools and objects with which the workman was familiar and by using the projectoscope to throw the lesson sheet on the screen.

We were fortunate in securing such an experienced investigator as Dr. Talbot for this work and we believe that he has the nucleus of a plan that will materially alter present methods of English instruction for foreigners.

We hope to see erected in the near future a modern school in the industrial sections, equipped not only to educate children but also to instruct at all hours of the day men and women in these arts and practices so essential to the life and welfare of an American industrial community.—*P. H. Smith, Bayonne.*

In April came the break with Germany followed by many changes in our school work to meet the new demands. Ten of our older boys enlisted in some branch of military service and twenty-nine went out to work on farms. About fifty others have been working as needed on our community fields of potatoes, beans and corn, comprising twenty acres.

The work in manual training and domestic science has been revised so as to give the boys all the opportunity possible to carry on the farm work, and the girls the opportunity to assist with Red Cross work—sewing, knitting, etc., over one hundred of them being engaged in these activities.

The teachers have readily and willingly adjusted themselves to the new conditions.—*Superintendent George Morris, Bloomfield.*

The feature which brought most visitors during the Visit-the-Schools Week was a special session of the high school and eighth grade which extended from 3 P. M. till 9 P. M., the regular session being duplicated in every respect except as to time. Pupils came on this day at 3 P. M. instead of at 9 A. M. . . .

With the assistance of the boys from the high school and upper grades two acres of potatoes were planted on the 1st and 15th of May. The crop has not yet been harvested, but samples already submitted would indicate satisfactory results.—*Superintendent H. V. Holloway, Bordentown.*

After several years of agitation the board of estimate finally appropriated the sum of \$80,000 for the purpose of a lot and the erection of a separate high school building. The building contains 10 rooms and an auditorium seating 650 and will be ready for occupancy about February 1, 1918. When completed this building will be a credit to the city and to the county.—*Superintendent E. R. Brunyate, Cape May City.*

Early in the year an industrial survey was made of the students in our high school, for the purpose of determining the economic resources of the school, the establishment of an industrial bureau with a faculty manager, and the prevention of withdrawal of students from school before graduation.

Intimate relations have been established with business firms in Elizabeth and arrangements made for the employment of students on Saturdays and at other times when our schools are not in session, including short and long vacations. As a result it can be stated positively that the percentage of loss due to withdrawals from school for financial reasons has been reduced almost to zero.

Furthermore, arrangements have been made with a firm in Bayonne, whereby 24 girl students of our high school, divided into two groups of 12 each, alternately work two weeks in their plant and attend school, giving 20 weeks in school and 32 weeks in the drafting room of the plant, during the calendar year. These girl-student-workmen are paid good wages for their services in the plant. Furthermore, the firm employs continuously a duly qualified teacher to instruct and supervise the girls during their period of service in the drafting room.

The Junior Industrial Army of 1917, contained 300 in Division A as the quota from the public schools of Elizabeth, and about 2500 in Division B.

We had more than 1500 home gardens in Elizabeth, the children working under the direction of a garden supervisor and teacher of agriculture, a graduate of the State Agricultural College of New Jersey at New Brunswick, appointed by our board of education to serve for three months, June, July and August, 1917. Valuable assistance was also rendered eight hours a day, six days each week, for three weeks, during the planting season, by four men of our manual training shops, and for many hours and days of the season by seventy volunteer teachers and principals.—*Superintendent R. E. Clement, Elizabeth.*

The most important step taken by us during the past year for improving our school organization was the establishment of an intermediate school. This comprises all the seventh and eighth grade pupils of the city—about 325 in number. The organization is based: (1) on the differentiation of work beginning with the seventh grade, and (2) on departmental teaching. Four groups are recognized. One group begins Latin or a modern foreign language; a second group takes type-

writing; a third group, consisting of boys, takes printing and mechanical drawing; and a fourth group, of girls, has household arts work. In addition to this differentiation of subject we have made a beginning of differentiating subject matter and treatment. In the mathematics of the eighth grade we have made considerable progress and are beginning to see more clearly what will constitute profitable differentiation in English. We feel that the advantages of the new organization are these:

1. It makes possible better organization and better teaching.
2. It enables us to better provide for the differing needs and interests of pupils.
3. It enables foreign languages to be begun earlier, at a time when children most readily learn them.
4. It enables us to offer commercial training earlier.
5. It will make available to the pupils of these grades many of the facilities of the new high school building which adjoins that in which the intermediate school is housed.

Since this type of organization is attracting wide attention it may be of interest to others to know something of our experience in establishing it. Although the plan proposed had been advertised for a year previous and all possible publicity given to it no unfavorable comment reached us. When it was actually put into operation, however, there was considerable dissatisfaction expressed by parents chiefly on the ground that some children had a much longer distance to travel to school than they formerly had. Naturally, perhaps, matters of this kind involving some change in domestic routine made a much greater impression upon the minds of parents than the educational advantages which at that time they failed to appreciate. The interesting thing about the whole matter, however, was the fact that the pupils themselves almost without exception liked their new school and were more interested in their work than ever before. Gradually, too, the greater advantages offered to the children became apparent and all opposition soon vanished. No other serious difficulties arose in connection with this innovation and a year's experience makes us all very confident of the value of the intermediate school.

One of the interesting features of the course of study is the fact that general science is included in the work of the eighth grade. The purpose of the work is inspirational rather than informational—the opening of the minds of boys and girls to the wonders and beauties of the natural world. Fortunately, under a form of organization which permits our teachers to be specialists, this subject can be taught by a teacher who through interest and training is fitted to arouse enthusiasm in her pupils. The year's work forms an excellent preparation for the science work of the high school.

A supervisor of home gardening was appointed in the spring of 1916 and gardening was then recognized as a legitimate phase of manual training or pre-vocational training. This work was of course elective

and was for pupils ten years old and upward. Children were enrolled for this work with the written approval of the parent and when so enrolled were placed in charge of the supervisor for instruction. About 150 children worked during the summer of 1916 under his supervision with a good degree of success. During the winter of 1916-17 the supervisor gave general instruction in gardening to pupils of the grammar grades; and to all who were enrolled for gardening work for the summer of 1917 he gave more definite instruction related to the particular conditions and circumstances of the several individuals. With the coming of war conditions and the great need of increasing the food supply the scope of our work was greatly broadened. Over 500 children undertook backyard gardening. A tract of 40 acres was obtained and cultivated as a community garden. About 100 boys and girls did the greater part of the work of cultivating it. About 25 acres were cultivated in plots of from one-half acre to two acres by single boys or by groups of boys on their own responsibility. Two additional supervisors were engaged for the spring and summer months. A woman was employed to demonstrate canning, and canning clubs composed of both boys and girls were formed. Quite apart from the aid given to the nation we believe that these lines of effort have had a valuable influence in many ways upon the boys and girls who participated in them. Incidentally, gardening appears to have secured a permanent place among the activities of our school system.

Our manual training work continues to advance steadily away from mere exercises and in the direction of doing real work. The printing shop does much of the school printing; the domestic science department manages the high school lunch room, for which it prepares many dishes as well as buys food, estimates costs and prepares menus; the classes in shop work built a toolhouse for the community farm and have constructed a considerable amount of furniture for the new high school building; the sewing classes have done some work for the Red Cross.

We continue to be greatly interested in the development of the principle of the socialized recitation, in which all teachers from the kindergarten to the high school are actively participating. We have attempted to formulate briefly the results we should obtain from what we call the socialized recitation, as follows:

1. Increased power of oral expression. Pupils gain in power of expression, both oral and written, through being given large opportunity for oral expression.
2. A greater incentive for study and for making careful preparation of work.
3. Better methods of study and a better knowledge of how to study.
4. Training in judgment—that is, in thinking.
5. Greater interest and better attention.
6. The social virtues of courtesy, cooperation, self-control, self-direction.

The feeling on the part of the child that the recitation is a period in which all are working together and not a place where he is to be quizzed to find out what he doesn't know, gives him a greater interest in his school work and a greater incentive for study. Likewise the sense of responsibility for his share in correction and criticism gives the child a greater incentive for attention. On the part of the teacher the socialized recitation has brought about a very careful examination of methods employed, a careful study of the aims of the recitation and an improvement not only in respect to ultimate purposes but in economy of time and effort. The large number of visiting teachers from other systems during the past year testifies to the very general interest of school people in the socialization of school work—*Superintendent Elmer C. Sherman, Englewood.*

A community nurse has been employed by the city. Among her duties are those of following up the cases reported for treatment by the medical inspectors.

Marked improvements have been noted in the health of the school children as a result of medical inspection.—*Superintendent Wilmer F. Burns, Gloucester City.*

Our junior high school was organized in February of this year and it is perhaps a little early to attempt to prophesy all the good results that will ultimately flow from its introduction. But this can be said at this time, that the work accomplished thus far more than justifies the experiment, and gives promise that the junior high school will in time fill a long felt want in our educational organization. . . .

The subject of first aid work was introduced in our elementary schools by resolution of the board of education on November 6, 1916. The subject is now being taught by the teachers of the fifth, sixth, seventh and eighth grades. The teachers and pupils are both enthusiastic in this new work and good results are sure to be forthcoming.—*Superintendent A. J. Demarest, Hoboken.*

The yards and courts of seventeen schools and one of the public parks were maintained as summer playgrounds, with 38 instructors and a director. All were well patronized. . . .

Swimming classes, with a male and a female instructor, were maintained all the year in schools 5, 24, 25 and 32, there being five classes in each school. During the school months the classes were held after school hours. During July 60 classes were in operation each week. . . .

Two open-air classes have been maintained.

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

The work of the community centers has been continued. Weekly dances are conducted in five schools. The work also includes boys' and girls' clubs and Sunday concerts. . . .

New school 5 has been completed and occupied. A special school for crippled children is under construction. This will be a striking feature of our educational department. The building will contain appropriate furniture of the most approved type. The building is located adjacent to the City Hospital, with which it will be in constant cooperation. The afflicted children will have the benefit of treatment by the hospital staff. . . .

Since the declaration of war by this country the school department has participated in helpful activities of many kinds. We have felt that we should cooperate with the National Government in every possible way, with the result that all the employees and pupils of the school department have made valuable contributions for war purposes.

Special instruction was given in all the day schools in connection with the courses in domestic science, in food conservation, in the economic preparation of foods, and in the utilization of corn and rice instead of wheat. All the pupils of the domestic science courses received this instruction.

Many special classes were conducted after school hours to which housekeepers were invited. In these, instruction similar to that mentioned above in the line of food conservation, economic preparation and use of food and food substitutes was given. Many of the older girls of the elementary schools were trained and delegated to give instruction in food conservation, in the economic preparation of foods, and in the utilization of corn and rice instead of wheat, to mothers in the neighborhood of their homes.

Children to the number of 3650 were induced to plant gardens for the purpose of increasing food production. These were members of the Home Gardens Division of the Junior Industrial Army. These gardens were supervised by principals and teachers.—*Superintendent Henry Snyder, Jersey City.*

One of the interesting phases showing the close contact of schools with community life is the increasing tendency of the people and of organizations to work through the medium of the public schools.

We have been called upon to aid in all branches of relief work. Pupils have aided in the distribution of patriotic appeals; they have been urged to economize and to help in spreading the gospel of home economy. They have aided in the Red Cross work, have been instructed in first aid and have contributed money for the support of the American cause.—*Superintendent Herman Dressel, Kearny.*

If I can devise a practical plan, as I hope to do, for lessening the rigidity of our course of study, I am convinced that I shall be able to lessen the amount of retardation of pupils and shall be better able to hold pupils in school. I think it would remove also, in part, the criticism made of the schools, that the pupils and graduates have so little certain knowledge of what they have studied, when they leave school.

We have rapidly moving classes and classes for backward pupils and classes for the feeble-minded, but these, in my judgment, only partially meet the situation. We have not only bright pupils and slow pupils, but we have pupils of the average class who are strong or weak in particular branches. For example, some can manage everything but arithmetic easily. The amount of work laid out for all is practically the same in each study, bringing it to pass that the pupil slow in a given study is apt either to spend two terms in a grade, or, if he gets through in one term, to spread his meager talent over more than he can do well in the time allotted, and this is about as deplorable as spending two terms in a grade. I think there are very many cases of this latter kind, who bring reproach on schools after they leave, by their ignorance. My thought would be not to require the same of all but to require of each what he can do well and advance him on its having been done well, with the emphasis on well. This is what I mean by less rigidity in the course of study, and I realize the attaining of it is as yet no small problem. So far as I have been able to find out while much thought has been given to varying aptitudes, much less has been given to such varying abilities, and I am coming more and more to think that neglect of the above consideration is one of the most serious blunders our schools are making.—*Superintendent Christopher Gregory, Long Branch.*

Three years ago the schools sought to establish a contact with the homes of the children. It was felt that there could be little educational progress unless parents desired larger and better opportunities for their children. It was believed that there could only be a slight gap between their desires and the realization of them. . . .

The function of a home and school league is to unite home and school in promoting the moral, mental and physical well-being of the children. This can best be accomplished by considering matters affecting their school life, their home life, and their amusements. The spirit of helpfulness is fundamental to the organization. It must consider ways and means of improvement. It must act.

The leagues have been instrumental in raising considerable sums of money, which have been applied to the purchase of things that the schools could not otherwise have had. They have assisted in purchasing pianos and have installed in every school a system of instruction in vocal music by means of the phonograph. They have tried to secure better school buildings for the boys and girls. They have suggested improvements in old buildings and their efforts have not been fruitless. No new buildings are under way but fire escapes have been placed on two buildings and the artificial lighting of certain schools has been greatly improved.—*Superintendent Warren N. Drum, Millville.*

COMMISSIONER OF EDUCATION.

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Comparative Enrollment of Pupils

	1907	1912	1917
Total enrollment, Grades I-IV.....	2354	2247	2777
“ “ “ V-VIII	657	1490	1760
“ “ High Schools	10 (?)	65	207
Total enrollment	3021	3802	4744
Percentage in Grades I-IV.....	78	59.2	58.6
“ “ “ V-VIII and H. S... 22		40.8	41.4

This table shows a remarkable and very satisfactory gain in the efficiency of teaching and management during the first half of the decade and a continuance of the gain in the second half. At the beginning of this decade only 22 per cent of the pupils were enrolled in high school and grammar grades, while in the year ending June 30, 1912, 80.8 per cent were so enrolled, and for the year just ended 41.4 per cent were above primary grades. This remarkable decade shows a gain in total enrollment of pupils of 57 per cent and it also shows a gain in total enrollment in grades V-XII of 194.9 per cent, but the gain in total enrollment in Grades I-IV is only 17.9 per cent. This is a decided and remarkable growth in the efficiency of North Bergen schools.—*Superintendent M. F. Husted, North Bergen.*

A new departure in the schools was the organization of community meetings. During the year several evenings were devoted to the music of the United States and various European countries. Both local musicians and school pupils took part in the various programs. These meetings were a great success and they will probably be continued next year. The assembly room proved too small to take care of the number of people who attended. Anything that tends to make the schoolhouse the community center should be encouraged.—*Superintendent James M. Stevens, Ocean City.*

The reasons given below indicate why certain pupils failed of promotion in the elementary schools:

Extremely slow	207	Prolonged illness	19
Malnutrition	11	Poor attendance	28
Poor health	31	Late entry	54
Outside interests	29	Lazy	117
Conditioned	67	Inattention	123
Careless	5	Immature	87
Quarantined	2		
Pupils entering from other schools.....			47
Difficulty in grasping English.....			28
Foreigners entering for first time.....			17
Defective hearing, sight, etc.....			20
Preparation fragmentary, due to moving.....			19
Total.....	911		

You may be interested in the following tabulation, which shows the reasons for absence of pupils, as ascertained by calls of the attendance officer:

Truants	129	Sickness	1985
Illness in family.....	275	Death in family.....	84
Helping at home.....	90	Insufficient clothing and shoes	216
Moving in city.....	140	At home, no excuse sent in..	216
Visiting out of city.....	139	Moved out of city.....	121
Found no one at home.....	372	Working	93
Wrong address	39	Attending parochial schools..	67
In school	239		

—*Superintendent W. B. Patrick, Orange.*

Our new building, of which I spoke to you in my last annual report, was opened for school purposes September, 1916, as a work-study-play school. . . . Altogether, including the four kindergarten classes and the two elementary vocational classes, which must be operated really as four classes, 45 classes are accommodated in this building.

During the summer of 1916 an additional gymnasium was built and finished by the first of October, so that the building has two gymnasiums.

The classes of the first two years were operated on a five-hour day; all classes above on a six-hour, twenty-minute, day. The plan of organization, however, being the same as was described in my last annual report for No. 10 school, which has been operated now for two years on the alternating plan, it does not seem necessary to go into detail regarding the operation of this one. . . .

The part time problem here which was so acute the first year of my administration has been very largely solved by the organization of these two schools on the work-study-play plan. Whereas at the close of the school year 1914-15 there were 88 classes in our city on part time, or more than one-third of the entire enrollment, with the prospect of 96 classes on part time the following year, the organization of No. 10 school in September, 1915, on the alternating plan reduced the number of part time classes to 72. The opening of No. 12 school last September and the retention of No. 10 on the same plan reduced the number of part time classes to 26, freeing entirely from such handicap all the schools in the eastern part of our city with the exception of two classes. Moreover, we closed up one building of nine rooms and another of six rooms, saving the services of a principal and janitor in one building, and a janitor in the other, and, of course, the overhead charges of fuel, repairs, etc., in both buildings. The other 26 part time classes are in two schools; namely, No. 7 and No. 4, in the western part of the city. . . .

Let me say that the No. 10 and No. 12 work-study-play schools have been operated with great success, as it seems to me, during this past year. The teachers for these schools were volunteers. The children almost without exception, and the parents very generally, are now pleased

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with the work of these schools. The auditorium programs have been of real educational value. The auditorium work has been facilitated in the new No. 12 school by the purchase of a moving picture machine which has been used very effectively. . . .

Owing to the increased cost of living, the school board very generously gave to each teacher in the corps who served with us the past year and is engaged for the ensuing year \$50 increase in salary in addition to the regular increase, providing such increase was not \$100.—*Superintendent Fred S. Shepherd, Passaic.*

In September the board of education adopted a new salary schedule with minimum and maximum salaries as follows:

Grades	Minimum Salary	Maximum Salary	Annual Increase
Elementary grades	\$ 600	\$1200	\$ 50
High school, women.....	1000	1800	100
High school, men	1200	2500	100
Supervisors	1300	1800	100
Assistant principals	1300	1700	100
Principals of primary schools.....	1700	2300	100
Principals of grammar schools.....	2300	3000	100
Principal of high school.....	3000	4000	250

Teachers of special classes for mentally defective children and teachers of cooking receive \$150 in addition to the regular schedule. Teachers of graduating classes received \$100 in addition to the regular schedule.

The Paterson schools have taken an active part in the movement for food production and food conservation. Fifty-three boys were excused from their studies at the high school to work on farms. Ten were sent to farms outside of Passaic County and the others were assigned to farms near this city. Eleven of these boys were members of the graduating class.

Principals in all of the schools encouraged and assisted in the home garden work. Parents and pupils were encouraged to cultivate vacant lots adjoining their own homes and it is estimated that 196 acres of land have been planted this year, much of which would otherwise have been uncultivated.—*Superintendent J. R. Wilson, Paterson.*

Seven of our twelve school buildings were erected at a time when sanitation and safety were matters of secondary consideration. During the summer vacation these buildings underwent radical changes and were modernized by the addition of more and better light and ventilation, and by making them reasonably safe from dangers incident to fires. We feel that the \$59,000 spent in these alterations represent an expenditure that will be amply justified, not only by the added safety thrown around the lives of children, but by all that accompanies conditions conducive to the physical improvement of childhood.

With the completion of the addition to our high school in December, two long-felt wants—needs, we think—were provided for, namely, a gymnasium, and an auditorium of 1100 seating capacity. It is needless to say that these two features of the building have demonstrated their value as much as to the public enjoying and profiting by their frequent use as by their larger daily use by the students of the high school.

Conditions during the past year have been quite suggestive of the value of training children along thrift lines. The increasing cost of school supplies has made them almost a luxury, necessitating restrictions in their use. We have found that a fairly rigid economy in the matter of supplies may be applied without appreciably interfering with the legitimate activities of school children. Logically, the discussion and practice of thrift in the school reaches, through the pupils, the home, and this latter, in turn, becomes imbued with the advisability and necessity of revising former ideas of home economics.

While training along thrift lines in the school, and, through it, in the home, constant attention was given to waste land areas at and near the home. Through these efforts hundreds of gardens have come into being and will become a source of food supply and a source of worth-while education at the same time. An additional response to our efforts in this direction was the weekly collections and sale of newspapers and magazines during the last five months of the year. In this way over fifty tons of paper were saved from the furnace or dangerous back-yard fire and made to contribute nearly \$700 to the library fund of the several schools.—*Superintendent S. E. Shull, Perth Amboy.*

The larger use of the school buildings was carried on with increasing success. The auditorium, gymnasium, swimming pool and other rooms in the high school were in almost constant use by various groups and organizations of citizens. Our aim is to give the use of our school buildings at cost of opening to any group of citizens that wish it for civic or social purposes.

The greatest innovation of the year was in connection with conservation. A large group of our high school boys enlisted for work in the agricultural camp at Far Hills that was inaugurated by Mr. Schley, and remained there 15 weeks, doing efficient work in raising farm produce. Another group of boys from the high school and the grades carried on a similar project on the Holly Farm, just outside of Plainfield, under the direction of the local executive of the Boy Scouts, working out a very interesting problem. The number of boys engaged rose at one time to nearly 50, and the product raised amounted to about \$5000 in value. Other high school boys worked as laborers on different farms, so that all together we had about 71 high school boys at work during the last two months of the school year and all summer on agricultural projects. . .

Our demonstration cottage for domestic arts has had more extensive use by the girls of the high school and the grades, in learning housekeeping by actual practice.—*Superintendent Henry M. Maxson, Plainfield.*

We used to good advantage throughout the grades the Ayres Standard Spelling Tests and the Curtis Test in Arithmetic.

"Go-to-School Week" brought 248 patrons into the schools as visitors. A picture was given to the room that secured the greatest number of visitors. . . .

The lunch counter at the high school, conducted in connection with the domestic science department, served from 60 to 80 lunches daily. The proceeds from this source paid all the running expenses of the whole department except the instructor's salary.

The high school bank, conducted by the commercial department, reported an amount on deposit June 20 of \$942.46.

We modified our course in cooking, sewing, and manual training to meet the new situations created by the war. Thrift, economy, food conservation, and canning were taught systematically. Our sewing department did Red Cross work. The manual training instructor devoted a large part of his time during May and June to the supervision of home and school gardening. The squad of high school boys who managed the school farm of 15 acres cleared approximately \$300. The estimated total value of all the produce raised by the pupils in home and school gardens was \$969.80.

Thirty-seven boys enrolled in the Junior Industrial Army and await honorable discharge.—*Superintendent W. B. Davis, Salem.*

Among the things of greatest interest in the development of the school system of Summit during the past year was the notable growth in the attendance in the higher grammar grades and the high school; the introduction of professional tests in the measurement of work; the placing of all pupils under physical training; the establishment of a dental clinic; the co-operation of the schools with all local, state and national organizations in promoting war services; the cultivation of 536 home gardens and eight acres of school farm under a special instructor; the holding of a two weeks' teachers' institute; the extension of manual arts to include home decoration, household management, millinery, dressmaking, dress design, cooking for invalids, and preservation of foods.—*Superintendent Clinton S. Marsh, Summit.*

Following the plans outlined in my narrative report last year for a larger enrollment in our evening schools and for more efficient work in naturalization and Americanization, there was an increase of 22 per cent in the total number of students, and although other agencies had charge of the majority of the persons being naturalized, very efficient work was done in public meetings and classes for foreigners.

In response to the demands for "preparedness" measures and the opportunities afforded by the organization of the State Junior Industrial Army, our home and school garden activities were reorganized. A number of pupils reported to the county superintendent of schools and enlisted in the Agricultural Division. In July the board of education detailed a teacher, a member of our corps, Miss Ruth Scott, who had just completed her work in Columbia University, to have general charge of the home and school gardens connected with the summer schools. In the previous year, 1916, there were approximately 6,000 pupils reported as having gardens and doing some garden work. This report, however, included all pupils in garden work, no matter what the size of the garden or the amount of work or the length of time given to it. There were gratifying incidental reports of vegetables and flowers raised and marketed or used in the home or in domestic science kitchens or given to hospitals, and such evidence of the value of the work as to warrant a thorough organization and extension of it, especially in view of war conditions. A survey was made of the gardens the pupils were willing to maintain throughout the summer. Gardens less than the standard size—100 square feet—were eliminated or enlarged, additional pupils were enlisted in garden work, and there were finally about 1,000 pupils with gardens of standard size or larger. Ten teachers were detailed to assist Miss Scott in instructing these pupils and in supervising their gardens for a period of six weeks in July and August. While the time was short and the number of gardens small, there was such a great interest in the work and it manifested such high possibilities in economic and various educational lines that the board of education decided to retain Miss Scott for service during the current year, to have charge of school and home gardens, nature study and field excursions. There is promise for splendid development of garden work next spring.

The department of physical training laid special stress upon training pupils to good habits of posture. The following shows the results of the Bancroft Triple Posture Test:

Grade	Beginning of Year	End of Year	Improvement
3	55.5	73.8	18.3
4	50.4	73	22.6
5	52.9	70	17.1
6	51.3	73.4	22.1
7	44.9	70.3	25.4
8	50.7	69.7	19
Total Average	50.9	71.7	20.7

The school savings bank has had a prosperous year and the system has been adopted in every public school except the junior school, in which it is to be introduced this year. The total deposits now amount

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to \$56,885.62—\$15,000 more than last year—and the number of depositors to 9029.—*Superintendent E. Mackey, Trenton.*

REPORT ON SUMMER SCHOOLS.

At the request of the Commissioner, Mr. T. D. Sensor, Director of Summer Schools for Teachers, has prepared the following report concerning the work of the summer schools during the past summer, and the expenses thereof:

In reporting upon the work of the summer schools for the summer of 1917 the fact that the nation is involved in war must be given considerable weight. This has affected the attendance in many ways. Changes in home conditions prevented many teachers from carrying out the plans they had made to attend. The passage of the conscription law involved all the men between the ages of 21 and 31 in uncertainty as to whether they would be called to the service of their country and until this matter was settled they could not plan work for the future. The actual effect of the war situation upon the summer schools cannot be fully ascertained, but that it did greatly affect the attendance can be accepted as a fact. All summer schools throughout the country had a decreased enrollment during the past summer.

It is to be noted that there was also a decrease in the number of applicants for teachers' certificates among those graduating from high school the preceding June. The new rule, which goes into effect in June, 1918, requiring each applicant for a teacher's certificate to attend two sessions of a summer school, has probably caused some of those who anticipated becoming teachers to decide to attend a normal school and make full preparation for the work rather than depend upon the professional training that could be obtained in two sessions of the summer schools. The new rule regulating the attendance at summer schools reads as follows:

"In addition to graduating from a four-year high school course, on and after September 1, 1918, an applicant for a limited elementary certificate must have successfully completed two six-week sessions of a New Jersey State Summer School or a summer school approved by the State Board of Examiners."

To what extent this new rule has encouraged teachers to attend normal schools rather than to depend upon the summer schools, time alone can determine. The fact is that 264 high school graduates attended the summer schools in 1916 and only 140 in 1917.

The number of teachers attending the schools for improvement and not because of a desire to complete certificates showed a very remarkable increase. When the majority of those attending the summer schools is composed of this class of teachers the state will be reaping the highest possible benefit from its maintenance of summer schools.

It is quite evident that the question of publicity is one of the weak points at the present time in inducing teachers to realize the advantages which the state offers in its system of summer schools. The announcement of schools was not issued until after the close of the Legislature and that time is too late for teachers to plan their work so as to attend a summer school. It was necessary to delay the announcements until the Legislature had adjourned because of the uncertainty of appropriations.

In view of the war conditions I think the Department of Public Instruction is to be congratulated that about 1000 people attended the Ocean City Summer School and interested themselves in some phase of the work there presented. The attendance in some of the other schools did not show quite as large an enrollment as formerly but the interest manifested fully equalled that of last year.

As teachers holding the old county certificates change their licenses to a state permanent certificate there will be less reason for maintaining schools in different sections of the state and possibly better results may be obtained by concentrating the work at one or two points.

In discussing with teachers the benefits to be derived from attendance at summer schools the universal opinion seemed to be that they received as much benefit from the schools of observation as from any other one phase of the summer school work. In the graded school at Ocean City the work was so planned that each teacher in attendance could study the immediate problem on which she needed help. The conferences then offered the remedies for strengthening her knowledge so that she might do better work next year. This feature of summer school work should be greatly developed, and one of my recommendations for next year would be to give careful consideration to the work of the schools of observation and endeavor to interest all the helping teachers in a round table. Nine of these teachers were present at the Ocean City Summer School this year and their cooperation was of great value to themselves and to the students in attendance.

The new physical training law aroused renewed interest in that subject. Instructors were placed in all the summer schools and courses to prepare physical training supervisors were given as well as courses to enable the grade teacher to handle the work in her classroom. It is intended to lay more stress upon this work in 1918. The monograph, which is to be placed in the hands of the teachers at once, was followed in the lines of instruction given at all the summer schools.

Schoomen's Week was perhaps the most successful of all the efforts along this line and was generally attended by supervising principals, but there seemed to be a want of interest on the part of city superintendents, very few being in attendance. This Schoomen's Week offers an excellent opportunity for a closer union of city and country school work.

The leadership of Dr. Lotus D. Coffman was inspiring and the general desire was that he might return in 1918. This was expressed in a resolution at the close of the session.

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The State Federation of School Boards increased its attendance nearly 50 per cent over 1916 and the interest was correspondingly greater. The members studied the model school and visited freely the classrooms of all its departments.

The Mothers' Congress showed also a decided increase over last year.

Fifty-eight people availed themselves of the work of the Red Cross. This was given in connection with the physical training courses and was under the regulations of the National Red Cross Association.

We feel that this is an opportune time to suggest some of the features for the schools of next year, so that teachers may plan accordingly.

Increased opportunities will be given for the training of teachers in physical training, in accordance with the requirements of the law.

The social side will be better planned for next year and many of the entertainments arranged prior to the opening of the school.

We also feel that there should be some concerted movement that would arouse interest on the part of high school teachers and enable them to see the opportunity they would have for professional improvement if they would organize into round tables to study the particular subjects which they teach. Much development along this line could be made at very little expense and it would bring about a more rapid advancement in the changed conditions requiring consideration of the establishment of the six and six plan of education and a better understanding of what is meant by the intermediate school and the advanced high school.

The State has been very fortunate in the class of instructors it has been able to secure to do the work in the State Summer Schools. These are teachers whose experience is of the very best. Their work throughout the year is in close touch with the practical management of schools and they come to the students of the summer schools with an equipment that cannot be secured by most summer school instructors.

SCHOOL REPORT.

ENROLLMENT

Counties	Ocean City	Col-lings-wood	Phil-lips-burg	New-ton	Free-hold	Total	Rut-gers	Total 1917	Total 1916
Atlantic	65	8	..	1	1	75	4	79	69
Bergen	35	1	2	10	1	49	10	59	58
Burlington	59	56	..	2	1	118	3	121	125
Camden	50	125	..	..	..	175	5	180	207
Cape May	64	2	..	..	..	66	..	66	59
Cumberland	86	22	..	..	..	108	6	114	117
Essex	16	..	2	2	..	20	30	50	92
Gloucester	41	51	..	..	..	92	2	94	106
Hudson	23	..	..	..	..	23	31	54	63
Hunterdon	10	..	15	..	..	25	15	40	61
Mercer	53	3	1	..	..	57	23	80	54
Middlesex	12	..	..	1	1	14	162	176	231
Monmouth	12	1	..	..	52	165	27	92	118
Morris	25	..	2	16	..	43	18	61	81
Ocean	17	5	..	..	6	28	4	32	49
Passaic	22	..	..	7	..	29	9	38	35
Salem	20	22	..	..	..	42	7	49	61
Somerset	13	..	3	..	..	16	30	46	46
Sussex	9	..	6	55	..	70	8	78	69
Union	15	..	2	..	..	17	28	45	61
Warren	6	..	65	2	..	73	7	80	89
	653	296	98	96	62	1205	429	1634	1851
Out of State	24	1	..	1	..	..	10	36	55
Red Cross Work (only)	58	..	..	..	..	..	..	58	..
Children in Observation									
School	130	32	28	30	50	50	100	370	..
Total	865	329	126	127	112	112	539	2098	

STATE BOARD OF EXAMINERS.

The State Board of Examiners has no fixed time for holding its meetings. The members are called together whenever the work of certificating teachers requires their attention. During the last fiscal year six meetings were held.

Examinations for teachers were held in November and April, as in past years. The statistics relating to these examinations accompany this report.

The State summer schools have been utilized to enable those teachers who fail in their examinations to receive credit for work satisfactorily done in the summer schools in lieu of an examination for completing or renewing regular certificates. The summer school at Ocean City has offered opportunities for the securing of special certificates.

Some very important changes have been made during the year in the rules governing teachers certificates. These changes have been printed in the Rules and Regulations concerning Teachers

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Certificates, Edition 8. The following rules embody changes of special importance:

Rule 19. After September 1, 1916, the applicant must be a graduate of a four-year course in an approved high school, or its equivalent, and must also have successfully completed a six week session of a New Jersey state summer school or a summer school approved by the State Board of Examiners, at which school the applicant shall have taken a course in School Management, a course in School Methods of Teaching Elementary Subjects and a course in Physical Training.

Rule 20. An applicant for a Limited Elementary Certificate, upon examination, shall, unless exempted in accordance with the provisions of rule 17, section 1, of this Manual, be examined in the following subjects:

Orthography	Physiology and Hygiene
Geography	Physical Training
English Grammar	Reading
School Management	United States History
School Methods of Teaching Elementary Subjects	English Composition
Arithmetic, including Business Forms	Penmanship
	Drawing

After June 1, 1918, he must also have successfully completed two six week sessions of a New Jersey state summer school or a summer school approved by the State Board of Examiners.

Rule 46. For the bookkeeping certificate there shall be proof of ability and the applicant shall pass five examinations, as follows:

- a. Bookkeeping.
- b. Commercial arithmetic.
- c. Commercial law.
- d. Business practice.
- e. English grammar and composition, including orthography.
- f. Commercial geography. (This subject is optional with the applicant.) The applicant must successfully pass an examination in this subject in order to be legally eligible to teach it.

Rules 71 to 76. These rules are so changed that wherever the words "provisional certificate" or "provisional certificates" occur the words "temporary license" or "temporary licenses" are respectively inserted.

Rule 73. To (1) is added the following: "A temporary elementary license shall not be granted to an applicant unless he is a graduate of a four-year approved high school course, or its equivalent, and has successfully completed at least one session of an approved summer school course."

Attention should be called to the natural condition that has arisen in the statistical report. Fewer certificates have been

handled this year than last year, because 1900 teachers were granted permanent certificates, and each year there is an increasing number of teachers who are removed from the class requiring any additional certification.

A larger percentage of new teachers is coming to us every year from outside the State, the normal schools of New York, Pennsylvania and New England furnishing most of these teachers who enter our State with credentials that are endorsed without any examination.

TEACHERS CERTIFICATES GRANTED DURING 1916-1917.

STATE CERTIFICATES	Men	Women	Total
Second Grade State (renewals).....	1	7	8
Third Grade State (renewals).....	10	35	45
Special State (renewals).....	0	2	2
Permanent Supervisors	16	1	17
Limited Supervisors	15	4	19
Limited Secondary			
Incomplete	58	83	141
By examination	16	21	37
By endorsement	22	65	87
By renewal	39	144	183
Permanent Secondary	44	74	118
Limited Elementary			
By examination	16	226	242
By renewal	36	588	624
Permanent Elementary			
By examination	23	133	156
By endorsement	28	311	339
Normal Life	3	99	102
Normal Life (granted by Normal Schools)	28	818	846
Limited Special State			
By examination	15	60	75
By endorsement	17	45	62
By renewal	58	160	218
Permanent Special State	27	125	152
Limited Vocational			
By examination	1	3	4
By endorsement	5	1	6
By renewal	13	8	21
Permanent Vocational	2	4	6
Vocational Supervisors	3	0	3

SUMMARY OF STATE CERTIFICATES

Limited	165	508	673
Renewals	157	944	1101
Permanent	174	1565	1739
Total	496	3017	3513

COUNTY CERTIFICATES—RENEWALS

First Grade County	8	88	96
Second Grade County	1	48	49
Third Grade County	0	1	1
Special County	4	35	39
Total			185

TEMPORARY LICENSES

All kinds	1750
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GENERAL SUMMARY

State Certificates granted and renewed	3513
County Certificates renewed	185
Temporary Licenses granted	1750
Total	5448
Total number of Applicants, November, 1916	1796
Total number of Applicants, April, 1917	1696
Total	3492
Total number of Examination Papers Written in November, 1916	5002
Total number of Examination Papers Written in April, 1917	3636
Total	8638

BUREAU OF ACADEMIC CREDENTIALS.

The Bureau of Academic Credentials issued the following circular regarding qualifying academic certificates:

Beginning February 15, 1917, the requirements for the qualifying academic certificate, which is necessary for entrance to the examinations leading to the different professions, will be increased from 60 academic counts to 72 academic counts.

This advance is made in order that the qualifying academic certificate obtained by examination may more nearly approximate the minimum requirements for a diploma of graduation from an "approved" four year high school, and at the same time be in closer agreement with the requirements of those states with which New Jersey has reciprocity.

All persons who have applied for qualifying academic certificates prior to February 15, 1917, will be permitted to continue on the previous or 60 count basis; all others, however, must be governed by the requirements outlined below for a 72 count certificate.

Qualifying certificates may be obtained in any one of the following ways:

1. On evidence of graduation from a college or university of recognized standing; or
2. On evidence of having completed a full four year course in an approved high school; or
3. On evidence of having (a) passed the entrance examination required to the literary course (or any other course for which the entrance examination is equivalent to that required for a 72 count certificate) of any recognized college or university; or (b) on evidence of having matriculated without conditions in any recognized college or university (this does not include professional schools or colleges); or
4. On evidence of holding a New Jersey permanent elementary teachers certificate issued subsequent to September 1, 1914; or
5. By passing examinations aggregating 72 counts at a minimum of 75 per cent.

SCHOOL REPORT.

Teaching of High School English. Number 3
Teaching of Social Studies, including History. Number 4
Teaching of Community Civics. Number 5. (In press)
Teaching of Latin. Number 6. (In press)
Course in Physical Training for Grades IX to XII. Number 7
Suggestions regarding High School Graduation Exercises

ELEMENTARY SCHOOLS.

Desirable Physical Standards of a Good School
Making of School Programs
Improvement of Rural Schools by means of Consolidation
Proposed Requirements for a Standard School of One or Two Rooms
Teaching of Elementary Composition and Grammar
Teaching of Reading
Teaching of Spelling
Teaching of Penmanship
Teaching of Elementary Arithmetic
Teaching of Hygiene and Safety (Out of print)
Teaching of Geography, History and Civics
Course in Physical Training for Grades I to VI
Course in Physical Training for Grades VII and VIII

INDUSTRIAL EDUCATION, INCLUDING AGRICULTURE.

Rules and Regulations for State-aided Vocational Schools. Bulletin 1.
(Out of print)
Manual Training. (Introduction, expenditures, rules and regulations)
Plan for the Introduction of the Teaching of Elementary Agriculture
Elementary Agriculture. Leaflet 9. Trees and Forests
Elementary Agriculture. Leaflet 3. Corn growing
Agriculture in New Jersey Schools. How may it be introduced?
Elementary Agriculture. Leaflet 4. Vegetable Gardening
Vocational Schools for Girls in New Jersey. (In press)

MISCELLANEOUS.

New Jersey School Report. (Annual)
New Jersey School Directory. (Annual)
Announcement of State Summer Schools. (Annual)
Education Bulletin. (Monthly except July and August)
Arbor Day
Suggestive Program for the Celebration of "New Jersey Day"
Statement regarding State Examinations in the Highest Elementary
Grade to be given in May and June, 1914
Treatment of Subnormal Children
Outhouses and Water-closets
Academic or Preliminary Educational Requirements for Various Professions

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STATE BOARD OF EDUCATION.

Building Code. Revised to May 1, 1915

Rules and Regulations concerning Teachers Certificates

Rules relating to Medical Inspection

PUBLICATIONS NEEDED.

The following publications are needed and are being or will be prepared:

A manual as a guide for teachers for the observance of holidays and special days.

A manual for the use of kindergarten teachers. (In preparation.)

A manual for the use of teachers who have subnormal or defective classes. (In press.)

A manual treating of drawing and other industrial subjects for the use of the teachers in rural or small town schools. (In preparation.)

A manual concerning the teaching of music.

A manual upon the supervision of schools.

Three manuals upon the teaching of Latin, commercial subjects and science, respectively, for the use of high schools.

A manual upon the teaching of thrift and economy for all schools.

SCHOOL REPORT.

SUMMARY OF STATISTICS.

For the School Year beginning July 1, 1916, and ending June 30, 1917.

RECEIPTS	1916-17			Increase or decrease compared with 1915-1
REVENUE RECEIPTS				
APPROPRIATED FROM STATE TREASURY.				
Expenses State Board of Education	\$2,600 00			
Expenses State Board of Examiners	10,000 00			\$1,000 00
Manual Training, State Aid (school year)*	270,854 41			68,137 56
Free School Libraries, State Aid (school year)*	6,240 00			1,010 60
Teachers' Institutes	2,000 00			
Teachers' Libraries	150 00			107 50
School Fund Expenses	1,781 57			66 10
Teachers' Retirement Fund Expenses	11,995 30			856 75
Reduction of State School Tax	100,000 00			
Vocational Schools (County)	40,000 00			
Physical Training	10,000 00			10,000 00
Agricultural Education	800 00			800 00
	\$466,421 28			1,543 75
APPROPRIATED FROM STATE RAILROAD TAX.				
Salary of Commissioner of Education	10,000 00			
Salary of Assistant Commissioners	18,000 00			
Salary of Inspector of Accounts	2,500 00			500 00
Salary of Inspector of Buildings	2,500 00			500 00
Clerical Services	21,670 00			1,870 00
Blanks and Stationery	16,000 00			
Incidental Expenses	12,000 00			1,400 00
Education Bulletin	1,900 00			500 00
Legislative Manuals	2,500 00			
Salaries of County Superintendents	62,975 00			63 71
Evening Schools, Foreign-born residents*	4,272 44			1,692 82
Summer Courses in Agriculture and Economics (Summer Schools)	14,000 00			1,600 00
State Normal School at Trenton.				
Maintenance	95,000 00			12,120 70
Repairs, etc.	12,000 00			6,840 27
Practice Teaching	10,000 00			4,926 75
State Normal School at Montclair.				
Maintenance	64,000 00			4,110 86
Repairs, etc.	6,000 00			2,153 07
Practice Teaching	12,500 00			2,650 00
Other expenses, new buildings, etc.	2,000 00			2,000 00
State Normal School at Newark.				
Maintenance	110,000 00			38,786 74
Repairs, etc.	2,500 00			237 00
Practice Teaching	13,750 00			5,632 50
New Jersey School for the Deaf.				
Maintenance	65,000 00			5,617 23
Repairs, new dormitory, etc.	40,000 00			32,003 00
Industrial School for Colored Youth.				
Maintenance	37,000 00			7,495 89
Repairs, etc.	1,000 00			953 75
New buildings, etc.	53,000 00			53,000 00

*From County Superintendents' reports for the school year.

†Last year Newark Normal School Appropriations were charged against State Treasury (\$81,593 76)

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SUMMARY OF STATISTICS—Continued.

For the School Year beginning July 1, 1916, and ending June 30, 1917.

RECEIPTS (Continued)	1916-17			Increase or decrease compared with 1915
Vocational Schools, State Aid*.....	\$110,330 00			\$21,080
Pensions of Teachers.....	216,881 21			27,230
	\$1,019,278 65			303,464
LOCAL STATE APPROPRIATION.....		\$1,475,699 93		301,920 53 I
STATE SCHOOL FUND*.....		250,000 00		
STATE SCHOOL TAX*		7,005,872 37		281,458 51 I
ROAD TAX*		2,998,727 57		402,852 11 I
DISTRICT TAXES (school year)				
Current Expenses	9,161,128 89			1,044,988 72 I
Manual Training	406,517 23			36,738 94 I
Vocational Schools	108,926 49			4,099 99 D
School Libraries	16,251 23			9,186 76 I
Evening Schools—Foreign-born residents	4,995 61			3,030 54 D
Redemption of bonds	599,876 74			74,291 76 I
Interest on bonds	2,201,150 53			300,177 04 I
From district tax for notes authorized by vote of the district....	53,415 01			12,020 90 D
From district tax for interest on notes authorized by vote of district	8,223 46			1,422 42 I
From district tax for sinking fund	595,473 04			3,382 36 D
Purchase of land	72,490 30			2,713 49 I
Building, enlarging, altering, repairing, leasing, furnishing and equipping school buildings	1,109,221 76			160,538 14 I
Wardhouses and toilets.....	5,058 46			8,777 75 D
		14,342,728 75		1,598,745 73 I
OTHER SOURCES OF RECEIPTS.				
Manual training	\$17,559 69			1,699 43 I
Library purposes	6,486 34			1,489 48 I
Tuition fees	†455,397 32			56,001 93 I
Interest on deposits	142,898 75			25,505 21 I
Sale of school books	4,635 59			1,758 86 I
Refacement of property	2,735 62			671 40 D
Return premiums—fire insurance..	4,487 89			24,361 56 D
Vocational schools	1,724 05			373 32 D
Accrued interest on bonds	88,618 15			167,557 93 D
Evening schools for foreign-born residents	413 66			191 90 I
All other sources.....	78,252 74			3,921 30 I
		803,209 80		102,396 10 D
CELLANEOUS.				
Interest on surplus revenue.....		28,177 84		89 98 I
Appropriated by counties for expenses of county superintendents		7,305 32		37 52 I
Proportioned by counties for salaries of county superintendents' clerks		12,805 00		473 00 I
Subscriptions for teachers' libraries		150 00		
TOTAL REVENUE RECEIPTS (during year)			\$26,924,676 58	\$2,483,181 28 I

*From County Superintendents' reports for school year.

†Tuition money is a duplication of receipts.

SUMMARY

SUMMARY OF STATISTICS—*Continued.*

For the School Year beginning July 1, 1916, and ending June 30, 1917.

RECEIPTS (Continued)	1916-17			Increase or decrease compared with 1915-16
NON-REVENUE RECEIPTS				
Sale of bonds.....				
Building, enlarging, remodelling, furnishing and equipping school buildings	\$3,918,864 54			\$1,040,667 43
Purchase of land	779,292 16			122,860 33
Total		\$4,698,156 70		917,807 10
Sale of buildings		7,293 07		79,227 95
Sale of furniture and equipment..		2,019 34		1,052 05
Sale of land		175 00		7,177 01
Fire insurance		137,902 92		114,171 27
Other non-revenue receipts		59,087 53		19,246 67
TOTAL NON-REVENUE RECEIPTS (dur- ing year)			\$4,904,634 56	908,235 43
RE-APPORTIONED BALANCES			1,230 00	1,230 00
GRAND TOTAL RECEIPTS (during year)			31,830,541 14	1,576,175 81
BALANCE ON HAND (beginning of year)			6,454,342 56	1,150,472 10
GRAND TOTAL RECEIPTS DURING YEAR AND BALANCE ON HAND AT BE- GINNING OF YEAR			\$38,284,883 70	\$2,726,647 91
DISBURSEMENTS				
STATE BOARD OF EDUCATION, Ex- penses			2,600 00	
ADMINISTRATIVE EXPENSES—STATE				
DEPARTMENT OF PUBLIC INSTRU- CTION.				
Salary, Commissioner of Education	10,000 00			
Salary Assistant Commissioners.	18,000 00			
Salary Inspector of Accounts....	2,500 00			500 0
Salary Inspector of Buildings....	2,500 00			500 0
Clerical Services	21,670 00			1,670 0
Blanks and Stationery	16,000 00			
Incidental Expenses	12,000 00			1,400 0
		82,670 00		
STATE BOARD OF EXAMINERS, Ex- penses		10,000 00		1,000 0
SUMMER SCHOOLS — Agriculture, Home Economics		14,000 00		1,600 0
TEACHERS' INSTITUTES		2,000 00		
EDUCATION BULLETIN		1,900 00		500 0
LEGISLATIVE MANUALS		2,500 00		
*VOCATIONAL SCHOOLS (county)..		40,000 00		
PHYSICAL TRAINING		10,000 00		10,000 0
AGRICULTURAL EDUCATION		800 00		800 0
COUNTY SUPERINTENDENTS.				
Salaries—paid by State.....	62,975 00			63 7
Clerical services—paid by counties	12,805 00			473 0
Expenses—paid by counties.....	7,305 32			37 5
		230,658 08		
STATE SCHOOL FUND EXPENSES...		1,781 57		66 1
TEACHERS' RETIREMENT FUND EX- PENSES		11,995 30		856 7
TEACHERS' PENSIONS		216,881 21		27,230 4
TOTAL EXPENDITURES OF STATE AD- MINISTRATION			\$480,213 40	\$44,983 9

*Paid to County Vocational Schools but expenditures not reported by County Superintendents their reports.

COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS—*Continued.*

For the School Year beginning July 1, 1916, and ending June 30, 1917.

DISBURSEMENTS (Continued)	1916-17		Increase or decrease compared with 1915-16
STATE EDUCATIONAL INSTITUTIONS.			
State Normal School at Trenton.			
Maintenance	\$95,000 00		\$12,120 70 I
Repairs and insurance, etc.	12,000 00		6,840 27 D
Practice teaching	10,000 00		4,926 75 I
		\$117,000 00	10,207 18 I
State Normal School at Montclair.			
Maintenance	64,000 00		4,110 86 I
Repairs, improvements, etc.	6,000 00		2,153 07 D
Practice teaching	12,500 00		2,650 00 I
New buildings, etc.	2,000 00		2,000 00 I
		84,500 00	6,607 79 I
State Normal School at Newark.			
Maintenance	110,000 00		38,786 74 I
Repairs, etc.	2,500 00		237 00 I
Practice teaching	13,750 00		5,632 50 I
		126,250 00	44,656 24 I
New Jersey School for the Deaf.			
Maintenance	65,000 00		5,617 23 I
Repairs, etc., dormitory.	40,000 00		39,003 00 I
		105,000 00	44,620 23 I
Industrial School for Colored Youth at Bordentown.			
Maintenance	37,000 00		7,495 89 I
Repairs, insurance, etc.	1,000 00		953 75 D
New buildings, etc.	53,000 00		53,000 00 I
		91,000 00	59,542 14 I
TOTAL EXPENDED FOR STATE INSTI- TUTIONS			\$523,750 00
			165,633 58 I
ADMINISTRATIVE EXPENSES — DIS- TRICTS.			
Salaries, supplies and expenses of boards of education and business offices		208,057 94	22,264 26 I
Salaries of superintendents of schools	129,060 00		3,960 00 I
Salaries of assistant superinten- dents	38,750 00		14,250 00 I
		167,810 00	18,210 00 I
Expenses of superintendents, etc. .		65,046 24	9,731 29 I
Salaries of district clerks or sec- retaries		127,344 61	9,492 91 I
Salaries of custodian of school moneys		30,444 22	1,172 01 I
Compulsory attendance, salaries, expenses		134,260 60	8,142 09 I
			\$733,063 61
			69,012 56 I
STRUCTION EXPENSES.			
DAY SCHOOLS.			
Salaries, supervisors, principals and teachers, including special summer schools	13,895,958 37		842,933 40 I
Expenses special summer schools	12,894 25		1,742 59 I
Textbooks	429,498 89		2,997 37 I
Supplies and other expenses of instruction	635,986 12		129,905 82 I

SCHOOL REPORT.

SUMMARY OF STATISTICS—*Continued.*

For the School Year beginning July 1, 1916, and ending June 30, 1917.

DISBURSEMENTS (Continued)	1916-17			Increase or decrease compared with 1915-16
Apparatus purchased with current expense funds	\$75,011 03			\$2,921 13
Helping teachers	25,128 80			25,128 80
		\$15,074,477 46		1,005,629 11
EVENING SCHOOLS.				
Salaries of teachers, etc.....	196,966 65			4,213 70
For all other salaries, supplies..	42,653 17			1,781 10
		239,619 82		2,432 60
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS.				
Salaries, principals and teachers	7,578 00			1,935 00
Textbooks and supplies.....	297 82			86 56
Janitors' salaries	845 74			37 27
Other expenditures	232 62			7 78
		8,954 18		1,803 39
MANUAL TRAINING—DAY.				
Salaries supervisors, principals, etc.				37,606 53
Material and supplies.....	437,089 94			14,723 99
Repairs and replacements	158,746 59			1,006 73
New equipment	5,148 07			20,511 23
Other expense	49,106 58			180 47
	7,328 33	657,419 51		72,015 49
MANUAL TRAINING—EVENING.				
Salaries supervisors, principals, etc.....	1,794 00			759 31
Material and supplies.....	1,695 03			1,672 88
All other expense	304 50			304 50
		3,793 53		1,218 07
VOCATIONAL SCHOOLS—DAY.				
Salaries supervisors, principals, etc.				23,181 51
Material and supplies.....	116,366 50			9,580 70
Repairs and replacements.....	18,888 83			1,553 83
New equipment	3,061 12			4,657 28
All other expense	3,437 91			1,787 19
	8,333 90	150,088 26		12,284 55
VOCATIONAL SCHOOLS—EVENING.				
Salaries supervisors, principals, etc.				2,308 44
Material and supplies.....	47,953 56			2,755 63
Repairs and replacements.....	2,559 65			851 32
New equipment	302 93			991 28
All other expense	462 54			260 07
	9,907 55	61,186 23		7,166 74
AUXILIARY AGENCIES—Expenses.				
Teachers' libraries		300 00		107 50
Transportation of pupils—other districts				4,381 21
Transportation of pupils—within districts	250,648 76			22,704 54
	180,079 95	430,728 71		18,323 33
Medical inspection, salaries, supplies		258,436 04		27,477 70
Lectures and recreation (playgrounds)		70,851 96		1,056 26

COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS—Continued.

For the School Year beginning July 1, 1916, and ending June 30, 1917.

DISBURSEMENTS (Continued)	1916-17			Increase or decrease compared with 1915-16
SCHOOL LIBRARIES.				
Salaries of librarians	\$6,442 70			\$4,559 24 I
Library books	14,843 43			3,965 72 I
Apparatus	3,670 66			504 08 I
Educational works of art	2,145 77			408 58 I
		\$27,102 56		9,437 62 I
MISCELLANEOUS.				
Tuition paid to other school districts	446,117 96			23,212 93 I
Leasing school buildings	19,964 38			3,767 81 D
Interest on temporary loans	39,904 17			3,510 49 Y
Telephone services	29,042 16			3,559 97 I
Incidental expenses	45,070 44			3,772 09 D
		580,099 11		22,743 49 I
ALL INSTRUCTION EXPENSES			\$18,296,120 98	1,225,575 43 I
MAINTENANCE OF SCHOOL PLANT.				
Salaries of janitors, engineers, firemen		1,255,761 34		100,557 15 I
Salaries of other employees		69,571 53		8,462 90 I
Telephone		704,843 50		134,007 49 I
Water, light and power		209,376 38		14,614 14 I
Janitors' supplies		110,375 05		13,909 01 I
			2,349,927 80	271,550 69 I
MAINTENANCE OF SCHOOL PLANT.				
Ordinary repairs (current upkeep)		521,832 57		43,230 95 I
Repairs and replacement of equipment		171,546 53		30,876 09 I
Insurance		133,897 41		22,637 62 I
Schoolhouses or waterclosets—repairs		3,678 59		8,817 52 D
			830,955 10	87,927 14 I
CONSTRUCTION OF BUILDINGS.				
Purchase of land		681,604 07		47,486 44 I
Building, enlarging schoolhouses		4,130,834 02		388,439 96 I
Extraordinary repairs		538,410 60		175,190 51 I
Furniture and equipment		306,760 99		9,650 95 D
			5,657,609 68	601,465 96 I
OTHER PAYMENTS.				
Redemption of bonds		582,097 50		63,563 59 I
Payments to sinking fund		603,982 36		12,580 71 I
Interest on bonds		2,262,785 74		102,536 44 I
Payment notes authorized by vote of district		53,779 78		11,616 52 D
Interest on notes authorized by vote of district		7,462 70		562 71 I
			3,510,108 08	167,626 93 I
ALL EXPENSES			\$31,648,685 04	\$2,564,763 72 I
UNRECORDED REMAINING WITH CUSTODIANS OF SCHOOL MONIES ON JUNE 30, 1917....			6,636,198 66	161,884 23 I
ALL PAYMENTS AND BALANCE			\$38,284,883 70	\$2,726,647 95 I

SCHOOL REPORT.

SUMMARY OF STATISTICS—*Continued.*

For the School Year beginning July 1, 1916, and ending June 30, 1917.

COST OF EDUCATION (Based on expenses of maintaining the public day schools).	1916-17	Increase or decrease compared with 1915-16.
Administrative expense—school districts.....	\$733,063 61	\$69,012 56
Instruction expense—day schools.....	15,074,477 46	1,005,629 11
Transportation expense.....	430,728 71	18,323 38
Medical inspection expense.....	258,436 04	27,477 70
Operation of school plant.....	2,349,927 80	271,550 69
Maintenance of school plant.....	830,955 10	87,927 19
Current expense.....	\$19,677,588 72	1,479,920 55
Average yearly cost per pupil based on total enrollment in day schools.....	36 15	2 4
Average yearly cost per pupil based on attendance in day schools.....	45 98	2 8
ENROLLMENT AND ATTENDANCE	1916-17	Increase or decrease compared with 1915-16
DAY SCHOOLS ONLY		
Boys enrolled in day schools.....	274,701	1,622
Girls enrolled in day schools.....	269,580	2,372
Total enrollment in day schools.....	544,281	3,994
Total number days present—day schools.....	75,031,924½	†5,192,907½
Average daily attendance.....	427,874	5,990
Average attendance of each pupil—day schools.....	138 days	11 days
Possible number of days attendance—day schools.....	82,763,084	6,817,809
Total number of days absent.....	7,731,159½	1,624,901½
Average absence of each pupil.....	14 days	3 days
Per cent of attendance.....	.91	
Total attendance in day and evening schools including all allowances as per law (not actual attendance).....	83,545,162	1,446,369
Total number of times tardy.....	580,556	75,762½
Sum of number of teaching sessions as reported in all registers—day schools.....	4,476,857½	850,248
Average number of cases of tardiness per session.....	.12968	
Pupils neither absent nor tardy—day schools.....	24,179	3,096
Sessions truant—day schools.....	46,979½	649
Days transported.....	1,895,572	126,635½
High school pupils transported from without the district for whom cost of transportation is paid.....	6,634*	
Pupils below high school transported from without the district for whom cost of transportation is paid.....	1,170*	
Total pupils transported from without district.....	7,804	505
High school pupils transported within the district for whom cost of transportation is paid.....	1,752*	
Pupils below high school transported within the district for whom cost of transportation is paid.....	7,509*	
Total pupils transported within district.....	9,261	861
Pupils enrolled who have attended public schools in other districts in the state during present school year.....	18,356	131
Cases of suspension or expulsion.....	1,724	23

*Not separated in report of last school year.

†Caused by (a) closing of schools throughout state by boards of health on account of poliomy-
(b) falling off in enrollment of pupils under 7 and over 14 years of age, and (c) loss of immal-
enrollment.

COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS—*Continued.*

For the School Year beginning July 1, 1916, and ending June 30, 1917.

ENROLLMENT AND ATTENDANCE (Continued)		1916-17	Increase or decrease compared with 1915-16	
Enrollment—				
Nursery school		36,694	1,090	D
Grades I-IV		259,187	2,585	I
Grades V-VIII		161,892	4,174	I
Grades IX-XII		47,028	925	I
Elementary schools—one room		21,494	2,174	D
Elementary schools—two room		15,207	427	D
Special classes		2,220	4	D
Classes for blind		27	1	I
Classes for deaf		135	31	I
Training classes		327	47	D
Other special classes		70	20	I
Number of children public schools will seat		538,974	9,803	I
EVENING SCHOOLS				
Number of evenings the schools were maintained, including legal holidays and institute days		71	2	I
Pupils enrolled		20,260	3,228	D
Male pupils enrolled		14,702	454	D
Pupils enrolled in evening schools		34,962	3,682	D
Attendance (1 night = ½ day)		539,799	40,723½	D
Teachers		412	31	I
Men teachers		460	42	D
Teachers employed in evening schools		872	11	D
Salaries of evening school teachers		\$196,966 65	\$4,948 90	I
Average salary per night paid to men teachers		3 50	10	D
Average salary per night paid to women teachers		2 89	08	I
Amount expended for all other salaries, supplies, etc.		42,653 17	1,781 10	I

NUMBER OF TEACHERS	1916-17			Increase or decrease compared with 1915-16		
	Men	Women	Total	Men	Women	Total
Number of teachers	2,493	14,803	17,296	79 I	476 I	555 I
Superintendents	38		38	1 I		2 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 the system under direction of the superintendent).	8	6	14	2 I	6 I	8 I
Approved Supervising Principals	83	4	87			
Approved Supervising Principals (Those who devote their time to administration and supervision of instruction of a group of schools)	75	27	102	2 I	7 I	9 I
Teaching Principals (Those who devote their time to administration and supervision of instruction of a school)	249	150	399	11 I	10 I	21 I
Visitors (Those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals)	9	42	51	2 I		2 I
Principal Supervisors (Those who assist teachers in matters pertaining to instruction in special subjects)	44	149	188	3 I	3 D	
Teachers in rural schools (one room) (A rural school is one located either in the open country						

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SCHOOL REPORT.

SUMMARY OF STATISTICS—*Continued.*

For the School Year beginning July 1, 1916, and ending June 30, 1917.

NUMBER OF TEACHERS (Continued)	1916-17			Increase or decrease compared with 1915		
	Men	Women	Total	Men	Women	To
or a village, the majority of whose pupils are the children of farmers and others living in the open country)	78	606	684	29 D	7 D	
Teachers rural schools (two room) (Teachers considered in the one and two-room rural school tables are not to be considered in the grade teachers' tables)	60	400	460	9 D	25 I	
Teachers Kindergarten		661	661		2 I	
Teachers Grades I-IV	11	5927	5938	2 D	134 I	1
Teachers Grades V-VIII	256	4027	4283	13 D	138 I	1
Teachers Grades IX-XII	730	1230	1960	64 I	82 I	1
Short Term Teachers (Teachers teaching not less than four months but not for the full term. A teacher teaching less than four months is classed as a substitute teacher)	4	37	41	1 I	10 I	
Substitute Teachers (Teachers not assigned to regular classes or teaching for less than four months)	1	62	63	1 I	9 I	
Special Teachers—Ungraded, Backward and Incorrigible classes	7	51	58	1 D	3 I	
Special Teachers—Teacher Clerks	1	181	182	2 D	17 I	
Manual Training Teachers—Day (Includes supervisors and teachers devoting full time to the work. Those not devoting full time should be classed as regular day school teachers and not manual training teachers)	190	222	412	17 I	16 I	
Manual Training Teachers—Evening	16	12	28	7 D	2 D	
Vocational Teachers—Day	45	57	102	5 I	11 I	
Vocational Teachers—Evening	98	62	160	10 D	3 D	
Evening School Teachers (Teachers considered in the day school tables and teaching in the evening schools are considered in this table)	406	455	861	25 I	47 D	
Foreign-born Evening School Teachers (receiving state aid)	18	45	63		14 D	
Special Teachers—Subnormal Classes	2	160	162		7 I	
Special Teachers—Deaf Classes		12	12		1 I	
Special Teachers—Blind Classes		3	3			
Special Teachers—Unclassified	64	220	284	18 I	74 I	

SALARIES OF TEACHERS	1916-17		Increase or decrease compared with 1915	
	Men	Women	Men	Women
Average salary per year paid to all day school teachers (16,132) not including superintendents, assistant superintendents or evening school teachers of any kind	\$895 69		\$23 35 I	
Average salary per month paid to all day school teachers	\$104 15		\$9 33 I	
Average salary per year paid to				
Superintendents	\$3,396 32		\$15 24 I	
Approved Supervising Principals	1,751 69	\$1,737 50	40 36 I	\$62
Unapproved Supervising Principals	1,996 03	1,392 59	91 16 I	12
Non-teaching Principals	2,355 16	1,572 83	9 58 I	90
Supervisors	1,544 44	1,400 00	101 59 I	40
Special Supervisors	1,528 97	1,091 95	42 39 I	38
Rural School Teachers—one room	552 02	497 72	1 30 D	16
Rural School Teachers—two room	669 94	548 72	8 79 I	16

COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS—*Continued.*

For the School Year beginning July 1, 1916, and ending June 30, 1917.

SALARIES OF TEACHERS (Continued)	1916-17		Increase or decrease compared with 1915-16	
	Men	Women	Men	Women
Kindergarten Teachers		\$779 57		\$19 53 I
Elementary Teachers—Grades I-IV	\$614 09	756 04	\$154 09 I	19 04 I
Elementary Teachers—Grades V-VIII	963 40	850 64	8 39 I	19 21 I
High School Teachers—Grades IX-XII	1,605 63	1,053 43	27 46 I	25 97 I
Short Term Teachers	667 09	434 09	204 00 D	39 75 I
Substitute Teachers	665 00	467 86		76 76 D
Special Teachers—Ungraded, Backward and Incorrigible Classes	1,168 57	872 47	131 07 I	71 36 D
Manual Training Teachers—Day Schools	1,137 79	953 60	3 47 I	24 96 I
Vocational Teachers—Day Schools	1,332 22	1,024 01	22 78 D	22 34 I
Age salary per night paid to Manual Training Teachers—Evening Schools..	2 68	2 54	01 I	1 03 I
Vocational Teachers—Evening Schools	4 83	3 21	49 I	85 D
Evening School Teachers	3 45	2 81	15 D	
Foreign-born Evening School Teachers	3 51	2 62	65 I	46 I

SCHOOL TERM	1916-17	Increase or decrease compared with 1915-16
	8 mos. 12 days (172 days)	12 Days D
Large time schools were maintained (a school with 15 or 20 days)		

SCHOOL DISTRICTS, HOUSES, ETC.		
School districts	482	2 I
Buildings owned	2,125	
Buildings rented	65	4 D
School buildings	2,190	4 D
Rooms	14,386	448 I
Buildings completed during year	45	21 D
Buildings enlarged or remodelled during year....	46	10 D
Room buildings	803	24 D
Room buildings	296	4 D
Room buildings	63	4 D
Room buildings	190	10 I
For more room buildings	838	18 I
Buildings approved for new buildings, alterations and additions, fire escapes, toilets, alterations to water plants, stairways, etc.....	162	17 D

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SCHOOL REPORT.

SUMMARY OF STATISTICS—*Continued.*

For the School Year beginning July 1, 1916, and ending June 30, 1917.

VALUATION OF SCHOOL PROPERTY		
Total value of school property	\$74,144,551 94	\$4,851,534 0
Average value of New Jersey school buildings....	33,855 96	2,273 0
GRADUATES OF STATE NORMAL SCHOOLS		
Trenton	285	2
Montclair	238	6
Newark	323	1

Respectfully submitted,



Commissioner of Education

PART II

REPORTS OF ASSISTANT COMMISSIONERS

For year ending June 30, 1917

ELEMENTARY EDUCATION

PREPARED BY

ZENOS E. SCOTT

Assistant Commissioner in charge of Elementary Education

The following report for the school year 1916-17 is respectfully submitted. I wish to acknowledge the cooperation of the members of the Department, county superintendents, supervisors and teachers of the State.

A BRIEF OUTLINE OF WORK.

Efficient school supervision requires that one's energies must be directed in the main along certain important lines of work, and that a constant effort must be given to such work covering a sufficient length of time to insure that the work which is planned brings definite results. During this school year I have had as my problems for emphasis, some of which I have discussed in detail in the main part of my report, the following:

1. Supervision of schools with groups of supervising principals and county superintendents. In such supervision the plan was similar to that followed last year where the entire group of supervisors observed good teaching and were asked how constructive supervision could make it better. The results of these meetings were better supervision and better teaching.

2. Supervision in terms of the special work of the helping teacher in the rural districts. In such cases it was worked out directly with the helping teachers and county superintendents.

3. County and township institutes and county associations. In the county and township institutes supervision took the form of explaining the point of view and work of the monograph, or the method of teaching particular subjects, or the teaching of particular subjects by using the teachers in groups as pupils.

4. Participation in the three sectional meetings of all the supervisors of the state. These were two-day meetings in different sections of the state, where a specific program, with emphasis in the main upon the work of the elementary school, was carried out.

5. Stressing the use of the state monographs. Since the state monographs are courses of study for all the rural and small town schools, and since our teaching force is constantly changing, it is imperative that a constant and persistent drive be made upon how these monographs may be used to secure better teaching. This problem alone is sufficient to engage the constant attention of one man.

6. Revision of manuscript of monograph on the *Teaching of Geography, History and Civics*, and contributions made to Courses I and II in *Physical Training*. These monographs are now in the hands of the teachers of the state.

7. Inspection of courses of study and quality of teaching in Evening Schools for Foreign-Born.

8. State efficiency tests. Another factor which influences school supervision is that of the state efficiency test questions. During the year I have acted as chairman of a committee whose duty it is to prepare these efficiency test questions. Their chief importance, as I see it, is to influence teaching by indicating the problems that are worth while for teachers and children, and the method of attack upon these problems. In order that these efficiency test questions may constantly stimulate for better teaching, it is imperative that much time and effort be spent in their preparation.

9. Parent-teacher associations, school board meetings, etc. Since the purpose of these organizations is either to aid the school directly by securing good school administration, or to aid it indirectly by encouragement, it is necessary that the Assistant Commissioner in charge of Elementary Education be in touch with these organizations. During the present school year it has been my pleasure to meet with many of these organizations and to show how they may assist in the progress of the public schools.

HELPING TEACHERS AS A FORCE FOR BETTER RURAL SCHOOLS.

One of my large problems for this school year has been to organize and supervise the work of the helping teachers throughout the state. The twenty helping teachers of the state, working in fifteen different counties, had various problems for solution.

It is very important for the children of the state that the work of these supervisors, as well as that of all other supervisors, should be

directed along lines where most help is needed. During the year I spent from two to four days in each county where a helping teacher is employed, visiting schools with her and the county superintendent, estimating the work which she was doing, giving her constructive criticisms on both her plans and method of attack, and showing her how her work could be done to the greatest advantage possible.

Through the suggestion and help of the county superintendents, these helping teachers have been able to give definite, specific supervision to a large body of teachers who are in one and two room schools. This has meant that boys and girls of such schools have had better opportunities to learn, better opportunities to form habits of usefulness than they have ever had before.

I am quite sure that the schools in which the helping teachers have worked, under the direction of the county superintendents, have made very notable improvement. This improvement is shown in many ways. The pupils read better, they speak better English, they are practising better health habits, they are more interested in the work of the school. School buildings are kept in a more sanitary condition. The patrons are cooperating more earnestly and enthusiastically with the teachers and pupils for better schools.

At the end of the year's work the county superintendents and helping teachers cooperated in determining various policies for the work of the coming year. These policies have been written out in detail and submitted to all the helping teachers and county superintendents. For the coming year they will serve as guides in indicating both the lines of work and methods of approach.

The stimulating work of the helping teachers, encouraged by the county superintendents, ought to do, and will do, for the rural schools what the stimulating work of a supervising principal will do for the schools of a town or borough.

THE USE OF THE STATE MONOGRAPHS.

One of the standards by which the work of the teachers in the state is measured is the degree to which they make a sensible use of the state monographs. If teachers and supervisors are following energetically the spirit of the monographs, eliminating such material as the monographs suggest, following the methods shown in the monographs, and stressing the values indicated therein, their teaching is always showing improvement, for such teaching indicates that the supervisors and teachers are making use of the plans and methods of work which have been given in such detail in these monographs, and which represent the best educational practises of our day.

Through the special effort made by the county superintendents, supervising principals and helping teachers, these monographs have been used this year more energetically and more advantageously than formerly. I attribute this success to the persistent daily work of the

superintendents and supervisors and to the emphasis given to these monographs in the three sectional meetings which your Department held during the year. If these meetings did nothing more than to assist in the better use of the monographs they were doubly worth while.

In practically all the counties of the state these monographs have been used as bases for the various meetings that the superintendents and supervisors held. I have had opportunities, after the regular work of the school day, during the evening and on Saturdays, to meet with many groups throughout the state. In each group that I have met, some definite work has been given upon the detailed use of some one of these monographs. The teachers are learning to use them not as rigid courses of study, not as mechanical syllabi to follow, but as vital, suggestive, minimum courses of study which give scope of subject matter, and which indicate in detail the method of presenting the fundamental subjects of our curriculum.

CLUB WORK IN THE RURAL SCHOOLS.

In my report of last year I mentioned the fact that many of the schools had debating clubs and literary societies. I am glad to state that continued progress has been made in this type of valuable school work. During the last year much progress has been made toward the organization of health and civic clubs in the rural and small town schools. County superintendents, supervising principals and helping teachers have led the way in the organization of such work and have thereby stimulated many local communities. The teachers and pupils in such schools are carrying out very practical work through schoolroom and community civics, schoolroom and community health project work.

In most cases a regular organization is perfected, the officers being taken from the pupil body and elected by the pupils. Such clubs offer opportunities for the children of our schools to receive through group cooperation the most valuable training in health habits, in recreational activities, and in the civic betterment of school and community. I can not praise this type of school teaching too much, for in my estimation, it is one of the most important ways through which we really train children in acts of citizenship.

In such club work it is not a question of teaching children to obtain information. The important fact is that children learn how to be strong and healthy, how to live together in a cooperative way by actual practice in the schoolroom and on the school ground.

I think that by fostering this activity in the right way, every school in New Jersey can profitably organize and conduct some such club work as a regular part of its schoolroom activity. The supervisor, teacher or parent who stimulates such work is doing much toward making school life more interesting and vital to New Jersey's children.

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HOME AND SCHOOL LEAGUES AND PARENT-TEACHER ASSOCIATIONS.

Such associations as Home and School Leagues and Parent-Teacher Associations have long been organized in the town and city schools throughout the state, and they have accomplished much good. During the past year much was accomplished by organizing and fostering associations in small towns and in rural districts. Throughout the state approximately forty such organizations were perfected.

Looked at in the true light, this indicates that the people of the rural districts are beginning to see the necessity of cooperating more closely with the school officials, teachers and leaders of a given community. On the other hand, school officials, teachers and leaders are realizing the necessity of securing active parent participation in the work of the school. These organizations have done much toward fostering a better spirit in school. Through the carrying out of definite projects they have made school teaching more attractive for the teachers and the schools more interesting and helpful to the pupils.

During the year I have talked to many of these associations in afternoon and evening meetings. In all cases I have found parents and teachers interested in any project which would make school life better for the child, and school work more stimulating for the community. .

I feel that the parents and teachers of the state owe it to themselves and the children of the state to encourage such organizations, and to find definite work in each community to be accomplished.

PHYSICAL EQUIPMENT.

In the majority of the town and borough schools which come under my direct supervision provision has been made for adequate physical equipment with respect to desks, seats, maps, globes, sandtables, textbooks, supplementary books, pencils and paper. In order to have efficient teaching, suitable material with which to work must be provided. The influence of adequate physical equipment in a classroom is shown immediately in the quality of teaching. Its influence is shown also in the spirit of the entire school, for it goes without saying that an attractive school building, tastefully decorated, equipped with adjustable seats, good books, plenty of maps and supplies, will stimulate supervisors, teachers and children to do good work. Each board of education in the state should be ambitious to furnish its schools with the most up-to-date equipment if it expects its schools to train children adequately.

Good equipment may be found also in many of the one and two room schools of the state. There are, however, a few towns and boroughs, and more one and two room schools, where the equipment of the school as a whole is much below the standard which should obtain. In many of these schools there are no adjustable seats. In some schools there are still the old-fashioned double seats which were

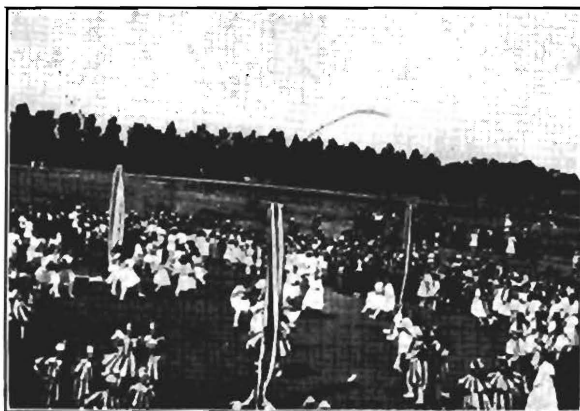
out of date many years ago. In many of these schools the textbooks are not modern; the supply is meagre, both with respect to textbooks and supplementary books; there are few maps, few teaching materials.

In spite of the standard for physical equipment which was worked out by your Department a year or two ago, there are many localities, as suggested here, where poor teaching is encouraged, where good teaching is discouraged. It is folly to expect that a poor building, poor equipment, poor textbooks, poor quality of supplies, will stimulate teachers and children to do their best. The time ought to come soon when no community in the state would be satisfied to have its children sit in uncomfortable seats, use antiquated textbooks, be furnished with supplies that are not adequate for the children of our public schools. Our new Physical Training Law makes it mandatory to train children in such a way that they will have good posture and good health, and be actively engaged in exercises that will train for intelligent citizenship. The non-adjustable desk, the double-seat desk, create poor posture; lack of supplies and equipment fosters idleness and false economy. These conditions and handicaps must be removed in order that the children of the country and small town may have equal opportunity with the children of the larger centers. I believe this to be one of New Jersey's large school problems.

We must face the fact squarely that in order to secure suitable school furniture and working equipment more money must be expended for these school necessities. Our children are deserving of the best that money can buy. To spend double the amount of money which we are now spending in some districts will mean a double increase in school teaching efficiency, a double increase in pupil interest and pupil growth. The wisest economy is that which spends liberally to furnish materials by which children develop rapidly into social assets for the state.

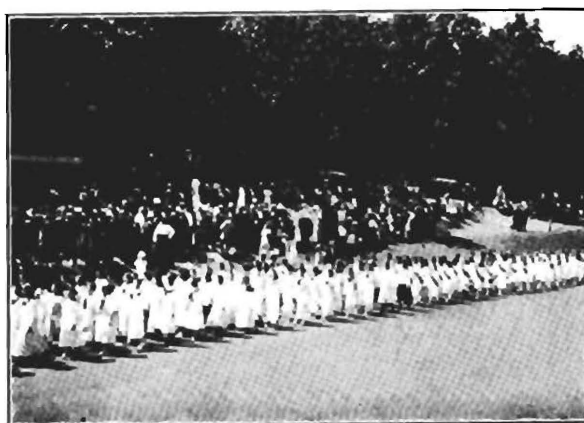
COMMUNITY FIELD DAYS.

As many as five of the counties of the state held during 1916-17 an Annual County Field Day. These field days were planned with great care by the county superintendent, the supervisors and teachers. In each case several hundred pupils participated in general athletic and field day events, folk dancing, games and singing. The children who took part did their work with great enthusiasm. The meetings were held at central points and were attended in some cases by as many as 6000 patrons and visitors. As community gatherings and as public school enterprises they should be counted as banner school days. I hope that during the coming year we may be ambitious enough to have a county field day in practically each county of the state.



Why parents are
interested

Girls' Dash—
They're enjoying it



A good way to
secure school and
community co-oper-
ation

THE OUTLOOK FOR THE SCHOOL YEAR 1917-18.

There is no doubt that the quality of teaching, in the elementary schools is improving. The fact that a beginning teacher must now have at least six weeks professional training plus four years of high school, means that the beginning teacher will have some perspective of her work. Because of this new requirement the schools of next year will have fewer unprepared teachers. Higher requirements for the teaching profession, together with the increase in salary that must come, will necessarily attract a great number of young men and women of ability. In my judgment New Jersey would make a great advance step in her elementary schools if she would establish a minimum salary of \$650, and a minimum professional requirement of one year's successful work in a standard normal school, or its equivalent.

The new monograph on the *Teaching of Geography, History and Civics* is now in the hands of the supervisors and teachers. Since this monograph has been one of the subjects for discussion in all the county institutes and in the supervisors' meetings of the state, we shall be able to do important work in these subjects this school year. This ought to mean an increasing interest in general schoolroom work; it ought to mean less waste of time, greater emphasis placed upon real values, and more attention given to geography, history and civics—all of which will make for better citizenship.

Perhaps the greatest promise for this next year lies in the fact that the schools of the state are beginning to put in practice the work in physical training, hygiene, safety and citizenship, as laid down in the new physical training pamphlets. In my estimation this is the greatest move that has ever been made for better teaching in the elementary schools of New Jersey. Already the supervisors, teachers and children are attacking this work with enthusiasm and energy. The children are accepting it as a new opportunity through which they may be trained to be better developed physically, and better prepared as citizens. The teachers, too, are looking upon it as a real preparedness measure, and with a fine spirit they are attempting to do their bit by learning how to train boys and girls physically. There is no doubt in my mind that for this coming year we can make great strides in the elementary schools by developing better physiques in our children, by insuring them better health, and by offering opportunities for a more active participation in those experiences which will train the children of New Jersey to be valuable young citizens.

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, 1917. The statistics are based upon detailed reports from each school.

TABLE I.

COMPARATIVE STATISTICS OF TOTALS.

	1912	1913	1914	1915	1916	1917	Incr.	Decr.
Approved four year high schools.....	116	121	127	133	136	136		
Partial high schools (three year)	21	15	13	14	11	10		1
Registered two year high schools	18	17	11	7	7	9	2	
Registered one year high schools	3	2	2	2	2	2		
Total enrollment in high schools	28479	33142	38099	44314	50030	50726	696	
Pupils attending high school from adjoining districts	4909	6229	6975	7678	9088	9200	112	
Total enrollment of State	459189	478935	496899	519880	540287	544281		
High School Teachers								
Men	425	493	541	619	714	733	19	
Women	805	867	967	1035	1138	1195	57	
Total	1230	1360	1508	1654	1852	1928	76	

Notes and comments on the above table:

1. The number of four year schools remains unchanged. The State Model School in connection with the Trenton Normal School has been discontinued, while the "Partial High School" (three years) at Port Norris, Cumberland County, has been approved as a four year school.

2. Fort Lee, Bergen County, and Minotola, Atlantic County, have been added to the schools registered as doing two years of high school work, and Allentown, Monmouth County, reappears upon the list from which it had been inadvertently omitted. The high school work at Cedar Grove, Essex County, has been discontinued.

3. West New York, Hudson County, has been added to the list of one year schools, and next year the high school pupils of Absecon, Atlantic County, will all go to Pleasantville.

4. The total enrollment for all high schools has increased but slightly, the increase over 1916 being 696, or a gain of 1.39 per cent. For 1915 and 1916 the increase was 16.2 per cent and 12.9 per cent respectively. The falling off in high school enrollment last year is not surprising, owing to the unusual demands and attractive wages in industry and trade. An added factor in many communities is the necessity for pupils of high school age to take the place of wage earners who have entered the army or navy.

5. The percentage based upon total enrollment of pupils attending high schools outside the districts in which they live has remained the same as last year, viz., 18.1 per cent. The tuition of the pupils so attending in the case of 322 pupils, or 3.5 per cent, is paid by the parents. This means that parents prefer in 55 districts to select the school their children shall attend.

6. The number of teachers has increased by 76—19 men and 57 women. Last year the total increase was 198, or 11.9 per cent. This year the increase was 4.1 per cent. The average number of pupils per teacher is 26, which is about the same as for several years past.

The number of registered private secondary schools has decreased by one, the present distribution being as follows: four year schools, 49; three year schools, 1; two year schools, 1; one year schools, 2. To the active list of schools have been added the Newman School, Hackensack, and St. Michael's School, West Hoboken. The total enrollment of all the schools is approximately 4000.

TABLE II.

TOTAL ENROLLMENT BY CLASSES OF SCHOOLS.

Grade IX.

	1912	1913	1914	1915	1916	1917
Four year schools			16,483	19,259	22,569	22,256
Three year schools			198	256	163	196
Two year schools			240	187	161	193
One year schools			77	6	7	57
Total		15,121	16,998	19,708	22,900	22,701

Grade X.

Four year schools	9322	10,782	12,524	12,731
Three year schools	161	166	107	118
Two year schools	132	106	91	97
One year schools	43	3	0	0
Total	8,421	9,658	11,057	12,946

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Grade XI.

Four year schools	6,199	7,374	8,013	8,476
Three year schools	116	124	59	91
Two year schools	34	12	0	10
One year schools	0	1	0	0
Total	5,932	6,351	7,511	8,072
				8,577

Grade XII.

Four year schools	5,085	6,038	6,336	6,409
Three year schools	0	0	0	P.G. 93
Two year schools	7	0	0	0
One year schools	0	0	0	0
Total	4,272	5,092	6,038	6,336
				6,502
Grand Total	28,479	33,746	38,099	44,314
				50,030
				50,726

Table II shows comparatively for five years the distribution of pupils by grades, and in addition, for four years their distribution by classes of schools. In comparing the enrollment figures for the past two years of five of the largest school districts, it was found that in 1917 the increase was 1015 while the total increase for all schools of the state was 696. It appears that much of the failure to increase normally is due to failure on the part of many pupils to enter the high school.

TABLE III.

PERCENTAGE OF ENROLLMENT BY GRADES.

	1913	1914	1915	1916	1917
Grade IX	45.1	44.6	44.4	45.75	44.7
Grade X	24.9	25.3	24.9	25.42	25.5
Grade XI	17.5	16.6	16.7	16.13	17.0
Grade XII	12.5	13.5	14.0	12.70	12.8

Table III shows the distribution in per cent of the different grades for a period of five years. The slight change in the figures from year to year is to be noted.

Table IV below shows that the persistence of the twelfth grade has been a little better than is the case for the country at large. The increase in 1916 over 1915 for ninth grade pupils was 3192, or 16.2 per cent, and for 1917 the decrease was 199. The falling off in enrollment does not appear to be confined to the large industrial centres, but is distributed over the state generally.

SCHOOL REPORT.

TABLE IV.

SHOWING PERSISTENCE OF CLASS OF 1917.

	Enrollment	Per cent
1914, Grade IX	16,998	100
1915, Grade X	11,057	65
1916, Grade XI	8,072	47
1917, Grade XII	6,502	32

This table means that of the ninth grade of four years ago 32 per cent were in the twelfth grade last year, or that nearly one third of those who entered stayed through the course. In many schools this percentage is much higher, especially where there are many pupils coming from outside the district.

TABLE V.

DISTRIBUTION OF GRADUATES PROPOSING TO ENTER HIGHER INSTITUTIONS.

	1912	1913	1914	1915	1916	1917	Incr.	Decr.
Colleges	751	899	986	1160	1144	1080		64
Technical Schools	769	897	1057	1104	222	202		20
Normal Schools	32	48	47	69	1231	1028		203
Law Schools	67	47	32	42	64	67	3	
Medical Schools	20	47	24	36	54	37		17
Dental Schools	156	136	139	191	56	75	19	
Other Higher Institutions..	1795	2065	2285	2602	257	253		4
Total	3120	3747	4028	4531	3028	2742		286
Total Graduates					5520	6333	813	
Per cent of Graduates proposing to go on for additional study	57.5	55	56.7	57.4	54.8	43.3		11.5

It is natural that the uncertainty regarding the various activities of life due to war conditions should be reflected in the statements concerning proposed careers of high school graduates. Not as many as usual express their inclination to go to colleges and technical schools. Doubtless the opening up of new situations and activities in some measure accounts for the decrease in the number also of those who propose to enter normal schools. Higher salaries await the high school graduate than are to be found in teaching. Moreover, women are taking many positions in the business and industrial world because of the enrollment of men in the military and naval forces of the nation.

It is probably true that the legal requirements for entering upon the practice of medicine in this state, namely, that after 1919 a candidate must have had a year of work in college before entering a medical school, will account for some of the decrease of those who plan to enter medical school immediately after high school graduation.

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TABLE VI.

DISTRIBUTION OF FOUR YEAR HIGH SCHOOLS ACCORDING TO NUMBER OF PUPILS ENROLLED.

Number of Pupils between	1912	Number of Schools		1917
		1913	1916	
0 and 50.....	28	7	3	3
51 " 100.....	32	35	29	27
101 " 150.....	13	24	29	26
151 " 200.....	15	12	11	15
201 " 250.....	6	11	13	7
251 " 300.....	3	6	9	16
301 " 350.....	3	3	10	7
351 " 400.....	3	2	3	5
401 " 450.....	0	2	1	0
451 " 500.....	3	5	3	2
501 " 550.....	44	0	4	5
551 " 600.....	4	1	3	2
601 " 650.....	4	1	0	2
650 " 1000.....	0	7	6	6
1000 " 2000.....	3	4	9	9
2000 " over.....	2	1	3	3
Total.....	123	131	136	136

Table VI shows a comparison for four years of the different four year high schools according to the total enrollment of the schools. It is evident that the most frequent kind of schools are those enrolling from 50 to 100 pupils each and those enrolling from 100 to 150 pupils each, since there are 27 and 26 such schools, respectively. More than 50 per cent of the schools enroll less than 200 pupils. These schools become the especial care of the state because of the frequent changes among the teachers and the principals. The smaller schools are visited much more frequently than the large schools. With the smaller schools problems of organization and administration are more often uppermost, although problems of actual teaching are always present.

For several years prior to 1913 it was the practice of this office to collect statistics from each school showing the number of pupils studying each subject. The totals for each subject were published. In 1916 the statistics were collected for a single field, viz., the commercial subjects. This year the figures relating to the number of pupils studying languages other than English have been compiled. Significant tables follow.

TABLE VII.

NUMBER OF PUPILS STUDYING FOREIGN LANGUAGES BY SEXES AND BY GRADES.

Latin.

Grade	IX		X		XI		XII		Total		Total
School	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Four year	3758	4005	2225	2458	1182	1465	600	906	7765	8834	16,599
Three year	4	16	5	10	2	7			11	33	44
Two year	26	45	7	29					33	74	107
One year	5	6							5	6	11
Total	3793	4072	2237	2497	1090	1472	600	906	7814	8947	16,761
Grand total	7865		4734		2562		1506				
Per cent of pupils in grade—all schools	34.6		36.5		30		23.1		33.3	32.8	33

Latin Composition.

The figures are practically those of the tenth, eleventh and twelfth grades respectively, of the above table.

German.

Grade	IX		X		XI		XII		Total		Total
School	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Four year	1789	1990	3162	3628	1722	2260	858	1190	7531	9068	16599
Three year	14	8	40	62	24	40			78	110	188
Two year	26	37	32	53					58	90	148
One year	3	1							3	1	4
Total	1832	2036	3234	3783	1746	2300	858	1195	7670	9269	16939
Grand total	3868		7017		4046		2048				
Per cent of pupils in grade—all schools	17.4		54.2		47.1		31.5		32.7	33.8	33.3

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Spanish.											
Grade	IX		X		XI		XII		Total		
School	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Four year	787	773	510	414	193	153	44	41	1534	1381	2915
Total	1560		924		348		85		2915		
Per cent of pupils in grade — four year schools	7		7.2		4.1		1.3		5.9		

Grade	IX		X		XI		XII		Total		
School	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Four year (8 schools)....	5	1	25	7	19	9	15	7	64	24	90
Total	6		32		28		22		90		
Per cent of pupils in grade—four year schools.....											.19

SCHOOL REPORT.

For the year ending June 30, 1913, the last year preceding 1917 for which language statistics were collected, the enrollment in foreign language classes was as follows, compared with 1916-17:

LANGUAGES	Pupils	Per cent	Pupils	Per cent	Gain	Loss
		of total enrollment 1913		of total enrollment 1917		
Latin	13147	38.9	16761	33.0		5.9
German	13984	41.4	16939	33.3		8.1
French	3771	11.1	5599	11.2		.01
Greek	105	.003	90	.19		.084
Spanish	32	.009	2915	5.9	5.9	

Total enrollment of all schools: 1913, 33,746; 1917, 50,726.

Per cent gain in total enrollment, four years, 50.3.

From the above it is evident that except in the case of Spanish the number of pupils studying foreign languages has decreased during the past four years. The total enrollment of the schools has increased by 50.3 per cent during the same period. In other words, when viewed from the statistics of enrollment, foreign languages are not holding their own in New Jersey.

For purposes of comparison the figures for New York City for the term ending June 30, 1917, may be of interest.

	Pupils	New York City Per cent of total enrollment	New Jersey Per cent of total enrollment
Latin	17,409	25.4	30.4
German	23,898	34.9	32.9
French	14,714	21.4	10.3
Spanish	13,362	19.5	5.24

From a study of the detailed reports of four year schools it appears that Spanish is taught in 23 schools, French in 55 schools, Latin in all schools, German in all but 1 or 2 schools.

Among the three year or "partial" high schools, German is taught in 9, Latin in 4, and French in 1 school.

In 37 out of 136 four year schools the course in German extends through four years. In all other schools three years of work are offered.

Twelve schools give four years of French, although the great majority of schools offer three years, the smaller schools offering but two years.

The usual course in Spanish at the present time extends through two years, and appears prominently in commercial curricula.

Greek appears in 8 high schools. The smallest number of pupils studying this language in any one school is 5, in Camden; and the largest number is 19, in the Lincoln high school, Jersey City. The ratio of boys to girls is as 49 to 23. In a few schools Greek is taught outside of the regularly approved curricula. Princeton University and Rutgers College both require Greek for the B. A. degree.

In methods of teaching there appears no substantial agreement among the modern language teachers of the state. In a few schools the direct method is in use, although in the great majority of schools, the grammar-reading method is followed. Moreover, no generally accepted and clearly defined aim has been held in mind. The work has been without unity throughout the state. The chief difficulty appears in the smaller schools, with their frequent changes of teachers. An enthusiastic teacher fresh from college may begin her instruction by the direct or conversational method, while the next year, this teacher having gone on, the class is taught by a grammar-reading method, or some other, and difficulties of adjustment arise. The problem is partly an administrative one. Meanwhile the pupil suffers.

The teachers of modern languages were themselves the first to feel the need of greater unity of purpose in their work, a clearer understanding of what should be accomplished each year and the desirability of more opportunities for conference, and cooperative endeavor. There was formed therefore in the spring of 1916 an Association of Modern Language Teachers of New Jersey. The association has a membership of over 150. For the benefit of the teachers of modern languages this committee has prepared a preliminary report which treats of the following topics:

- Practical value of the study of modern foreign languages
- Cultural value of the study of foreign languages
- The study of modern foreign languages in the grades
- The aim of modern language teaching
- Methods of teaching foreign languages
- Pronunciation
- The grammatical emphasis
- The grammatical nomenclature
- The place and value of written work
- Reading and translation
- College entrance examination
- Syllabus of work by years

The report referred to above will be mimeographed in this Department and copies circulated with a view to having all the constructive criticism possible before the material appears as a monograph.

AIM OF MODERN LANGUAGE TEACHING IN THE SCHOOLS.

The committee believes that the following represents an attainable goal in modern language teaching in the high school.

"What ought the ordinary high school pupil to get in the way of equipment out of his language courses? The ideal equipment at the end of his course would include the ability to speak the language with some degree of fluency and accuracy, understand it when spoken under normal and natural conditions, write it with accuracy when called upon to do so and read it with ease and perfect understanding. Can we, as conditions are now in our schools, hope to achieve so formidable

a program with our pupils, or would it not be better to be a little more modest in our ambitions so as to be able really to accomplish in a measure what we undertake to do?

"A speaking knowledge and the ability to understand the spoken language is an accomplishment that is only normally possible of attainment after years of constant study and practice. Satisfactory attainment in this is almost beyond the capacity of the ordinary high school course in this country under present conditions and with average pupils. Not what the exceptionally gifted child can accomplish, but rather the capacity of the ordinary pupil, must form the basis for our program in this respect. Nor is there as urgent and immediate a demand for a speaking and understanding knowledge of foreign languages in this country as there is in Europe. For most practical and cultural purposes, so far as our pupils are concerned, a good reading knowledge is all that is very urgently needed. Those who really need a speaking knowledge later can acquire it with comparatively little trouble when they come into actual contact with the people who speak it, provided always they can begin with a good foundation already laid in so far as a thorough reading knowledge and grammatical knowledge and a reasonable amount of drill in its practical application is concerned. This preliminary knowledge the school can give much better than later residence abroad. Time is lost if this foundation is not laid where it can best be laid, in the schools under the guidance of efficient teachers, rather than among foreigners, who do not as a rule appreciate the difficulties of the beginner who sets out to study the language among them.

"Since modern language study is not quite so obviously imperative with us as in Europe, not nearly so much time is given to it as in France and Germany or even in England. Nor are our courses so systematically arranged nor so well articulated. Besides, it is far harder to get our pupils to realize the necessity of foreign language study than in the case of the young Europeans. These approach this rather difficult and unattractive field of study with a good deal more seriousness than our young people, especially when it comes to attempts actually to speak the language that is being taught. Speaking generally, we can scarcely hope to accomplish quite as much as our European colleagues even within the same period of time. But with better methods of teaching, with better program arrangements and with better articulation and co-ordination of courses a good deal more could be done than we are doing at present. A year's work in the same grade in different schools ought to represent much more nearly than at present the same quality and amount of work. Above all, we must be honest enough to discard and avoid the viciousness of a too ambitious program. Our pretensions in this respect must be better equated with actual possibilities of real achievement. Whatever is attempted ought to be done thoroughly and completely."



WILLEY SCHOOL, HAMILTON TOWNSHIP, MERCER COUNTY
Everybody at work



BLOOMFIELD HIGH SCHOOL BOYS PLANTING POTATOES IN
COMMUNITY PLOT
No drudgery here

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In the teaching of Latin there is greater uniformity as to method, material used and results obtained. In general the college entrance requirements are rigidly followed. Occasionally a teacher is found who uses a method similar to the direct method of modern languages when teaching first year pupils. Many teachers seek to show the practical bearings of Latin upon modern life, especially through the use of the Sabin charts. Much interest was taken in the Conference on Classical Studies in Liberal Education held at Princeton in June. Many high school teachers were in attendance. This conference emphasized the value of classical studies to some high school and college pupils on the ground that the American people have inherited through France and England their traditions of Greco-Roman civilization, and these should in some measure be among the possessions of a liberally educated person. Moreover, since a person's language power should be adapted to his growing fund of ideas, he cannot afford not to know the possibilities of his own language in relation to its two distinct lines of development, viz., Anglo-Saxon and Latin.

SCHOOL VISITATION.

As one of the results of visits made during the year, the curricula of 45 schools have been revised and reapproved. In some instances the revisions have been in the direction of greater simplicity whereby the curricula indicate more nearly the possibilities of a school rather than its hopes. In a few schools one of the foreign languages has been dropped because of the excessive per capita cost due to small classes. As a direct result of the monograph, the *Teaching of Social Studies including History*, more history and practical civics appear in the curricula than formerly, and, furthermore, the teaching is of a better quality.

The fundamental purpose in visiting schools is not solely to check up technical standards but to improve the quality of teaching. To bring about conditions for good teaching, however, much attention, particularly in smaller schools, has to be given to administrative questions. A constant local policy is almost impossible in many of the smaller schools which have frequent changes of principals, and often of the entire teaching staff. Occasionally a school is found where the approved curricula are lost. Small schools are visited more frequently than larger schools, which have more stable organization and teachers with a firmer grasp of their subjects. To adequately meet the situation in this State, with its variety of subjects and activities in the programs of study, a corps of specialists could render substantial aid.

As an aid in standardizing the administrative side of high school work the *Manual for High Schools*, which first appeared four years ago, has been revised and much enlarged. This manual aims to give the

technical standards for an approved school, and discusses the policy of secondary education as determined by the State Board of Education and the Department of Public Instruction. In addition, there are given principles to be followed in organizing curricula, together with typical and actual curricula found in the schools of the state. Suggestive forms for school records are given which should be of great value to pupils who seek statements of work done to be applied to "qualifying academic certificates."

With the aid of this manual it is hoped that many of the administrative matters will be well organized and that therefore more time may be devoted to help in the actual work of the classroom.

In visiting schools the practice has been to spend practically an entire day in a school, at the end meeting teachers and principal in conference.

Among the points noted in visiting the different classes of a school, for the purpose of passing judgment upon the activities carried on there, are the following:

The aim of the recitation

The extent to which the teacher exercises economy in class management

The teacher's power to arouse and hold a pupil's interest

The teacher's ability to stimulate pupil initiative

Skill in leading pupils to think

The teacher's ability to recognize the essential parts of the subject for emphasis in recitation

The teacher's skill in recognizing the different types of learning involved in a particular subject or phases of a subject, and of adapting teaching method to the response expected of pupils

The teacher's knowledge of the subject and its relations in a given curriculum

The social character of the recitation

The extent of pupil activity

Owing to the great diversity of subject matter in any given high school program of study, not all the above criteria of a good recitation have equal emphasis.

In teachers' conferences these points among others form a basis of discussion and constructive criticism.

SUPERVISED STUDY.

Among the matters of vital importance in school work which have been given increased attention in the high schools of the state during the past few years is "supervised study." Many interesting experiments in its name have been conducted under a great variety of conditions. In many instances supervised study has come to mean study under the observation of the teacher with some help as to methods but with much emphasis upon providing the proper conditions for pupils to work.

Again and again in schools which emphasized supervised study, whether there were gathered from 50 to 125 pupils in a study hall, or whether not more than 30 pupils were brought together in a classroom, it has been observed that very little if any help was given or time taken in discussing with pupils habits or methods of study, nor did any attention seem to be devoted to a consideration of the types of learning involved in the different subjects pursued. The chief purpose appeared to be to keep pupils in order and to occasionally answer a question when a pupil sought help at the desk. In general the situation was a negative one. Positive instruction and help were largely lacking. Supervised study under such conditions is an administrative device and an aid to the internal organization of the school, rather than a help toward the development of power on the part of pupils in self-directed activity.

It would seem rather that teaching pupils to study effectively is a part of the duty of every teacher with each class he meets. While general suggestions and hints could be given, through printed or mimeographed slips, to the school as a whole regarding proper conditions for effective work in school and at home, the actual teaching of how to study a particular subject can be best done in connection with a recitation group. So much depends upon the nature of the mental processes involved in the particular subject studied: e. g., typewriting and the various forms of manual arts, which involve motor activity, as distinguished from learning a foreign language, which is so largely a matter of relating symbol and content; and again, the solving of problems arising in connection with the social studies and in mathematics and science, as well as in bookkeeping and commercial geography, which involve reflective thinking. If one or two periods a week, in at least the first year—less frequently in the later years—were devoted to study in the recitation period, the teacher studying with the class; and if more time and care were taken in the assignment of lessons, and in breaking the subject up into what could be called “units of instruction” and “teaching units,” more desirable results would follow. For example, take such a unit of instruction as “The Northmen and the Normans to 1066 A. D.” The setting of this topic, with its significance upon later English history, might occupy an entire period. For two or three subsequent days the class period could be used in breaking up the larger topic into a number of smaller units, and then would follow a unifying of the work of the previous days, through discussion and by questions and answers. Various sub-topics could be assigned for home study, together with analyses and outlines of the text and supplemental reading. In the assignments of home work recognition would be had of individual differences among pupils. Flexibility and adaptability is the keynote of this study type of recitation exercise. Independence in thinking and in action will result, for the time should come when pupils are to work independently both at school and at home. Further, to

require that pupils of various years have a single period for supervised study does not fully recognize that pupils of the higher classes, whose habits of work should be more or less fixed, do not need the same supervision as do pupils of the earlier years. The combination of study and recitation requires skill on the part of the teacher, and to see that pupils are taught correct methods of work is a large factor in the task of supervision.

It should not be inferred that teachers generally are not in sympathy with the idea of teaching pupils how to study, but with a group of pupils in one large study room, or even in a number of smaller rooms, who are studying a variety of subjects, with only a few of them in the field the particular teacher in charge happens to have, it is well nigh impossible to get the full benefit of the time available. In the case of a single teacher in a study hall with classes from every term in the school and representing a great variety of subjects, the effectiveness of the study hour is practically nothing, except to keep the room quiet for those who can study independently to do so without interruption. As one teacher has phrased it, "we have chaperoned study, not supervised study, here."

Supervised study is coming to mean a new and vital conception of classroom activity, whereby a pupil is trained to attack problems connected with the subject in hand, and to organize his experiences into large controlling ideas; and further, it means an opportunity to gain power of initiative, all of which is so important in school as well as in after life. While there must be some external means for controlling the conditions of study, the mere study period under a study room teacher, whether occasional for a particular group of pupils, or as a special period set apart for the whole school, does not seem to meet the crux of the situation. Supervised study should rather mean an internal readjustment of the recitation period and a redirection of its activities. It should also mean a fuller recognition by both teacher and pupil of what are called "units of instruction" within a subject, and a more extended use of the "project method" as applied to all high school subjects. Some schools are accepting this viewpoint regarding supervised study and are making the necessary readjustments.

One of these plans is to lengthen the recitation period to 60 or 75 minutes with a somewhat fixed division of the time between recitation and study. This plan involves fewer recitation periods a day generally, and if a double period is given to practical arts and the laboratory work of the sciences, more teachers are necessary to carry on the programs of study. The danger with an arbitrary division of the hour period, for example, into 30 minutes for recitation and 30 minutes for study, is that there may result the same formalism in recitations as exists in the common practice of 45 minutes of recitation, with home study. The teacher should be left free to utilize the time as he sees fit. The problem is to vitalize instruction. The sixty minute period for all sub-

jects, academic as well as practical arts and laboratory science, would not necessitate more teachers and hence more expense. A little larger experience with this plan should give a valuable body of experience. Supervised study as herein described does not mean an abandonment of home study but is rather a help in making the extension of school activity more purposeful.

THE RELATION OF HIGH SCHOOL GRADUATES TO THE NORMAL SCHOOLS.

The present rules of the State Board of Education make it possible for any graduate of an approved four year high school to enter without examination the general courses of the State normal schools. Such graduates, however, must be recommended by the principals of the high schools.

Entrance to the normal schools, which are vocational schools, in that they exist for the purpose of training and educating persons in the science of education and the art of teaching, appears from this rule to be rather a right than a privilege. It frequently happens that pupils are dropped from the normal schools because they are ill fitted to do the work required, and this in many cases is due to the fact that the high school curriculum pursued has not included the subjects necessary as a basis for normal school work. To make up the desired subjects in the normal school imposes an added burden upon the pupil, and diverts the energy of the normal school faculty from its specific task. This failure of a pupil in normal school, therefore, cannot always be charged to the high school. The aims of the secondary school, through its different curricula, are many, while the purpose of the normal school is specifically stated, and all its work organized about this objective. Further, it can hardly be assumed that the successful pursuit of any one of the curricula of a high school, e. g., classical, commercial, or home arts, constitutes the best preparation for entering upon a course of training leading to teaching in the elementary grades.

Considerations such as the above led to a reconsideration of the entrance rule by a committee of the State Board of Education and of the normal school principals.

New entrance conditions were proposed and discussed at two conferences of high school principals, representing about 50 schools. In general the proposed rule requires those subjects necessary as a foundation for normal school work, which could be required of all pupils. Moreover, to insure a higher grade of scholarship of those upon whom the state proposed to spend its money in training them for the schools of the state, a scholarship requirement of 80 or more in the last high school year was formulated. The recommendation of the principal is to be retained.

The rule as proposed is as follows: All candidates must be properly certified graduates of a four year course in a high school or private secondary school approved by the State Board of Education; provided

that, beginning with September, 1919, such candidates must, for entrance to other than special courses, have made an average grade of 80 or more in the fourth year of their high school or secondary school course, and have passed, during their high school or secondary school course, in one unit of plane geometry, three units of English, one unit of United States history and civic theory and practice, one unit of science, four fifths of a unit of music, four fifths of a unit of drawing, and one half of a unit consisting of a review of elementary geography and arithmetic.

A unit shall mean a year's study in any subject, constituting approximately one quarter of a full year's work.

Not all schools are prepared at present to offer the required work in music and drawing, and the recommendation of the conference was that beginning with 1919 schools gradually come to the requirement in these subjects. A modification of the rule in this particular has been offered to the State Board.

Moreover, many high school principals were of the opinion that it frequently happened that a pupil who had prepared for college, not having had some of the proposed required units of high school work, decided in the senior year to seek entrance to a normal school, and under the proposed rule would have to be refused entrance. Such pupils are usually of substantial scholarship and of acceptable personality and could ill afford to stay in high school longer to make up one or two subjects. Hence the following was suggested: "must have successfully completed a curriculum which would admit them without conditions to an approved college of arts or sciences."

The original proposal with the above modifications will come before the State Board for action early next year, and as far as is known there is no opposition on the part of high school principals.

HIGH SCHOOL GRADUATES AND THEIR RELATION TO THE EXAMINATIONS FOR LIMITED ELEMENTARY CERTIFICATES.

High school graduates who do not go to the normal school but who desire to teach may do so by attending an approved summer school and in addition pass certain examinations. For the past two years there have been serious failures in certain elementary subjects. The attention of high school principals was called to this matter in a circular letter early in February this year. The elementary school subjects were: English grammar, arithmetic, including business forms, geography, elementary United States history and elementary drawing. It was pointed out that among such distinctive high school subjects as algebra, physics, general history, including the history of Greece and Rome, physical geography, botany, business practice and commercial arithmetic, the number of failures in a few cases is about equal to the number of successes, while in other instances the failures are comparatively few.

A partial explanation of this situation is not difficult to find regarding arithmetic, geography and elementary drawing, because these subjects have not usually been studied since the high school graduates were in the seventh and eighth grades. It is difficult, however, to see why the failures are so marked in the cases of English grammar and United States history, as these subjects are in the programs of study of all approved high schools. English grammar is included in the course in English, and United States history and Civics is given as a separate course.

The situation shows very plainly that not enough attention is paid in high schools to the elementary subjects indicated above in which there were so many failures; otherwise, the results of examinations taken by the recent graduates of the New Jersey high schools would be better.

No one will question the advisability of more emphasis upon these elementary subjects, both for their own sakes and also because these subjects are a basis for meeting the requirements for a teachers' certificate when these certificates are secured either by way of the normal school or through examinations.

It was strongly urged, therefore, that provision be made in the program of studies of all approved high schools for at least a half year of work, four or five periods a week, for a course in arithmetic and geography during the senior year. Further, it was urged that more attention be given to grammar and spelling, which are both included in the content of the course in English, to United States history and civics, and to drawing.

If the requirement regarding arithmetic and geography as proposed for normal school entrance is adopted these subjects will appear in the program of studies of approved schools. Already a number of schools have complied with the recommendation, and doubtless better results will follow.

INTERSCHOLASTIC DEBATING.

Interscholastic debating, initiated two years ago by the Philoclean Society of Rutgers College, continues to interest an increasing number of high schools throughout the state. Based upon its experience, the League has broadened its scope and now works through an advisory council of high school principals acting with the College committee. The advisory committee for this year consisted of the following men: Principals Files of East Orange, Arnold of Passaic, Huff of Asbury Park, Stone of New Brunswick, and Supervising Principal Radcliffe of Red Bank.

According to the present plan the schools are arranged in groups of four according to their size and relations with other schools. In each group there are two semi-final debates and one final debate for the championship of the group. Following these, there may be a series of de-

bates, at the option of the schools themselves. The champion of any one group has the privilege of challenging the champion of any other group to a debate, to be held at the College. In case more than one challenge debate is arranged, in addition to the regular boards of judges which shall sit to judge each debate, a second board of judges shall sit throughout all of these challenge debates, and shall judge the merits of the victorious teams and select the State champion. The schools will therefore have but two series of debates, with a third series of optional challenge debates for the more ambitious schools, as compared with the rather cumbersome system of last year, which necessitated four debates, and even then did not decide the State championship. This system has another important advantage in that it is elastic and will adjust itself to the increasing number of schools entering the contests.

As in former years, the great instrument for the accomplishment of the project has been a conference of the schools concerned; so this year more than one hundred delegates, representatives of fifty schools of the State, met at the College on Saturday, December 16, for an all-day conference on interscholastic debating. At the morning session rules governing the debates were adopted, the questions for debates selected, the grouping of the schools finally determined, and the actual schedule of the debates arranged. The afternoon conference was educational and inspirational in nature. Problems connected with interscholastic debating were considered informally and definite phases of debating within the schools were urged by the Rutgers student and faculty leaders. President Demarest spoke on the value of debate; Captain Scarr, of the football team, spoke on good sportsmanship in debate; President Heitkamp, of the Senior Council and Student Assembly, spoke on debating and school spirit; Dean Bevier spoke on interscholastic debating and its relation to the educational needs of the secondary schools; and Mr. Ralph W. Voorhees, who is general secretary of interscholastic debating, spoke on school honor in debate. Between the sessions the delegates were guests of the students and took dinner in Winants Hall.

Of the sixty-four schools invited to enter the contests this year fifty-seven entered and ranged themselves in fifteen groups. Thirteen complete groups have been paired and have held their debates at different points throughout the State. Two groups were left incomplete by the withdrawal of three schools.

From this account it will be observed that the Rutgers interscholastic debating movement, since its first organization two years ago by the Philoclean Society, has gone through a decided reconstruction period. While its first purpose was to promote closer relations between high school and college, its present aim has been to serve the increasing needs of the secondary schools in their debating activities. To accomplish this end debating within the schools as well as debating between the schools has been encouraged by every means possible.

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Inter-class and inter-society debates have been urged as preliminary and preparatory to the interscholastic debates, the purpose being to extend the privileges of debate to every high school student and so stimulate an aggressive debating activity within the schools as well as between the schools.

The winners in the four championship debates last year were South Side (Newark), Atlantic Highlands, Irvington and Dover. By the dual system of judging followed South Side was judged to be the State champion.

For next year it is proposed to extend debating to a still larger circle of schools and it is reasonably expected that the interest will be proportionately greater.

MISCELLANEOUS.

Two sessions of the High School Principals Round Table were held, one at Paterson in November and the second at Atlantic City in May. Both sessions were well attended and various subjects of an administrative character were discussed. The discussion at Atlantic City centered about the new physical training law and the proposed modifications in the entrance requirements to the state normal schools.

Much time was spent during the months of May and June in assisting in the preparation of the syllabus of the work in physical training which is compulsory upon all schools beginning in September. Bulletin number 7 of the high school series will cover the physical exercises and also the informational work of the high school grades. The latter outline will include community civics, military and patriotic information, first aid and problems of American democracy for the boys, and community civics, domestic hygiene, first aid, and the elements of home nursing for the girls. As each year's work is progressively reached it will be true to say that after 1920 no boy will be graduated from an approved high school course without having had a systematic course in physical exercise, and at the same time have been made familiar with some of his civic duties and responsibilities; furthermore, no girl will be graduated who has not had physical training and some work in some of the elements of homemaking. Through these subjects the public high school will come nearer the purpose of its founders.

With the profound changes which must take place in the civic and industrial life of the nation as a result of the present war, there will come corresponding changes in our educational programs. The secondary schools will be among the first to feel these influences, and judging from the spirit of progress already evident among the high schools of the state New Jersey will meet its obligations to its youth.

It has been a pleasure to work with the school officials and teachers of the state, and my thanks are extended to all who have assisted in making our high schools more effective.

INDUSTRIAL AND AGRICULTURAL EDUCATION

PREPARED BY

LEWIS H. CARRIS

*Assistant Commissioner in charge of Industrial Education
including Agriculture*

This report contains statistical reports for the school year 1916-17, and a narrative report of the activities in this department until November 15, 1917.

The most important event of the year in vocational education has been the passage of the Smith-Hughes Act providing national aid for vocational education, and the acceptance of this act for New Jersey by the legislature at the last session.

You and the State Board of Education granted me a leave of absence for six months from September 15, 1917, to serve as Assistant Director for Industrial Education for the Federal Board for Vocational Education, and consequently I am under the necessity of writing this report under the disadvantage of lack of time and recent contact with the work in New Jersey. I am also obliged to present to you a composite report made up of contributions from members of the department, as follows:

Manual Training, E. A. Reuther, Assistant in Industrial Education
Vocational work for Girls and Women, Iris Prouty O'Leary, Assistant in Vocational Education

Agricultural Education, A. K. Getman, Assistant for Agricultural Education

Statistical tables, prepared by Miss Gertrude Burgner, secretary

I wish to express to you my indebtedness to my assistants and also to Mr. Wesley A. O'Leary, who is Acting Assistant Commissioner during my absence, for the zeal they have shown in carrying on the work of my office. It is only through their help that I have felt it possible to be absent for the six months.

My contribution to the report is an extended description of the way in which I believe the moneys received from the federal government and appropriated by the state can be used to promote vocational education in the state.

SCHOOL REPORT.

VOCATIONAL EDUCATION.

DISTRIBUTION OF FEDERAL FUNDS ALLOTTED TO THE STATE OF NEW JERSEY
UNDER THE TERMS OF THE SMITH-HUGHES ACT FOR VOCATIONAL
EDUCATION.

The Smith-Hughes act appropriates funds for distribution to the state for three purposes:

1. For the salaries of teachers, supervisors or directors of agricultural subjects
2. For the salaries of teachers of trade, home economics and industrial subjects
3. For the training of teachers of vocational subjects

MONEYS AVAILABLE FROM SMITH-HUGHES LAW FOR NEW JERSEY.

Year	For Salaries of Teachers, Supervisors or Directors of Agricultural Education	For Salaries of Teachers of Trade, Home Economics and Industrial Subjects	For Training of Teachers of Vocational Subjects	Totals by Years
1918	\$6,400	\$22,350	\$13,800	\$42,550
1919	9,600	33,525	19,320	62,445
1920	12,800	44,700	24,840	82,340
1921	16,000	55,875	27,600	99,475
1922	19,200	67,060	27,600	114,850
1923	22,400	78,225	27,600	128,225
1924	25,600	89,400	27,600	142,600
1925	32,000	111,750	27,600	171,350
1926	38,400	134,100	27,600	200,100
1927 and thereafter..	38,400	134,100	27,600	200,100
Totals for ten years.	\$220,800	\$771,075	\$251,160	\$1,243,035

1. Federal appropriations for the salaries of teachers, supervisors or directors of agricultural education for all the states for the following fiscal years—July 1 to June 30—will be:

1918	\$ 500,000	1923	1,750,000
1919	750,000	1924	2,000,000
1920	1,000,000	1925	2,500,000
1921	1,250,000	1926 and thereafter.	3,000,000
1922	1,500,000		

2. The same amounts as given for agriculture are provided for the salaries of teachers of trade, home economics and industrial subjects.

3. Federal appropriations for the training of teachers of vocational subjects will be as follows:

1918	\$ 500,000
1919	700,000
1920	900,000
1921 and thereafter.....	1,000,000

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1. The distribution of the total sums available for agricultural education is based on the ratio which the rural population of a state bears to the rural population of the United States. The rural population of New Jersey according to the census of 1910 was 629,957, and this was 1.28 per cent of the total rural population of the United States.

2. The distribution of the total sums available for trade, home economics and industrial education is based on the ratio which the urban population of a state bears to the urban population of the United States. The urban population of New Jersey according to the census of 1910 was 1,907,210, and this was 4.47 per cent of the total urban population of the United States.

3. The distribution of the total sums available for the training of teachers of vocational subjects is based on the ratio which the sum of the total population of a state bears to the total population of the United States. The total population of New Jersey according to the census of 1910 was 2,537,167 and this was 2.76 per cent of the total population of the United States.

(Note. These figures are based on the 1910 census. After the figures of the 1920 census are available the figures given in the tables will be changed to some extent.)

The above figures are unofficial; probably the actual sums received will be slightly in excess of those given in the tables. The money apportioned to New Jersey will be distributed for the purposes indicated above by the State Board of Education, in accordance with the plan for the administration of the Smith-Hughes act, prepared and adopted by the State Board of Education, and approved on November 10, 1917, by the Federal Board for Vocational Education.

Following is a suggestion as to the proper procedure by the State Board of Education in apportioning these moneys to the various districts as reimbursement for moneys already expended and also as reimbursement to the institution or institutions selected by the State Board of Education for the purpose of giving training to prospective teachers of vocational subjects or the improvement of those teachers already engaged in teaching vocational subjects.

I. FUNDS FOR AGRICULTURAL EDUCATION.

The first fund to be considered is the fund for the salaries of teachers, supervisors or directors of agricultural education. For the present fiscal year New Jersey receives approximately \$6400 for this purpose. The Smith-Hughes act provides for three types of positions, the salaries for which may be paid in part from this fund, as follows:

1. Teachers who devote their time to teaching agriculture;
2. Supervisors who supervise teachers engaged in teaching agricultural subjects;

3. Directors who devote their time to the supervision of teachers of agricultural subjects.

It is understood, of course, that the teachers, supervisors and directors paid in part from federal funds are teaching, supervising or directing agricultural work in schools or classes which meet the standards set up by the Smith-Hughes act and the principles and policies adopted by the Federal Board for Vocational Education, as well as the standards provided for in the plan adopted by the State Board of Education and approved by the Federal Board for Vocational Education.

The State Board of Education for New Jersey has decided to use the agricultural fund for two of the above types of work:

1. SALARY FOR PART TIME OF A STATE SUPERVISOR OF AGRICULTURAL SUBJECTS.

For the portion of his time devoted to this work this supervisor receives an annual salary of \$1650; half of this amount, or \$825, is payable from the \$6400 apportioned to the state by the Federal Board for the salaries of teachers, supervisors or directors of agricultural education. The Smith-Hughes act provides that every dollar expended for salaries shall be matched by a dollar of state or local money, or both. In this instance the other half of the supervisor's salary, \$825, is furnished by the state. The authority for making this payment from the state funds is given in section 5, chapter 119, P. L. 1917, which reads:

"5. To secure for the state the advantages under said act of Congress for the supervision of agricultural subjects as therein provided, there shall be appropriated each year, from any money in the state treasury not otherwise appropriated, a sum not less than one thousand dollars (\$1,000), which sum shall be expended for the salary or salaries of teachers, supervisors or directors of agricultural subjects, in accordance with the terms of the said act of Congress."

The appropriation law for 1917 provided the sum of \$13,800 for the purpose of carrying out all the measures of chapter 119, P. L. 1917, above referred to; therefore a portion of this money can be used for the payment of the salary of the state supervisor of agricultural education. (It may be noted that the state legislature appropriated \$1,000 less than the total sum called for by chapter 119, P. L. 1917).

The supplemental appropriation law for 1917 provided the sum of \$800, also appropriated for the purpose of carrying out the provisions of chapter 119, P. L. 1917.

The federal funds are payable quarterly, and the first quarterly payment is due to the state October 1 of each year. For the present fiscal year the first quarterly allotment is due the state upon the approval of the plans by the Federal Board for Vocational Education, which approval was made on November 10, 1917.

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The State Board of Education selected a supervisor of agricultural education for the state, who began his services on July 1, 1917, and for the first three months devoted his time exclusively to the supervision of agricultural education.

Since October 1 this supervisor of agricultural education has been devoting half his time, or three days each week, to the training of teachers of agricultural subjects in the State Agricultural College and to the training of teachers already in service, under the direction of the State Board of Education.

It is recommended that beginning November 15 this supervisor of agriculture be required to devote his entire time for three months to the training of teachers of agriculture. This date, November 15, is set because at that time begin the three months short courses in agriculture given at the New Jersey State Agricultural College. A description of the work which is to be given during these three months will be set forth in another part of this report. At the conclusion of three months of training teachers of agricultural subjects this supervisor will again divide his time equally between the supervision of agricultural work and the training of teachers.

To summarize—the payment of salary, so far as the supervision of agricultural education is concerned, will be made from the state treasury from joint federal and state funds for July, August and September at a rate of \$3300 per annum; for October and the first half of November at the rate of \$1650 per annum; from February 15 until July 1, 1918, at the rate of \$1650 per annum; \$825 of federal funds apportioned to the state for the payment of salaries of teachers, supervisors and directors of agricultural subjects will be paid to this supervisor. This leaves a balance of \$5575 of federal funds to be applied over and above this part payment of the salaries of teachers and directors of agricultural subjects.

2. REIMBURSEMENT TO DISTRICTS FOR THE TEACHING OF AGRICULTURAL SUBJECTS.

The \$5575 mentioned above can be distributed to districts or counties maintaining agricultural schools organized in accordance with the provisions of the Smith-Hughes act.

It is recommended that this department be requested by the State Board of Education to determine: (a) the number of agricultural teachers employed in these agricultural schools; (b) the amount of salary paid to each teacher; (c) the qualifications of each teacher; (d) the character of the instruction. When this information has been completed and the work of the school has been approved, the State Board of Education should determine the amount of reimbursement to which each district is entitled for expenditures made for the salaries of teachers and directors of agriculture. In so far as the federal funds for this purpose will allow, the districts are entitled to reimbursement

for half of the amounts expended for the salaries of these teachers. Having determined half of the total sum expended, the State Board will be in a position to make a distribution of the funds. In all probability the funds from the federal government will not be sufficient to make a complete reimbursement for half the moneys expended. The federal fund should then be pro-rated among the several districts in the ratio which the fund available bears to the total amount to which the districts are entitled. The difference between these two sums will, of course, be paid from state funds which are appropriated to carry out the provisions of chapter 294, P. L. 1913, the state vocational school law.

Since the federal funds are to be received in quarterly instalments the State Board will of necessity determine the number of times which the districts shall be reimbursed during the year after October 1, the date of the first payment.

It is recommended that no district be reimbursed until after the close of the second quarter, or until after the second quarterly instalment has been received from the federal government, and that the allotment of the first half of the federal funds which will have been received at the end of the second quarter shall be made at the same time as the annual allotment of the state funds to the districts under the provisions of chapter 294, P. L. 1913, above referred to.

It is further recommended that the second payment to the districts from federal funds be made on April 1, from the third instalment received from the federal government, and that the third allotment to the districts be made on July 1, after the receipt of the fourth quarterly instalment of federal funds. These payments to the districts for reimbursement will be made by the State Treasurer as custodian of the federal funds, upon the order of the State Board of Education in accordance with the provisions of section 12 of the Smith-Hughes act.

II. FUNDS FOR TRADE, HOME ECONOMICS AND INDUSTRIAL EDUCATION.

The Smith-Hughes act provides a fund which can be used for the payment of salaries of teachers of trade, home economics and industrial subjects. The act places certain limitations upon the expenditures of this money.

1. At least one third of this fund must be spent, if spent at all, in part time schools and classes in which instruction is suitable for persons between 14 and 18 years of age.

2. Not more than 20 per cent may be spent for home economics education.

New Jersey's apportionment for the present school year from the fund for trades, home economics and industrial education is \$22,350. Of this amount one third, or \$7,450, will be spent, if spent at all, in part time education as described above.

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The State Board of Education, in the plans submitted to and approved by the Federal Board for Vocational Education, provided that not more than 20 per cent would be spent for home economics education. This sum is \$4,470. The remainder of this fund, \$10,430, may be expended for trade or industrial subjects in all day, part time or evening classes. To recapitulate—according to the New Jersey plans for the present year, \$22,350 is available for trade, home economics and industrial subjects as follows:

1. Part time schools and classes	\$ 7,450
2. Home economics subjects	4,470
3. Trade and industrial subjects	10,430
	<hr/>
	\$22,350

I. FUND FOR PART TIME SCHOOLS OR CLASSES.

This fund may be distributed to districts as reimbursement for moneys expended for the payment of the salaries of teachers in part time schools. Part time schools or classes organized in accordance with the terms of the Smith-Hughes act, the principles and policies of the Federal Board for Vocational Education and the plans for the administration of the act for New Jersey may be of two types:

1. Trade extension part time schools;
2. General continuation part time schools.

1. Trade extension part time schools may be organized for persons desiring instruction in the line of work in which they are engaged; for example, a part time school might give instruction in machine shop mathematics, mechanical drawing and blue print reading to a group of persons engaged in the machinist occupation as these subjects relate to machine shop practice. A part time trade extension school or class might give instruction in power machine operating to girls engaged in the clothing trade.

2. The general continuation part time school which is organized in accordance with the Smith-Hughes act may give instruction in subjects which will enlarge the civic intelligence of the pupils. In such schools history, arithmetic, civics, physiology and hygiene may be taught, or any of the subjects which will continue the general education of the pupil.

The Federal Board has ruled that for the trade extension part time schools the age of admission need not be limited to 18, inasmuch as the act provides that the instruction shall be suited for persons between the age of 14 to 18. That is to say, if the instruction in the trade extension part time school is suitable for the instruction of apprentices in skilled trades below the age of 18, the age of the per-

son in attendance at such a part time school need not be taken into consideration. For the general continuation part time school the age need not be taken into account, since experience goes to show that employers of persons over 18 years of age are rarely willing to give a part of the working day for the continuation of a general education. It is understood, of course, that a part time school or class must be conducted during the hours in which the pupil is regularly employed.

The federal act further provides that the part time school or class must be in session at least 144 hours a year—this is a 36 week session of at least 4 hours a week. There are several ways in which a part time school may be organized as to the distribution of time given.

A part time school may be organized on the week-about plan, the pupil giving alternate weeks to instruction and to work in the trade or industry. It may be on the alternate day plan, the morning afternoon plan or the dull season plan. The last two plans are restricted to trade extension part time schools. General continuation schools are usually organized on the four hour, six hour or eight hour a week plan; these hours being granted by the employer to his employees in order that instruction may be received.

New Jersey has organized only a few part time schools. Passaic has a part time plan in cooperation with the textile manufacturing plants; Paterson has a part time school in connection with the machinist trade; Essex County Vocational School has part time classes in connection with the machinist trade; Jersey City has a part time class for printers apprentices; Newark has several trade extension part time classes and also a few general continuation classes. So far the general continuation classes in Newark are the only ones in the state.

Attention is here called to the fact that the New Jersey vocational school law provides only for the organization of trade extension part time schools. This, however, does not prevent the State Board of Education from approving for aid from federal funds classes organized under the general education law of the state, which classes are designed to give general education in a general continuation part time school.

The Federal Board is not concerned with the administration of the state vocational school act, the organization of the general educational schools of the state or with the departments organized under the manual training law. It is concerned only with the character of the school or classes which are approved by the State Board of Education as being eligible for reimbursement from federal funds; consequently the State Board of Education has authority under chapter 119, P. L. 1917, to approve the organization of such general continuation part time schools. The plan for such organization was adopted at the September 8, 1917, meeting of the State Board of Education in the following resolution:

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"Resolved, that the Commissioner of Education be given authority to approve the courses of study, the equipment, the methods of instruction, the qualifications of teachers and such other essentials as he may determine and to arrange for the organization of such part time schools or classes as are authorized by the Smith-Hughes Act and which are not provided for in the State Vocational School Law, subject to the usual approval by the State Board of Education; provided, that in such approval he does not obligate the state or the State Board of Education to reimbursement in excess of the amount available from the federal funds for vocational education for such part time schools and classes as are organized in accordance with the terms of this resolution."

At the time of the writing of this report a sufficient number of schools had not been organized to enable the State Board of Education to use the \$7,450 available for reimbursing the districts for salaries paid to teachers in part time classes. It is estimated that about \$4,000 can be used.

In part time schools or classes organized for girls some of the instruction may be given in home economics. If such instruction is given the distribution of funds is further complicated in that expenditures for home economics in part time classes must be a part of the 20 per cent which can be expended for home economics from the trade, home economics and industrial fund. This will, of course, demand a careful accounting on the part of the State Board of Education for each of these funds.

In determining the amount to which the districts are entitled the State Board of Education should request this department to ascertain, as in the case of agriculture, the part time schools and classes which are organized in accordance with the plans approved by the Federal Board and the terms of the Smith-Hughes act; to ascertain the amount of salary paid to each teacher and to report to the State Board of Education the amount to which each of the districts is entitled for reimbursement for half of the total amount spent for the salaries of teachers in such part time schools or classes. When these amounts have been determined and approved by the State Board of Education reimbursement should be made in the manner and at the time that payment is made to the district as reimbursement for expenditures made for teachers' salaries.

It is recommended that legislation looking toward compulsory part time classes for persons 14 to 16 years of age be introduced at the coming session of the legislature and that the State Board of Education and the Department of Public Instruction urge its enactment into law. Such legislation was introduced during the 1917 session of the Legislature and passed the Senate.

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2. FUND FOR HOME ECONOMICS EDUCATION.

In home economics three kinds of classes may be organized which will conform to the provisions of the federal act:

1. The all day class, which must be in session for six hours a day; thirty hours a week; nine months a year, and which must give at least half of the time to work on a useful or productive basis;

2. Part time work in home economics, which may be a part of the general continuation school work in a part time school for girls, or which may consist of part time schools or classes devoting at least 144 hours a year to work in home economics for persons who have entered upon the employment of housekeeping, either in their own home or in other homes;

3. The evening school classes organized for persons who spend a part of their time daily in the occupation of homemaking.

In a manner similar to that described above in regard to agriculture and in part time schools this department should be required to ascertain the amounts which are due to the various districts as reimbursement for a part of the expenditures of the districts for such teachers. Before such reimbursement can be made the State Board of Education will of necessity approve the work which is done in the school. As far as this department knows at the present time there is no part time work in home economics being given in New Jersey. There are six schools or departments giving all day work in home economics and a large number of evening classes. In the case of the evening classes a rule of the State Board of Education provides that these classes shall be inspected before the Commissioner can approve their work.

When the amounts to be paid to the districts are finally determined and approved by the State Board of Education, payment should be made to the districts from the Smith-Hughes money in the same manner and at the same time as described in the case of agriculture.

3. FUND FOR TRADE AND INDUSTRIAL SUBJECTS.

As explained above, one third of the fund allotted for trade, home economics and industrial subjects, if spent at all, must be spent for part time schools or classes. New Jersey also plans to spend one fifth of this fund for home economics. Assuming that no part time education in home economics is given this will leave seven fifteenths, or \$10,430, of this fund which may be expended for trade and industrial subjects in all day or evening classes. If part time education is developed in New Jersey so that more than one third of the sum is needed in any year for part time education the moneys may be used for such part time education; in other words, the State Board of Education of New Jersey can determine, with the approval of the Federal Board, what disposition shall be made of the fund for trades, home economics and

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industrial education other than the restriction that at least one third of it must be spent, if spent at all, in part time education.

As in the case of the agricultural education mentioned above, and also home economics and part time education, the State Board must ascertain the amounts due to the various districts as reimbursement for expenditures made for teachers' salaries.

It is recommended that the State Board of Education request this department to ascertain all the facts concerning the **character of the** work done, the qualifications of teachers, the amount expended both for day and evening school instruction in the trades and industries and that after the State Board of Education has approved of the amounts due the districts, reimbursement shall be made in the manner and at the same time as described above.

III. TEACHER TRAINING FUND.

Approximately \$13,800 is appropriated to New Jersey for the purpose of training teachers for service in schools organized in accordance with the terms of the federal act and for the improvement of teachers who have already entered such service.

The funds for the training of teachers, however, differ in two particulars from the other Smith-Hughes funds already discussed.

1. All money apportioned by the federal government under the Smith-Hughes Act must be matched by an equal amount of state or local money, or both. In the case of the funds for salaries of teachers mentioned in the preceding pages, with the exception of the state supervisor of agricultural education, the federal funds are matched by local funds. In teacher training the federal money is matched by state funds entirely.

The appropriation law for 1917 provides \$13,800 for the purpose of carrying out the provisions of chapter 119, P. L. 1917, the act which accepts the provisions of the Smith-Hughes law for New Jersey.

The supplemental appropriation law of 1917 carries \$800 for the same purpose as provided for by the appropriation law for 1917.

2. Federal funds may be used as reimbursement for the maintenance of teacher training work. This maintenance includes not only teachers' salaries but also other necessary expenses connected with the teacher training, except that no part of the funds can be used for the purchase, erection, preservation or repair of any building or buildings or equipment. This maintenance would include clerical service, printing, stationery, traveling expenses, heat, light, janitor service, office supplies, etc. Inasmuch as the State Board of Education must have supervision or control of all the work in teacher training, and since the entire reimbursement is made from state and federal funds, and expenditures for maintenance are included as a part of expense for which reimbursement may be secured, a record must be kept of many more

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details than is the case where reimbursement is made for teachers' salaries alone and where one half the expense is borne by the local district.

The State Board of Education has selected the State Agricultural College to carry on the work of teacher training and has arranged for the employment of persons who will have charge of this work. The State Agricultural College will of necessity arrange for the payment of these teachers from its own funds, also for the purchase of supplies and for all other expenses of maintenance. Before making such expenditure, however, the State Agricultural College must prepare a budget which shall be approved by the Commissioner of Education, and in the case of any unusual expenditure the approval of the Commissioner of Education should be secured in advance. When expenditures have been made in this way the State Agricultural College should be required to submit to the Commissioner of Education on the first day of each month an itemized statement of expenditures for the preceding month, on a blank furnished by the State Board of Education, this statement to be sworn to by the State Board of Visitors of the State Agricultural College.

The first quarter of federal funds is not due until October 1 and the state moneys are not available until November 1, therefore the payment of the amounts due for reimbursement for the first quarter evidently cannot be paid until after October 1. It is also clear that none of the state moneys under existing appropriations can be used for expenditures in teacher training incurred between June 30 and November 1. It is possible for the work to be conducted on a credit basis as above indicated inasmuch as the federal funds can be used for reimbursement for any moneys expended at any time during the United States fiscal year. For example, in the year 1922 approximately \$27,600 will be apportioned to New Jersey for the training of teachers of vocational subjects. It is conceivable that a summer school for the training of such teachers might be maintained which would cost approximately this entire sum. The state funds appropriated in the appropriations law for 1922 would not be available until November 1, 1923, therefore, none of the state moneys could be used for the purpose of maintaining any of these teacher training activities conducted during the months of July, August, September and October. The obligations incurred in the conduct of such teacher training courses during those months, could, however, be met from the federal funds and the entire obligation could not be fully liquidated until July 1, 1923, the time for the payment of the last quarterly instalment for the fiscal year beginning July 1, 1922.

As the plan for teacher training for the current year was not inaugurated until October 1, and as many of the classes will not be organized until later in the year, it is probable that the entire sum appropriated by the state and apportioned to the state by the Federal

Board cannot be expended. The balance in the state treasury on July 1 will be available during August, September and October of 1918. The balance of federal funds in the state treasury, however, on July 1, 1918, will cover into the United States treasury in that the sum of federal moneys so remaining in the state treasury on July 1, 1918, will be deducted from the quarterly allotment to New Jersey due in regular order on October 1, 1918, for the training of teachers of vocational subjects; in other words, the United States treasury will send to the treasury of New Jersey on October 1 one fourth of the sum due to the state for the training of teachers of vocational subjects less the sum remaining in the state treasury on July 1 for this purpose and unexpended.

It is recommended that reimbursement be made to the Board of Visitors of the State Agricultural College for expenditures incurred in conducting teacher training classes under the direction of the State Board of Education monthly whenever funds are available for such reimbursement, it being understood that if such funds, either state or federal, are not available, postponement of payment will be made by the State Board of Education.

SUMMARY OF METHODS OF EXPENDING FEDERAL FUNDS

1. For state supervision of agricultural education from joint federal and state funds, \$1650 payable in twelve instalments upon the order of the State Board of Education. (See above on page 214 for the arrangement for payment for the current fiscal year.)

2. Reimbursement to districts for payments made to teachers and directors of agriculture, \$5,575, and teachers of trade, home economics and industrial subjects, approximately \$18,600, payable to districts in three instalments, one half at the time of the annual distribution of state funds to carry out the provisions of chapter 294, P. L. 1913; one quarter on April 1 and one quarter on July 1.

3. Reimbursement to the Board of Visitors of the State Agricultural College for training of teachers of vocational subjects—joint federal and state funds approximately \$26,000—payment to be made upon the order of the State Board of Education monthly.

PROMOTION OF INDUSTRIAL EDUCATION.

Vocational education in New Jersey has been organized under a special law passed by the legislature in 1913. This law provides for the establishment of a separate school or department organized for the purpose of giving preparation for the vocation of agriculture, industry and household arts, and provides State aid to the extent of half the expenditures for maintenance. The Federal law provides national aid in these subjects only for a portion (not more than half) of the salaries of the teachers of these subjects and does not provide any part of the maintenance except in this particular.

The Federal Board for Vocational Education expects that the funds distributed to the States will be used for the *promotion* of vocational education, and does not expect these funds to be used to take the place of moneys already provided by the States for vocational education. The problem of promoting vocational education in New Jersey becomes, then, one of improving the work already established and extending it as rapidly as possible. From present indications the state will have to increase its expenditures annually to carry out the provisions of the state vocational school law, notwithstanding the use of federal moneys. The advanced program set into operation years before the passage of the Smith-Hughes Act has been calling annually for increased appropriations, and the national fund comes as a relief to the state only in decreasing the amount of increase necessary annually to carry out the obligations of the state to districts maintaining vocational schools.

The state may also promote vocational education by raising the standards of the schools already established. The vocational schools of New Jersey are conducted according to the rules and regulations adopted by the State Board of Education and printed in Bulletin No. 1, *State-Aided Vocational Schools*. This bulletin was prepared four years ago and at a time when New Jersey had had no experience in vocational education. It has served its purpose well but should be rewritten in order to incorporate some of the lessons learned from experience and also to incorporate the principles of the Federal Board and the provisions of the federal law. This is really necessary since the state vocational law will have to be administered in accordance with these standards if national money is to be used to contribute toward their support.

Some of these changes in the rules and regulations which, in my opinion, would result in the promotion of vocational education are as follows:

1. Make the age of admission 14 instead of 13. The four years experience has shown that 14 years is the lowest age at which advantageous entrance to the study of a vocation can be made. The work below 14 years becomes largely a matter of prevocational work. Then, too, no system of vocational education should allow pupils to neglect a part of the general education provided by law. New Jersey compels all pupils to remain in school until the age of 14, and really is committed to the policy of requiring all children to attend to the business of securing a general education until that age. This change in age will also simplify the administration of the Smith-Hughes Act, since no Federal funds can be used for the support of classes in which there are pupils under 14 years of age.

2. The teaching of related subjects in a more efficient way should be emphasized. Bulletin No. 1 mentions this, but in several of our schools no related subjects are taught in a way that really justifies their support. It has been the practice to secure a properly qualified shop teacher who has charge of the practical work of a group of pupils working

under shop conditions for three hours each day. The remaining hours each day the group spends with academic teachers, and many times the related work is related only artificially, if at all. Related work should be taught by teachers who are qualified by experience and education to give the mathematics of the vocation, the drawing of the vocation, and the science of the vocation, in such a way that the mathematics, drawing and science become a vocational asset. When the related work is given by properly qualified teachers these teachers may be paid in part from federal funds. Very few such teachers are at present employed in New Jersey. Pressure should be brought to bear upon the schools in order that better related subjects work can be done.

Growing experience points out that the best vocational schools are organized in such a way that at least 50 per cent of the time is given to shop work on a useful or productive basis; 25 to 35 per cent of the time to related subjects work; and 15 to 25 per cent of the time to non-vocational work.

3. The certification of teachers in vocational schools should rest entirely with the State Department. In New Jersey at the present time city boards of examiners in certain instances have issued vocational certificates under rules and regulations of local boards of examiners which have been approved by the State Board of Education. With the acceptance of the Smith-Hughes Act for New Jersey and setting up of the teacher-training scheme at the State Agricultural College, the matter of certification should rest with the teacher-training scheme. It is my opinion that there is warrant in law for this procedure. I would therefore recommend that the State Board of Education be requested to amend the rules concerning certification so that in the future certificates to teach in vocational schools should be granted by the State Board of Examiners upon the recommendation of the Commissioner of Education, who in turn would base his recommendation upon investigations made under his direction by the persons employed in the teacher-training scheme for New Jersey. It goes without saying, of course, that after these teacher-training courses have been established for a sufficient length of time only teachers who have taken these courses should be employed in the vocational schools. It also follows that a certificate of completion of a satisfactory number of courses should entitle the person holding such a certificate to a state certificate valid for vocational school work.

4. The federal funds are allotted to New Jersey in four quarterly installments, to be paid out as reimbursement for the expenditure of moneys in the support of vocational schools. In order to arrange for the distribution of these moneys to the various districts, the rules and regulations of the State Board of Education should be amended to include the distribution of these funds at other times than those provided for in the state law and the rules and regulations as given in Bulletin No. 1, *State-Aided Vocational Schools*.

5. Agricultural education in New Jersey has been almost exclusively of the pure vocational type; that is to say, very little has been given of related subjects. So far practically all the vocational agricultural education has been organized in county schools. If we keep pace with the other States of the Union it is evident that agricultural departments must be organized in connection with many of our rural high schools. Bulletin No. 1 needs rewriting in order that there may be set forth the way in which such departments can be organized.

SUMMARY.

1. It is my recommendation that for the present school year the moneys appropriated to New Jersey by the National Government for vocational education be distributed to the various districts which employ teachers who are doing work which fully meets the standards of the Federal Board for Vocational Education.

2. That for the present school year the rules and regulations adopted by the New Jersey State Board of Education be so amended that no state aid shall be given to any schools organized under the state school law which do not also meet the standards of the federal act, and the principles and policies of the Federal Board for Vocational Education.

VOCATIONAL EDUCATION FOR GIRLS AND WOMEN.

The development of vocational education for girls and women in New Jersey has so far been almost entirely along one line, that is, by the organization of vocational household arts instruction. In previous reports attention has been directed to the lack of trade schools for girls and to the very obvious need of industrial training in the larger manufacturing communities. This situation has remained unchanged so far as the organization of new schools is concerned. The need for this instruction, however, has grown more acute. If women are to enter new fields of industry during the next few years, as it seems they inevitably must, the vocational schools should have an important part in this industrial readjustment. The situation cannot now be met by the establishment of trade schools with the usual two and three year courses of instruction; instead we must consider a more elastic type of trade school organization—one which can both make provision for short unit courses designed to fit girls for immediate employment, and give part time training to those already in the industries.

Industry is demanding girls and is making every effort to get them. The ease with which a job can be obtained and the present high wage of even the unskilled worker are drawing girls out of school as fast as they can get their working papers. The conditions under which fourteen year old girls enter industry are such that few of them become efficient workers. Going to work at fourteen also deprives these

girls of sufficient training in household arts to make them intelligent housekeepers and mothers. The vocational school could do much to better these conditions if a compulsory continuation school law were passed which would bring these girls back for weekly periods of instruction during working hours. It is the only means by which, during the next few years, thousands of girls can be prevented from dropping out of school entirely.

The most important piece of work to be done during the present year is the organization of training for teachers of the vocational schools and classes in the state. The proposed plans and policies for teacher training under the Smith-Hughes law are stated in another section of this report. Since they are fundamentally the same for men and women teachers it will not be necessary to restate them at this point. It may be said, however, that since we have but one type of vocational work for women in the state we are at present concerned only with the training of vocational household arts teachers. As soon as industrial training for girls and women is organized, either as a department in existing vocational schools or as separate trade schools, training for the necessary teachers can be made a part of the proposed scheme.

Next in importance to the work of training teachers will be the food conservation campaign which was begun last May. This work must be continued and extended. Practically all the vocational schools kept their kitchens open the whole or a part of the summer. These kitchens were operated both as centers of instruction and centers for production. The domestic science kitchens of many of the regular schools were also kept open for the same purpose. In addition to these efforts, clubs and special groups in some instances co-operated with the schools to organize canning centers. Teachers of cooking from the vocational schools and the regular schools were most generous in giving their services for lectures and demonstrations. By these means hundreds of women have been taught how to conserve garden products and thousands of jars of fruit and vegetables have been stored in the schools for sale or distribution during the winter. This can be regarded as only a beginning of work which must be continued and extended during the years of food shortage which are undoubtedly ahead of us. During these years the schools will come into new fields of service and activity.

It should be the business of this department to further these practical activities. This work should be begun early in the coming spring and every school in the state should be visited for this purpose.

The number of schools doing special food conservation work must be greatly increased. Districts having no regular domestic science rooms should be urged to install at least sufficient equipment for canning and drying. It is highly desirable that all schools prepare for the work of food conservation not as a spasmodic effort but as

necessary service to be rendered for the duration of the war and probably for some years after.

The vocational schools have an important part to play in the readjustment of the nation's diet. Much patient and efficient teaching will be necessary to bring about the intelligent use of foods which are to be substituted for others which must be spared. Housewives have begun to feel a need for the technical knowledge which they have heretofore been slow to recognize and are now coming to the vocational schools for help. This has resulted in the organization of many short unit courses in "Emergency Cooking" and "Balanced Meals." These courses are given to women in afternoon and evening classes and the schools report large numbers of interested students.

Emergency work is making heavy demands on the schools but it has already resulted in making their teaching more practical and in bringing the school in closer touch with the homes and the community.

AGRICULTURAL EDUCATION.

In the annual reports of 1915 and 1916 mention was made of a plan of cooperation between the Department of Public Instruction and the State College of Agriculture. This year the proposed plan has been put into operation. Beginning July 1 a specialist was employed under the provisions of the Smith-Hughes Act as Assistant for Agricultural Education for the Department and as Assistant Professor of Agricultural Education for the College of Agriculture.

There are four phases of agricultural education under the direction of the Department: (1) County Vocational Schools, (2) Vocational Departments of high schools, (3) Departments of agriculture within the regular organization of high schools, and (4) Agriculture in the elementary schools.

COUNTY VOCATIONAL SCHOOLS.

Two counties, Atlantic and Cape May, have organized Vocational Schools of Agriculture.

Atlantic County. A brief description of the activities of the Atlantic County Vocational Schools was given in the last annual report.

Quoting from a special report by the Director. "The aim of the work has been to reach every farm in the county through the farmer or his son and to assist them in making farming more successful." The organization is known as the county unit system, in which all work in the county comes under the direction of a central office. During the year the offices of the director of the vocational schools and

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the county superintendent of farm demonstration have been merged so that all organized educational activities and farm demonstrations are under the direction of one person. In addition to the four agricultural assistants and the domestic science assistant another assistant has been employed by the division of extension of the College of Agriculture, to give his time to demonstration work.

To meet the aims of the school five types of work are offered. These are: full time, part time, lecture and short unit courses and night classes. An effort is thus made to meet the needs of every person desiring instruction in agriculture. Provision has been made in the organization of the work for the enrollment of high school pupils. As yet the total enrollment of this group has not been large. The director of the Vocational Schools, the county superintendent and the assistant for agricultural education have been in conference to discuss a closer relationship between the vocational schools and the public schools of the county. Since the laws of New Jersey are such that it is impossible to equate the work of the two schools on a common basis, it is believed that plans can be effected whereby agriculture taught as a vocation may be made a part of the four year course in one or more of the high schools of the county.

The work of the instructors may be divided as follows: conducting the regularly organized classroom work; laboratory and field instruction for the various groups; giving lectures and conducting night classes; regular inspection and supervision of the projects carried on at the homes of the pupils, and extension activities. These latter activities consist in answering calls for assistance from the farmers, organizing market facilities, promoting farmers organizations, carrying on boys and girls junior project work, and promoting interest in organized instruction in agriculture.

Concerning the growth of the schools the following is quoted from a report by the director:

"From a beginning in September, 1914, in a county where but two men had gone away to study agriculture, to September, 1917, when 375 men had taken classroom instruction in agriculture, is a record with which the school feels justly proud. The growth in the number of pupils has not increased materially from year to year in the full time classes, though the growth in the extension activities has been very marked. When the object of the school is kept in mind one can readily see the reason for the above in that the schools cater to those young men who by virtue of their circumstances have left our public schools. The new material, then, that the schools expect to draw is from this class of young men leaving the school early, and a few older men who from time to time see the value of such instruction. The most prominent growth which the schools have enjoyed has been the changed attitude of the agricultural public toward an institution

which is fast becoming an agency for good. The present status of the schools is that of a fixed institution in the minds of the people of Atlantic County. It is being looked upon as a prominent institution, one that will grow in strength and usefulness as the newer generations come in. Exactly what the policies of the vocational schools will be in the future is difficult to determine, but it is safe to say that the aim of catering to an agricultural public which desires some form of agricultural instruction will never be changed. With the increased interest in the work there is no doubt that a central building will be erected for the purpose of giving secondary school instruction in agriculture. When such a time comes the vocational schools of Atlantic County will have fulfilled in a large measure their mission."

Cape May County. The general plan of organization is very similar to that of Atlantic County, namely, the county unit plan. Inasmuch as space will not permit the inclusion of the entire annual report of the county board of education the following items of special interest are mentioned:

"The second year of the Cape May County Vocational School has passed successfully and with marked increase in public interest and in the number of persons benefited.

"Our teaching staff consisted of one teacher in agriculture and one in carpentry and concrete work. Much better quarters than those occupied last year were secured and the teachers, therefore, had a correspondingly better opportunity to obtain results.

"In the rooms for agriculture, regular day and evening classes were held from November 1 to March 1 and demonstration and lectures with and without illustrations were given during the year to students and the public. Some provision has been made for elementary carpentry, associating it, for the most part, with the training in agriculture, though three students took carpentry exclusively. Some work in blacksmithing and concrete work was also done on the same basis, the blacksmithing being reached by going directly to the shop.

"A total enrollment of 31 boys was obtained in the agricultural classes and the interest of most of them remained unflagging to the end. Fourteen carried their projects to harvest and were looked after in the fields, while the three students of carpentry obtained work at this trade and were profitably employed. One hundred and twenty-six entered for the annual contests in agriculture and our teacher in this subject gave these attention as far as possible during the summer. The youth who constituted the school were of the right type, interested in their work and striving to excel. Some of the first year's classes came back, one of the youngest of them with a bank book showing deposits aggregating \$100 profit from the project he had undertaken.

"Poultry projects were started in February with the equipment kindly loaned by Mr. Rice. The students cleaned and disinfected the brooder,

furnished eggs for hatching, paid all expenses and spent part of the time in caring for the hatching and brooding of 683 chicks.

"The garden projects introduced on the land loaned by Mr. Rice were handled by two boys and fair results were obtained in onions, cabbage, celery, tomatoes and lettuce. The cold frame on the premises was used for plotting out tomatoes, and the hot bed for celery. Space in the greenhouse was allotted in equal parts to ten of the students and they utilized it for raising cabbage, lettuce, celery and tomato plants, for their respective projects, as follows: 800 tomato plants, 500 cabbage plants, 400 celery plants, 4000 lettuce plants. In the hot bed 500 celery plants were raised.

"Evening lectures were provided for the following subjects: Potato blight, Poultry raising, Caponizing, Apple culture, Milk testing, Strawberry culture, spraying, Gardening and Poultry.

"Mr. J. Archer Stackhouse, our teacher in agriculture, resigned in May to accept the position of county superintendent of farm demonstration proffered him by the New Jersey Agricultural Experiment Station, and Mr. Richard E. Reeves, of this county, was appointed to fill the vacancy thus made. Mr. Reeves will be in charge of the vocational school work in the lower section of the county during the ensuing year. A second teacher will be employed for the middle and upper sections."

VOCATIONAL DEPARTMENTS OF HIGH SCHOOLS.

In accordance with the New Jersey School Law a vocational department of another school must have a separate organization of curricula, pupils and teachers as far as the vocational work is concerned. At present there are two schools to be classed as vocational departments of another school, viz., Paterson and Middletown Township.

Paterson Department of Vocational Agriculture. This work was started September 1, 1917, under the direction of a special teacher of agriculture. The plan of organization may be termed a "part time" school. Pupils receive instruction at the Paterson High School from October 15 to April 15, the remainder of the year from April 15 to October 15 being devoted to various forms of farm work and farm projects. The instructor in agriculture, who is employed for twelve months, devotes his time during the working period of the year to the supervision of the farm activities of the pupils. This supervised practice in agriculture makes it possible for the pupils to receive instruction in both the science and the art of farming and at the same time be self-supporting through wages earned or net returns from productive projects.

The agricultural curriculum includes English, mathematics, history, science and four years of agriculture including farm shop work.

There are twelve boys now enrolled in the course.

Middletown Township. The work of this department is housed in a newly constructed agricultural building and greenhouse, located on a lot adjacent to the Middletown Township high school in the town of Leonardo. Beginning June 1, 1917, a director of agricultural education was employed for the work. During the summer and fall, to November 1. his efforts have been directed toward the organization of all phases of agricultural education in the township and in recruiting the groups to be instructed.

The organization of the department is similar to the plan in Atlantic County. Provision is made for full and part time pupils, and during the winter months for short unit and lecture courses and evening classes. The regular four year course offers instruction in four phases of agriculture, viz., soil improvement, crop improvement, animal improvement and home and community improvement. Associated with these major subjects are other subjects such as project study, general science, shop and farm mechanics, farm engineering, marketing problems and grammar and business forms.

Plans are under consideration to bring about the establishment of an agricultural curriculum in the township high school.

DEPARTMENTS OF AGRICULTURE WITHIN THE REGULAR ORGANIZATION OF HIGH SCHOOLS.

In the last annual report attention was called to the desirability of introducing the subject of agriculture into the secondary schools of the State. The Assistant Commissioner for Secondary Education and the Assistant for Agricultural Education have had several conferences to discuss the possibility of formulating an agricultural curriculum for rural high schools. These conferences have resulted in a definite understanding concerning the place of agriculture in the high school, the general methods to be employed in teaching the subjects and a suggested curriculum. This curriculum provides for instruction in English, mathematics, history, science and agriculture. An agricultural diploma will be received by the pupils completing the four year course. Attention is called to certain prominent features of agricultural instruction in high schools.

1. The classroom work places emphasis on the fundamental principles, the most successful practices and the best business methods of farming. The course of study relates definitely to the type of production in the community. Through field and laboratory exercises, soils, plants, live stock, poultry, farms and practices are studied. The textbook supplements the local agriculture and the best experience. The school, home and community cooperate in giving instruction in the production and marketing of farm products to the end of economic profit.

2. A project is required to complete each year's work. A project may be defined as a piece of productive work studied and planned at

school and carried into operation at home, or at some other place where satisfactory arrangements may be made, under supervision and continued instruction. A project is not a series of problems relating to the science of agriculture but is rather a productive enterprise in the conducting of which ownership, business methods, economic profit and study are emphasized. Ample provision is made during school hours for the study and planning of the project. This study precedes or parallels the enterprise. To make this clear the following example is given. A pupil studying the subject of farm crops from September to June would spend from 20 to 25 double periods in definite preparation for his project, which might be the growing of five acres of potatoes. At the proper time of season the actual work of purchasing and treating seed, the preparation of land, and the planting and caring for the crop would be begun. During the entire growing season the plans as to cultivating the crop, spraying, harvesting, marketing and cost accounting, would be put into effect. At the close of the project the results would be studied and conclusions drawn.

3. The instructor is employed for twelve months with provision for vacation during the winter instead of the summer months. Aside from the organized instruction at school the instructor takes his teaching to the homes of the pupils through the supervision of the project. In the above illustration of the potato project he would visit the field at regular intervals or by request and assist the pupil in every possible way in carrying the project to a successful completion. This may consist in checking up the plans, in making suggestions as to the improvement of the work or in helping the pupil by example and physical assistance in difficult parts of the work.

4. There are several classes of individuals to whom a department of agriculture in a high school will offer instruction. These are:

a. Pupils regularly enrolled in the high school who have indicated vocational aims. These pupils will receive the full four year course leading to an agricultural diploma.

b. Pupils who have left school who are engaged in farming or who are preparing to enter upon the work of the farm. These pupils will receive four units of agriculture condensed into two years; that is, in two years all the agricultural work offered by the school will be taken, together with such other subjects as their needs may indicate and as time permits.

c. Persons who have completed their elementary or high school education, who are engaged in farming and who are desirous of receiving instruction in agriculture during the dull season of the year. These persons will be enrolled in a part time course varying in duration from three weeks to four months.

d. Persons desiring instruction in definite subjects for a short period of time. This work may be arranged as a series of short unit or evening courses in such subjects as poultry raising, marketing, gardening, or farm engines, etc.

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AGRICULTURE IN THE ELEMENTARY SCHOOLS.

At the present time practically all the work in agriculture in the elementary schools finds its expression in the annual agricultural exhibits and contests. This year these contests have been especially successful and many boys and girls have been greatly encouraged as a result of their efforts. Much of the work of growing the products exhibited has not been preceded by any definite instruction. The Department would encourage the teaching of agriculture in the seventh and eighth grades, such instruction to be vitalized through the home project. During the year a state leader of boys and girls junior projects has been appointed by the extension division of the State College of Agriculture. The co-operative efforts of the two departments should do much to increase the number of schools giving instruction in agriculture and to develop the junior project work throughout the State.

TRAINING TEACHERS OF AGRICULTURE.

The work of training teachers of agriculture at the State Agricultural College consists in the organization of a curriculum involving in addition to the regularly prescribed courses, psychology, principles of education and agricultural education. The courses in agricultural education are:

1. A full year course, three hours credit each semester, dealing with the organization and administration of agricultural education in secondary schools. The curriculum, the organization of subject matter for full time, part time and short unit courses, methods of teaching agriculture, rooms, equipment and extension activities of the agricultural instructor are some of the topics considered. The instruction is organized from the practicum point of view.

2. A half year course offering three hours of credit in practice teaching of agriculture in a high school offering this subject. The plan provides for the placing of a selected few members of the class in the field under the immediate supervision of the teacher in charge of the work in agriculture for that community. The practice teaching of the student will also be carefully supervised by the assistant in charge of agricultural education.

3. An extension course for teachers of agriculture now in service. The work of this course is designed to improve the methods of teaching in the schools now offering agriculture and to promote a more effective organization of subject matter. The work is developed in three ways: first, definite assignments are made to references that deal with methods of teaching and the organization of subject matter; second, special problems involving the application of principles, plans and devices are assigned to be worked out in connection with the regular teaching work, the results of these problems being carefully studied

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by the instructor with the aid of the supervisor; third, regular conferences are held at the State Agricultural College or at convenient points in the field for the purpose of bringing together the experience of all the teachers. The method of these conferences is direct discussion, lectures and practicums.

MANUAL TRAINING.

The accompanying tables show a normal increase both in regard to finances and to the number of new districts introducing manual training during the past year. The summary given below shows the relative growth from the year 1911 to 1917 inclusive:

NUMBER DISTRICTS STATE AIDED.

	1911-12	1912-13	1913-14	1914-15	1915-16	1916-17
Districts	79	92	110	139	141	*164
Increase		16.5 %	19.5 %	18.2 %	9 %	14 %
Amount of						
State Aid . . .	\$132,053.53	\$161,242.33	\$185,461.82	\$218,422.07	\$227,569.50	\$308,000.00
Increase		23 %	15 %	18 %	4 %	26 %

The following districts have presented courses of study and received the approval of the State Board of Education during the past year:

1. *New Courses.* Somers Point, Atlantic County; Fort Lee, Maywood, Westwood, Bergen County; Neptune Township, Monmouth County; Woodstown, Salem County; Sussex, Sussex County; Scotch Plains Township, Union County.

2. *Revised Courses.* Edgewater, Englewood, Ridgefield Park, Ridgewood, Tenafly, Bergen County; Wildwood, Cape May County; Town of Union, Hudson County; Passaic, Passaic County; Westfield, Union County.

LEGISLATION AFFECTING MANUAL TRAINING.

Two supplements to the manual training law were enacted by the legislature during the 1917 session:

1. An act giving to the State Board of Education the power to adopt rules governing the management, control and approval of such courses of study in industrial education or manual training as shall be adopted by the several districts. The original law did not specifically give the State Board of Education such power except in regard to approving courses.

*This includes payments made to districts on account of applications for the previous year.

2. An act governing the prorating of manual training funds in case the total amount legally applied for by the districts exceeds the amount available. The supplement is quoted below:

"Whenever the amount of money appropriated by the State for manual training in any one year is less than the total amount legally applied for by the school districts then there shall be paid to each district its proportionate share of the amount applied for based on the ratio of the amount of the appropriation for the year to the total amount applied for; provided, nothing in this act shall be construed to relieve the State of its obligation toward the districts in regard to the manual training funds."

The above legislation will make it possible to distribute funds available for manual training, at the same time holding the State for the balance should the districts apply for more than might be appropriated. Heretofore numbers of districts were unable to obtain money due them, even in part, since the State had no right to exceed its appropriation or to prorate. Consequently the whole amount was withheld pending the appropriation of the next year.

It is also worthy of note that the last legislature included in its supplemental appropriation bill \$98,000 to cover all indebtedness to the various districts. Thus for the first time in several years districts will receive the total amounts due them.

NEW RULES.

Three new rules were passed by the State Board of Education on October 6, 1917. Although these rules will not go into effect immediately, districts will have to make proper provision in their annual budgets to care for the slight increase in expense made necessary by them.

Rule 16. After June 30, 1918, no equipment or supplies for the purpose of carrying out the course of study approved by the State Board of Education in grades below the fifth shall be paid in whole or in part from any portion of the manual training fund.

Rule 17. After June 30, 1919, no part of any teacher's salary shall be paid from said manual training fund who shall be engaged in teaching manual training below said fifth grade.

Rule 18. The State Board of Education will not approve manual training courses of study for grades below the fifth year after June 30, 1918, for the conduct of which manual training moneys shall be expended. The State Board of Education, however, stands ready to pass upon the merits of such courses of study in the primary grades upon the request of the local board of education.

The above rules were passed for the purpose of curtailing manual training expense to the State and confining aid to work done in shops, kitchens and sewing rooms. Primary handwork is quite generally included in

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courses of freehand drawing and it has become impossible to define what should constitute each, but it is believed that the local communities should assume financial responsibility for such work, leaving the State free to develop along newer phases of manual training work more closely related to industry.

INSTITUTES AND CONFERENCES.

Institutes and conferences have required considerable time, both in preparation and delivery. At these meetings an effort was made to present the general purposes, aims and trend of manual training work; the relation of manual training to general education was emphasized and the cooperation of manual training and grade teachers earnestly pressed.

Through the principals' and superintendents' conferences held at Atlantic City, New Brunswick and Newark an opportunity was given to present the great need for whole-hearted, earnest supervision of the manual training activities in our schools. On the whole, good methods of teaching do not differ essentially in classroom, kitchen or shop; habit formation is of vital importance in all departments; initiative is either developed or suppressed, interest is secured and held, or none is aroused, work progresses with alacrity or with tedium, and the results are in accordance. It is gratifying to note the interest that supervising principals are taking in manual training work and in the various association meetings of manual training teachers. It is to be hoped that such interest will increase and that a special effort will be made to have one of the meetings of the association during the year a joint one with the supervising principals of the county, or counties, present.

THE JUNIOR HIGH SCHOOL.

There is a growing sentiment in favor of the junior high school, or the intermediate school, which should mean increased emphasis in the curriculum of the manual and household arts. The junior high school is still in the experimental stage and it is not at all certain what types of work should be developed therein. Several cities in the State have made an effective beginning along successful lines for the industrial group. At the request of this department brief reports were submitted by the directors of manual training from which quotations are given below.

It seems axiomatic that when a junior school or department is inaugurated a senior high school will be provided for all the groups represented in the junior school. Without question the senior school for the junior industrial group should be a vocational school or department. In counties where the county vocational school plan has been inaugurated it would seem that such schools should be the senior departments for all places within the county not financially strong enough to provide vocational school facilities for their industrial group. Whether the develop-

ment of the intermediate school will be in accordance with the above theory remains to be demonstrated. Thus far several of the so-called junior schools have made no provision in the senior high school for those persons who elect the industrial course. It is as necessary to make such provision for the group mentioned as to provide senior school facilities for the classical, scientific and commercial groups; otherwise, there will be little incentive for those in the industrial group to complete the junior school and they must necessarily enter industry with little actual vocational training.

No doubt the presentation of the plans of two of the most successful schools organized on the junior and senior basis with regard to the industrial course will prove of value to other districts planning such an organization. We are indebted to Mr. Fred P. Reagle, Director of Manual Arts, for the brief description of the Montclair plan:

Montclair High School Curricula.

Seventh and Eighth Years.

	Periods Weekly
English	5
Arithmetic	5
Geography with History.....	5
Physical Training, Hygiene and Recreation.....	4
Practical Arts, with Drawing.....	4
Music	1
	<hr/>
	24
<i>Elect one:</i>	
Extra English and Practical Arts.....	5
A Foreign Language	4

Ninth Year.

Industrial.

	Periods Weekly
English	5
Applied Mathematics	5
Industrial History and Geography, with special study of New Jersey and New York.....	5
Physical Training	2½
Practical Arts	4
Drawing, Mechanical and Free Hand.....	2
Music	1
	<hr/>
	24½

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Elect one:

French*	5
German*	5
Spanish*	5
Practical Arts	4
General Science	5

*Senior School.**Tenth Year.**Industrial.**Boys.**Girls.*

	Periods Weekly		Periods Weekly
English	5	English	5
Applied Mathematics	3	Applied Mathematics	3
Applied Science	2	Applied Science	2
Physical Training	2½	Physical Training	2½
Mechanical Drawing (3) and Shops (7)	10	Design (3), Cooking and Sewing (7)	10
	<hr/> 22½		<hr/> 22½

Elect one:

French, German, Spanish..	5
Biology	5..

Elect one:

French, German, Spanish..	5
Biology	5

Eleventh Year.

English	5	English	5
Applied Mathematics	3	Applied Mathematics	3
Applied Science	2	Applied Science	2
Mechanical Drawing (2) and Shops (8)	10	Applied Design (2), Cook- ing and Sanitation (8)	10
Physical Training	2½	Physical Training	2½
	<hr/> 22½		<hr/> 22½

Elect one:

French, German, Spanish..	4
Chemistry	5
Electricity	5
Civic Biology	5
History	5
Short Story and Play Writ- ing	1
Verse Writing	1
History of American Litera- ture	3

Elect one:

French, German, Spanish..	4
Chemistry	5
Electricity	5
Civic Biology	5
History	5
Short Story and Play Writ- ing	1
Verse Writing	1
History of American Litera- ture	3

*For those entering the Senior School

SCHOOL REPORT.

Twelfth Year.

English	5	English	5
Economics	3	Economics	3
Applied Science	2	Applied Science	2
Mechanical Drawing (2) and Shops (8)	10	Applied Design (2), Cook- ing, Sewing, Millinery (8)	10
Physical Training	2½	Physical Training	2½
	<hr/> 22½		<hr/> 22½

Elect one:

French, German, Spanish..	3
Electricity	5
Physics	5
Chemistry	5
U. S. History	5
Social and Political Science	5
Short Story and Play Writ- ing	1
Verse Writing	1
History of American Litera- ture	3

Elect one:

French, German, Spanish..	3
Electricity	5
Physics	5
Chemistry	5
U. S. History	5
Social and Political Science	5
Short Story and Play Writ- ing	1
Verse Writing	1
History of American Litera- ture	3

Industrial Group.

(Grades VII, VIII, IX.)

Boys and Girls.

"Granting that the entire scope of the junior high school organization is a differentiation of courses to suit the capabilities and specific needs of different types of children in light of what their after life is to be, the three departments of this school should be prevocational in purpose; that is, they should attempt to determine for pupils whether they are best adapted for a professional, business, or mechanical calling, and also give them some specific training in their chosen field. A pupil should be able at any time, if he finds he is barking up the wrong tree, to change to another course.

"Since early in the industrial group the technical work for boys and girls has been so allotted that they all have short periods (one-half to two-thirds of a year) of experience in as many lines of work, representing typical industries, as the shops, kitchens, sewing rooms, etc., are equipped to teach. These periods for us at the present time are wood-work and concrete construction, and electricity for boys in grade 7; in

grade 8 printing and work in metals. For girls these prevocational periods are devoted to novelty work and bookbinding, sewing, cooking, homemaking and related work. This is followed by the last year, the ninth, with intensive training in one of these activities, the pupil selecting the activity in light of his short experience in each.

"The natural sequence to those courses would be for pupils to continue their chosen vocations either in the county vocational schools or in the vocational courses of the high school.

"For those pupils who are to continue this type of work in the senior high school an industrial and homemaking course is offered. For girls this course is vocational homemaking. It is also planned that in the senior school each one of the shops will serve as a vocational training ground for small groups. This special training can be carried out in the wood shop, machine shop, print shop and drafting room, and for girls in the sewing room and school lunch room.

(Note. A portion of the syllabus is omitted because of limited space.)

Boys.

"J-4. *Woodwork.* This work should involve two distinct aspects, one related to carpentry and the other to cabinet work, and they should be taken up in the order named. Under the heading of woodwork related to carpentry would fall the making of forms or concrete construction, building construction as described in E-3 of this syllabus, and other forms of carpentry work which require the use of rough or stock lumber and the saw and hammer, hatchet, rule, plane, and carpenter's square.

"Woodwork as related to cabinet construction would be similar to the jig type of work discussed under E-3 of this syllabus, and individual cabinet work as described in that same subhead.

"This work in general should be carried out in as nearly the typical way of doing the specific industries which it illustrates.

"J-5. *Electrical Construction.* This work should involve three aspects: first, relative to motors and dynamos; second, bell, alarm, and light installation; third, instrument installation and operation, including the telegraph and telephone, etc. Small motors are made or the parts of them may be purchased and the problem of assembling involves the basic motor and dynamo theory. Such a motor, when made, would be useful in operating mechanical toys. Installation of bells and electric lights may be taught by wiring placed upon vertical frames which could be constructed by the boys.

"J-8. *Metal Working.* This should involve the use of sheet metal and hot and cold bar metal and soft metal. Manipulative work should involve the four fundamental operations, casting, shaping, soldering, welding and plating. The construction of a model power boat or of one of the steam engines or electrical devices as described in E-3 of this syllabus.

bus, would bring the worker in contact with these fundamental operations in metal.

"J-9. An intensive form of the work described in the first part of E-3 gives the required experience here."

To Mr. William R. Ward, Director of Manual Training, we are indebted for the following brief description of the plan followed in the Junior High School at Trenton.

Shop Activities in Junior School, Trenton.

"It should be understood that the basic purpose of all shop activities in the Junior school, as well as in the traditional grammar school, is to furnish opportunity for the experiences, so compelling in interest that they create and develop a joy in real work, an appreciation of the social-industrial environment, and an interpretive background that will enable a pupil to assimilate from his books much that would not otherwise function in his development. The number and variety of shops in the junior school and the extended time given to shop activities make it possible to realize this purpose to a greater extent than can be done in the traditional school.

"In describing the shop activities of the pupils as planned for the junior schools of Trenton, the general statement should be made that the school week consists of thirty periods of sixty minutes each. Twenty periods of the pupils time are devoted to academic work and ten periods to non-academic work. The non-academic periods are apportioned as follows: four periods for shop work, three periods for drawing, two periods for physical training and one period for music. Modifications of this general scheme are made in two particulars. All seventh and eighth grade pupils listed as non-book minded are given two additional hours of shop work per week. In the ninth year differentiation of work is planned along the lines usually designated as academic, commercial and practical arts. Pupils electing the commercial division take typewriting instead of shop activities. Pupils electing practical arts have ten shop periods per week, four of which are devoted to mechanical drawing. Boys and girls in all divisions take freehand drawing three periods per week.

"Pupils taking the practical arts course may enter the senior school, continuing their work in mechanical drawing, or they may enter the School of Industrial Arts and continue their studies along technical lines. It is assumed that many of these pupils at the close of the ninth year will find employment in industrial pursuits where the experiences gained during the past year of their school life will add materially to their chances for advancement.

"The general program together with an outline of typical projects follows:

"Seventh grade boys take woodwork and printing. Eighth grade boys take metal shop work and woodwork. Ninth grade boys take advanced woodwork and either printing or metal shop work. The print shop problems are similar to those found in every school print shop. They include blanks, report cards, test problems in arithmetic, etc. The elementary woodwork includes problems for school needs and craft projects of special interest. The advanced woodwork consists entirely of problems of community interests except the work in wood turning. During the past year the following projects have been constructed: 150 lunch room seats, basket ball racks made and hung in the boys' gymnasium, over 100 drawers for mechanical drawing tables, several large drawing boards, and a number of pieces of apparatus for science work.

"The type of work carried on in the metal shop is best described by the term 'projects in elementary mechanics and electricity.' The equipment of this shop was planned for this very purpose. Although a number of very useful projects to meet school needs have been made the larger share of each pupil's time has been devoted to working some individual problem calling for ingenuity and experimentation on his part. This plan permits exercise of initiative and develops thinking power. Among the other things made may be mentioned pulleys, balances, derricks, aeroplanes, pumps, electric motors, signal bells, telegraphic key and sounder, such tools as chisels and punches; for school use, cups, liter measures, apparatus to show pressure of liquid, 50 metal book ends and 25 pneumatic troughs.

"In no shop is there a course or series of standardized projects. When individual projects are constructed the pupil is permitted to express his own ideas and encouraged to solve his own difficulties. Community problems are analyzed in class discussions, the work organized and attacked as a job to be completed in a minimum of time with a high standard of workmanship. Factory methods are discussed and used if found desirable.

"Condensed statement in regard to junior school shops in Trenton:

<i>No.</i>	<i>Name</i>	<i>Size</i>	<i>Accommodate</i>
2.....	Freehand drawing	30' x 40'	30 pupils
1.....	Elementary Woodworking	30' x 40'	30 "
1.....	Advanced Woodworking	40' x 72'	30 "
1.....	Metal Working	40' x 60'	30 "
1.....	Stock and Machine Shop.....	40' x 60'	30 "
1.....	Print Shop	40' x 60'	30 "

"The freehand drawing rooms are equipped with chairs and six ordinary kitchen tables, shelves and cabinet space. Pupils use a piece of book binder's board 10 by 13 inches to hold their paper while working. The elementary wood shop contains the usual equipment for wood working. The advanced wood shop in addition to the usual equipment

SCHOOL REPORT.

is provided with two large benches 4 by 10 feet, a glue bench with two electric heaters, and ten wood turning lathes.

"The metal shop contains fifteen woodworking benches, ten metal working benches, a tool room, one forge with two anvils, two speed lathes and a grinder. The tool equipment includes facilities for woodworking, forging and sheet metal work. The print shop contains the usual supply of type furniture, cases, etc. The two presses, one 8 by 12 foot power, the other 10 by 15, run by variable speed motor. The stock and machine room, in addition to facilities for storing lumber, is equipped with a universal saw, a circular saw, a twelve inch jointer and a grinder. One corner of this room is made into a supply room for hardware, stains, etc."

GARDENING AND FARM WORK.

The Junior Industrial Army activities, including home and community gardens, are developed in another part of this report.

In response to the national demand for increased food production and conservation, the department cooperated in every way to further this movement. Districts were advised and urged to make every effort toward interesting pupils in gardening and agricultural work. In many schools the shop periods were utilized for planting and caring for gardens. In several shops projects were made that were useful in gardening work. In other localities the manual training classes built storage sheds for tools, seeds, etc. At Glen Ridge a building about 16 by 20 feet was erected by the boys under the direction of the manual training supervisor. Home and community gardens were successfully conducted in many places and the elements of agriculture taught.

DOMESTIC SCIENCE AND FOOD CONSERVATION.

Emphasis was placed on food conservation and preservation in practically every domestic science department in the State. The usual class procedure and lessons were dropped and the various methods of canning, preserving and dehydrating taken up in season; meat substitutes received emphatic attention and a more general use of corn meal and other flour than wheat was encouraged in every way. Government bulletins were eagerly sought and distributed. Domestic science teachers generously gave their time in addressing clubs and giving demonstrations to mothers in canning and dehydrating processes. Many of our kitchens were open during the greater part of the summer.

Communities were greatly helped by bulletins and recipes distributed by the domestic science teachers; several teachers wrote helpful articles for the local papers. We received many copies of recipes printed by the Orange Vocational School; these were distributed.

Upon request Dr. E. B. Kent, director of manual and industrial training of Jersey City, submitted the following synopsis of the service ren-

dered by the domestic science teachers of that city. The circulars, cards and letters, introducing volunteer girl demonstrators, issued by Dr. Henry Snyder, superintendent of schools, show how thoroughly the work was planned. Space will not permit printing them in this report. Dr. Kent writes as follows:

"1. *Changes in the domestic science course of study.* This was modified radically during the last ten weeks of the school term and practically all the lessons were devoted to some aspect of war time economy: use of left-overs, farm products, meat substitutes, canning, drying, etc. In this way we reached more than two thousand girls of grades 7 and 8.

"2. *Utilizing the more capable of these pupils to instruct their neighbors.* This work was barely begun at the close of the term, but it seems to me that it is a distinctly promising field of effort and we hope to do a great deal more with it in the fall.

"3. *The classes for housekeepers in the school kitchens.* Before the summer vacation, classes were arranged outside of school hours from 3 to 5 P. M. These were held from one to three times per week and in five different schools of the city. No appropriation was available for the work and those in charge of classes served without compensation—in some cases the regular teachers and in others volunteers from outside. With the coming of vacation the board made a special appropriation for continuing the work, which was done during the six weeks of the summer session on about the same scale. The work done, however, was limited almost entirely to the demonstration of the canning. There was an average attendance of 18, which went as high as 50 or 60 in some cases. Our effort was to secure newcomers rather than to retain the others but a considerable number persisted in coming several times. The total attendance was 762, and this represented about 400 different people. We made a point of securing the names and addresses of all these housekeepers with the hope that their cooperation could be secured in connection with any further efforts, local or national, to arouse interest in the subject.

"4. *Fall term.* I might also mention the work in productive canning which is at present on the way in the elementary schools. All classes gave their efforts to this for two weeks in September, with an output of some 2400 quarts of fruit, mainly peaches and pears. Fruit was purchased in a variety of ways, mainly, however, through the New York State Department, of markets whose agents bought and delivered to us 50 bushels of pears one week and the same quantity of peaches the following week. These deliveries could not reach the outlying schools economically and in some of these cases good rates were secured from local dealers. In one case the teacher put up 186 cans in a week, using only fruit brought in by pupils themselves. The jars (Easy Seal Green, 1 quart) we purchased by the wagon load at a price of \$8.50 per gross and distributed to the various schools.

"Disposal of product. We had arranged previously with the City Hospital to take any surplus at cost, but we found no difficulty in disposing of it at cost to the pupils and teachers. In most of the schools the demand exceeded the supply. The Fruit and Flower Guild also gave us an order which, however, we could only partially fill. All the work was done in regular classes and with no volunteer help."

SEWING AND RED CROSS WORK.

The sewing supervisors and teachers of the State have volunteered almost as a unit to assist in doing Red Cross work in their classes. We have encouraged this patriotic service but have suggested that as far as expedient the work be kept educational and organized along industrial lines. Many teachers have taken special courses in order to qualify for this work. Much of the sewing, knitting, etc., has been done out of school hours. We have constantly urged sewing teachers to pay particular attention to making over old garments, conserving wool wherever possible, etc.

Only a short time ago we were alarmed at the passage of the old home occupations and activities. Suddenly a great demand is thrust upon us for the products which those activities might supply, and in response we find that not only have girls and women taken up knitting, crocheting and sewing, but it is not uncommon to see small children answering the call for sweaters, mufflers, wristlets and helmets. The old activities have returned to a new nation and a broader life, while the old ideals of love of country, self-sacrifice, courage and patriotic service are as evident as in the days of the hand loom and spinning wheel.

ENLISTMENT AND DRAFT OF MANUAL TRAINING TEACHERS.

Many of our manual training teachers have either enlisted or have been called by the selective draft. They may also be found in government service as inspectors of aeroplane materials, mechanics, draftsmen, etc., rendering efficient service. Hundreds of young men who have benefited through the training received in our manual training shops will be better soldiers because of the practical work done during their school days. Young men, who have had manual training experience, are enlisted in every branch of the federal service: aviation, marines, balloon observation, engineering corps, signal corps, navy, cavalry, etc.

If the draft continues our schools will be seriously handicapped for want of shop teachers. Vacancies are occurring almost daily and there are no suitable men available to take their places. Owing to the increase in wages offered there has been a strong temptation for shop teachers to return to the various trades for which they have been trained. A man with any degree of practical ability may now secure a greater return for his labor in the trades than he can in teaching.

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DEVELOPMENT OF NEW ACTIVITIES.

This department has always encouraged the introduction of new materials and activities into shop work. During the past year at least three districts have introduced gas engines for study as a part of the manual training work. The boys have taken these gas engines apart, studied the mechanism and acquired a knowledge of carburetors, ignition systems, batteries, magnetos, care and treatment of valves, etc. The gas engines used were taken from discarded automobiles contributed by a friend of the school or purchased by the school or the teacher. With the increased popularity of automobiles and the development of the gas motor as found in tractors, aeroplanes, motorboats, etc., a more general knowledge of motors is desirable. We hope to see interest in this innovation rapidly increase.

Cement is also becoming a more generally used material, offering a field of study in many different lines of work. Increased industrial intelligence will result from the proper use of concrete. Although it may not be possible for the teacher to undertake jobs of any great size, still it is possible and desirable to give instruction in regard to the manufacture, proper mixing, reinforcing, molding, etc., by undertaking such practical work as laying a small area of concrete walk; setting posts for swings, giant strides or other apparatus on the playgrounds; making forms and molding flower boxes; making pedestals for sun dials, etc. Several schools have put in foundations for machinery and laid basement floors and small sections of sidewalk. A lesson in reinforcement may be given by making fence posts and other large projects.

Electrical work of an elementary nature is becoming more popular. Elements of electricity are taught through this activity. In a number of schools telegraph and wireless instruments have been made. The construction of small motors operated by a dry cell or two has created a desire for electrical knowledge on the part of many boys. Bell wiring of various degrees of difficulty is now taught in many places.

Without attempting to usurp the subject of physics as taught in the high school, the manual training departments are rendering excellent service in giving fundamental knowledge through actual construction of apparatus, which in many cases is better suited to illustrate the laws of physics than the more costly scientific apparatus in the physical laboratories.

Sheet metal work is gradually finding a place in our shop work. It offers splendid opportunities for the practical use of developments taught in mechanical drawing and also opens up an approach to tinsmithing, roofing, boiler-making, etc.

Printing continues to increase in popularity because of its intimate relation to language work, spelling, etc., and also because of its commercial value to the school in such products as excuse blanks, report cards, recipes for the domestic science department, school paper, etc.

Care must be taken not to forget the educational purposes of printing in the demands that are made on this department for a commercial product.

STATE ORGANIZATION OF VOCATIONAL AND MANUAL ARTS TEACHERS.

In our last report mention was made of the pending organization of all practical arts teachers in the State. Such an association, known as the "New Jersey Vocational and Arts Association," was formed at a very successful meeting held at the Newark State Normal School on May 25 and 26, 1917. Over 300 supervisors and teachers attended this meeting. It is significant that this organization unites the teachers of manual arts and those engaged in vocational training. It is to be hoped that the closest relation and clearest understanding may exist between the two branches, and from the present outlook this hope promises complete fulfilment. The officers of the above association are now planning for a two-day meeting to be held in Trenton in the spring.

The county associations are holding regular meetings throughout the state and have proven to be of great help in raising the standards of teaching, in developing leaders and in establishing a real spirit of co-operation. The relationship between the Department of Public Instruction and these associations is very close and cordial, although the associations are in every way independent. By invitation we are given every opportunity to present State policies and suggestions for the general improvement of the manual training activities throughout the schools of the State.

I wish to express to you and to the State Board of Education my very great appreciation of the cordial assent to the request of the Federal Board for my services for the six months in which the Smith-Hughes Act is being inaugurated in the Nation. The leave of absence thus granted has been of great value to me, and I trust that I can bring back to New Jersey experience which will be of value as the result of the opportunities I have had during these six months.



Profitable work and recreational exercise



Good training in citizenship duties

GARDEN OF SCHOOL NUMBER 12, PASSAIC

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NUMBER OF PERSONS TAKING SOME FORM OF VOCATIONAL WORK.

Men and Boys.....	5440
Women and Girls.....	5212

JUNIOR INDUSTRIAL ARMY OF NEW JERSEY.

Recruits to July 13, 1917.

County	Enrolled Home Gardens	Enrolled Agricul- tural Di- vision	Number Placed on Farms
Atlantic	599	344	100
Bergen	6,800	950	300
Burlington	847	196	159
Camden	5,155	359	292
Cape May	571	173	223
Cumberland	1,383	250	283
Essex	7,771	988	452
Gloucester	1,004	212	212
Hudson	7,072	1,026	96
Hunterdon	1,970	161	169
Mercer	2,088	219	262
Middlesex	4,360	270	153
Monmouth	1,723	226	221
Morris	2,807	304	220
Ocean	728	116	75
Passaic	12,094	239	102
Salem	455	196	259
Somerset	2,223	80	45
Sussex	820	51	50
Union	10,370	867	173
Warren	1,346	202	104
Totals	72,186	7,429	3,950

TABLE I.
RECEIPTS AND EXPENDITURES.
A. RECEIPTS FOR VOCATIONAL SCHOOLS.

SCHOOLS	State Appro- priation	District tax	All other sources	Total receipts during year	Balance on hand be- ginning of year	Grand total receipts during year and balance on hand beginning of year
Atlantic City	\$10,000 00	\$16,800 00	.....	\$26,800 00	\$391 20	\$27,191 20
Bayonne	10,000 00	10,359 82	\$47 15	20,406 97	2,513 55	22,920 52
Franklin Borough	5,000 00	5,000 00	1,214 22	11,214 22	77 86	11,292 08
Jersey City	31,050 00	8,850 00	140 06	40,040 06	18,206 54	58,246 60
Landis Township	200 00	.....	.....	200 00	975 19	1,175 19
Montclair	650 00	700 00	.....	1,350 00	.....	1,350 00
Newark	35,000 00	46,728 61	.....	81,728 61	.....	81,728 61
New Barbados Township.....	200 00	200 00	59	400 59	1 64	402 25
Orange	6,765 00	6,765 50	67 68	13,598 18	1,329 03	14,927 21
Passaic Township	80 00	80 00	18 10	178 10	15 73	193 83
Passaic City	7,185 00	7,185 00	.....	14,370 00	496 97	14,866 97
Paterson	3,000 00	3,000 00	99 95	6,099 95	698 11	6,798 06
West New York.....	700 00	700 00	136 30	1,536 30	.....	1,536 30
Woodbridge	500 00	500 00	.....	1,000 00	248 58	1,248 58
Totals	\$110,330 00	\$106,868 93	\$1,724 05	\$218,922 98	\$24,954 42	\$243,877 40

TABLE I.
RECEIPTS AND EXPENDITURES.
B. PAYMENTS FROM VOCATIONAL SCHOOL FUNDS.

SCHOOLS	DAY SCHOOLS.					Total Expenditures during year for vocational day schools
	Salaries of supervisors, principals and teachers and amount paid to State Treasurer for Retirement Fund	Material and supplies	Repairs and Replacements	New Equipment	All other expense incident to vocational schools	
Atlantic City	\$19,608 62	\$4,412 79	\$8 20	\$533 52	\$2,116 15	\$26,679 28
Bayonne	15,167 82	2,499 65	107 28	238 76	2,396 33	20,409 84
Franklin Borough	4,671 32	2,431 87	.....	.....	436 29	7,539 48
Jersey City	24,377 69	3,236 71	.....	.....	.....	27,614 40
Landis Township	700 00	4 05	.....	.....	.....	704 05
Montclair .....	.....	.....	.....	.....	.....	.....
Newark	28,565 48	2,201 72	2,709 63	1,585 77	3,372 72	38,435 32
New Barbadoes Township .....	.....	.....	.....	.....	.....	.....
Orange	10,059 44	1,469 70	53 14	783 57	12 41	12,378 26
Passaic Township .....	.....	.....	.....	.....	.....	.....
Passaic City	10,358 63	1,629 50	182 87	296 29	.....	12,467 29
Paterson	1,500 00	126 72	.....	.....	.....	1,626 72
West New York	167 50	8 56	.....	.....	.....	176 06
Woodbridge .....	.....	.....	.....	.....	.....	.....
Totals	\$115,176 50	\$18,021 27	\$3,061 12	\$3,437 91	\$8,333 90	\$148,030 70

TABLE I.
RECEIPTS AND EXPENDITURES.

B. PAYMENTS FROM VOCATIONAL SCHOOL FUNDS—*Concluded.*

EVENING SCHOOLS.

SCHOOLS	Salaries of supervisors, principals and teachers and amount paid State Treasurer for Retirement Fund	Material and supplies	Repairs and replace- ments	New equipment	All other expense incident to vocational schools	Total expenditures during year for vocational evening schools	Total expenditures day and evening vocational schools	Balance in vocational account close of year	Grand Total expenditures during year and bal- ance on hand close of year
Atlantic City .....	.....	.....	.....	.....	.....	.....	\$26,679 28	\$511 92	\$27,191 20
Bayonne	\$1,226 00	.....	.....	.....	\$183 25	\$1,409 25	21,819 09	1,101 43	22,920 52
Franklin Borough .....	.....	.....	.....	.....	.....	.....	7,539 48	3,752 60	11,292 08
Jersey City	8,683 00	\$621 42	.....	.....	.....	9,304 42	36,918 82	21,327 78	58,246 60
Landis Township .....	.....	.....	.....	.....	.....	.....	704 06	471 14	1,175 19
Montclair	270 00	2 00	.....	.....	.....	272 00	272 00	1,078 00	1,350 00
Newark	32,553 50	1,118 34	\$302 93	\$59 02	9,259 50	43,293 29	81,728 61	.....	81,728 61
New Barbadoes Township.	396 00	6 25	.....	.....	.....	402 25	402 25	.....	402 25
Orange	330 00	50 00	.....	.....	.....	380 00	12,758 26	2,168 95	14,927 21
Passaic Township	147 56	11 38	.....	.....	5 55	164 49	164 49	29 34	193 83
Passaic City .....	.....	.....	.....	.....	.....	.....	12,467 29	2,399 68	14,866 97
Paterson	3,434 50	466 34	.....	111 70	223 50	4,236 54	5,863 26	934 80	6,798 06
West New York	670 00	34 26	.....	216 00	113 75	1,034 01	1,210 07	326 23	1,536 30
Woodbridge	243 00	249 16	.....	75 32	122 00	689 98	689 98	553 60	1,248 58
Totals	\$47,953 56	\$2,559 65	\$302 93	\$462 54	\$9,907 55	\$61,186 23	\$209,216 93	\$34,660 47	\$243,877 40

TABLE I.
RECEIPTS AND EXPENDITURES.
C. RECEIPTS FOR COUNTY STATE-AIDED VOCATIONAL SCHOOLS.

COUNTY	Balance July 1, 1916	State Appropriation	County Appropriation	Other Sources	Total Receipts During Year	Grand Total Receipts and Balance
Atlantic	\$7,164 38	\$8,000 00	\$8,000 00	\$79 84	\$16,079 84	\$23,244 22
Cape May	1,960 52	3,500 00	3,500 00	102 30	7,102 30	9,062 82
*Essex	28,799 86	10,000 00	37,155 00	1,518 02	48,673 02	77,472 88
Middlesex	3,025 79	10,000 00	9,500 00	2,593 01	22,093 01	25,118 80
Totals.....	\$40,950 55	\$31,500 00	\$58,155 00	\$4,293 17	\$83,948 17	\$134,898 72

*This balance is as of July 1, 1916; county financial year begins May 1. These figures are, therefore, much in excess of the actual appropriation for the school year July 1, 1916, to June 30, 1917.

TABLE I.
RECEIPTS AND EXPENDITURES.
D. PAYMENTS FROM VOCATIONAL SCHOOL FUNDS.
DAY SCHOOLS.

COUNTY	Salaries: Director, Supervisors, Prin- cipals, Teachers, and Amount Paid Retirement Fund	Materials and Supplies	Repairs and Replacements	New Equipment	Other expense	Total Expenditures
Atlantic	\$9,644 01	\$650 74	.....	\$133 25	\$2,662 78	\$13,090 78
Cape May	2,365 31	448 26	.....	383 11	604 65	3,801 33
Essex	12,907 76	5,854 62	\$1,096 43	11,133 09	7,187 76	33,179 65
Middlesex	7,621 87	2,183 16	87 82	4,921 50	4,663 17	19,477 52
Totals.....	\$32,538 95	\$9,136 78	\$1,184 25	\$16,570 95	\$15,118 35	\$74,549 28

TABLE I.
RECEIPTS AND EXPENDITURES.
D. PAYMENTS FROM VOCATIONAL SCHOOL FUNDS.—*Concluded.*

COUNTY	EVENING SCHOOLS.						Total Expenditures Day and Evening Schools	Balance on Hand Close of Year	Grand Total Expenditures and Balance
	Salaries: Directors, Supervisors, Principals and Teachers	Materials and Supplies	Repairs and Replacements	New Equipment	Other Expenses	Total Expenditures Evening Schools			
Atlantic							\$13,090 78	\$10,153 44	\$23,244 22
Cape May							3,801 33	5,261 49	9,062 82
Essex	\$3,651 00	\$501 74		\$227 64	\$1,113 03	\$5,493 41	43,673 06	33,799 82	77,472 88
Middlesex	2,362 44	190 18			511 78	3,064 40	22,541 92	2,576 88	25,118 80
Totals	\$6,013 44	\$691 92		\$227 64	\$1,624 81	\$8,557 81	\$83,107 09	\$51,791 63	\$134,898 72

TABLE II.
ALL DAY SCHOOLS OR DEPARTMENTS FOR BOYS

SCHOOL OR DEPARTMENT	No. of days in session	Length of school day— hours	Shopwork—hours	Related work—hours	Boys enrolled	AGE OF PUPILS ENROLLED							
						13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years
Atlantic City, Illinois Avenue School	170	6	3	3	109	10	36	32	19	10	2	..	..
Bayonne Vocational School.....	180	6	3	3	169	25	60	61	25	5	2	..	1
Franklin, Boys' Department.....	183	6	3	3	38	2	3	9	18	3	2	1	..
Jersey City—													
School No. 32.....	176	6	3	3	64	8	36	17	2	1	..	..	..
School No. 24.....	176	6	3	3	108	9	53	32	14	..	..	..	..
School No. 25.....	97	6	3	3	88	18	61	8	1	..	..	..	..
Newark, Boys' Industrial School..	215	6	3	3	266	77	101	51	28	6	2	1	..
Orange, Central School.....	174	6	3	3	101	30	38	29	4	..	..	..	..
Passaic, Boys' Department.....	180	6	3	3	114	..	72	32	8	2	..	..	..
Totals.....					1057	179	460	261	119	27	8	2	1

TABLE II.
ALL DAY SCHOOLS OR DEPARTMENTS FOR BOYS.—Continued.

SCHOOL OR DEPARTMENT	DISTRIBUTION OF ATTENDANCE BY DAYS									
	1½-20	21-40½	41-60½	61-80½	81-100½	101-120½	121-140½	141-160½	161-180½	181 and over
Atlantic City, Illinois Avenue School	4	11	10	7	11	11	20	20	15	..
Bayonne, Vocational School.....	14	7	10	7	30	3	12	20	66	..
Franklin, Boys' Department.....	4	3	2	1	3	6	3	7	7	2
Jersey City—										
School No. 32.....					Not Given					
School No. 24.....					Not Given					
School No. 25.....					Not Given					
Newark, Boys' Industrial School..					Not Given					
Orange, Central School.....					Not Given					
Passaic, Boys' Department.....	9	7	10	33	38	..	5	5	7	..
Totals.....	31	28	32	48	82	20	40	52	95	2

TABLE II.
ALL DAY SCHOOLS OR DEPARTMENTS FOR BOYS.—Continued.

SCHOOL OR DEPARTMENT	ACADEMIC PREPARATION COMPLETING GRADES						TEACHERS			PRODUCTIVITY			
	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Ninth grade	Tenth grade	No. employed full time	No. employed part time	From the trades	Cash receipts or credit	Work for school	Work for other Departments	Total
Atlantic City, Illinois Avenue School	40	34	20	..	..	..	7	..	2	\$90 00	\$5,680 00	.....	\$5,770 00
Bayonne, Vocational School.....	57	70	16	16	6	4	10	..	5	368 28	594 04	\$1,165 53	2,127 83
Franklin, Boys' Department.....	..	7	6	2	15	8	3	..	2	200 44	300 00	80 00	580 44
Jersey City—													
School No. 32.....	..	..	19	17	..	..	4	..	4	.....	600 00	.....	600 00
School No. 24.....	..	48	60	..	..	..	6	..	1	14 33	538 00	423 75	976 08
School No. 25.....	..	82	6	..	..	..	4	..	2	4 55	132 50	173 76	310 81
Newark, Boys' Industrial School..	35	60	18	32	9	1	9	1	5	694 57	426 84	267 73	1,389 14
Orange, Central School.....	24	53	23	1	..	..	5	..	3	37 86	1,500 00	.....	1,537 86
Passaic, Boys' Department.....			Not Given		..	..	2	5	5	44 29	60 00	1,228 47	1,332 76
Totals.....	156	354	168	68	30	13	50	6	29	\$1,454 30	\$9,831 38	\$3,339 24	\$14,624 92

TABLE III.
PASSAIC PART TIME PLAN FOR HIGH SCHOOL BOYS.

SCHOOL OR DEPARTMENT	No. of days in session	Length of school day— hours	Boys enrolled	AGE OF PUPILS ENROLLED						
				13 years	14 years	15 years	16 years	17 years	18 years	19 years
Passaic High School.....	180	7	53	2	12	11	18	8	2	..

TABLE III.
PASSAIC PART TIME PLAN FOR HIGH SCHOOL BOYS.

SCHOOL OR DEPARTMENT	DISTRIBUTION OF ATTENDANCE BY DAYS							TEACHERS	
	1½-20	21-40½	41-60½	61-80½	81-120½	121-140½	161-180½	Full time	Part time
Passaic High School.....	2	2	2	2	13	2	29	2	1

TABLE IV.
ALL DAY SCHOOLS OR DEPARTMENTS FOR GIRLS.

SCHOOL OR DEPARTMENT	No. of days in session	Length of school day—hours	Practical work—hours	Related work—hours	Girls enrolled	AGE OF PUPILS ENROLLED									
						12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	
Atlantic City—															
Indiana Avenue School.....	170	6	3	3	40	..	5	6	19	3	7	..	..	..
Illinois Avenue School.....	170	6	3	3	80	..	10	31	26	9	4	..	..	..
Franklin, Girls' Department.....	182	6	3	3	23	..	..	6	7	3	4	2	1	..
Jersey City—															
School No. 32.....	176	6	3	3	73	..	24	34	13	2	..	..	..	..
School No. 24.....	176	6	3	3	34	..	1	22	8	3	..	..	..	..
School No. 25.....	97	6	3	3	63	..	23	31	8	1	..	..	..	..
Newark, Girls' Industrial School....	181	6	3	3	162	2	21	47	57	23	12	..	..	..
Orange, Central School.....	174	6	3	3	80	..	22	23	25	5	4	..	1	..	
Totals.....					555	2	106	200	163	49	31	2	2	..	

TABLE IV.
ALL DAY SCHOOLS OR DEPARTMENTS FOR GIRLS.—Continued.

SCHOOL OR DEPARTMENT	DISTRIBUTION OF ATTENDANCE BY DAYS									
	1 ½-20	21-40 ½	41-60 ½	61-80 ½	81-100 ½	101-120 ½	121-140 ½	141-160 ½	161-180 ½	181 and over
Atlantic City—										
Indiana Avenue School.....	4	5	8	1	4	4	4	5	5	..
Illinois Avenue School.....	2	15	8	8	5	11	11	12	8	..
Franklin, Girls' Department.....	2	1	2	3	1	1	3	4	6	..
Jersey City—										
School No. 32.....					Not Given					
School No. 24.....					Not Given					
School No. 25.....					Not Given					
Newark, Girls' Industrial School..	20	8	8	9	9	15	8	17	62	6
Orange, Central School.....					Not Given					
Totals.....	28	29	26	21	19	31	26	38	81	6

TABLE IV.
ALL DAY SCHOOLS OR DEPARTMENTS FOR GIRLS.—Continued.

SCHOOL OR DEPARTMENT	ACADEMIC PREPARATION COMPLETING GRADES						TEACHERS			PRODUCTIVITY			
	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Ninth grade	Tenth grade	No. employed full time	No. employed part time	From the trades	Cash receipts or credit	Cooking	Sewing	Total
Atlantic City—													
Indiana Avenue School.....	22	4	3	..	..	..	3	..	2	.....	\$440 00	\$721 84	\$1,161 84
Illinois Avenue School.....	9	32	27	3	..	..	7	..	1	.....	1,559 00	1,536 31	3,095 31
Franklin, Girls' Department.....	..	1	4	12	2	4	2	..	1	.....	449 00	347 06	796 06
Jersey City—													
School No. 32.....	..	..	33	26	..	..	4	..	4	.....	232 39	38 41	270 80
School No. 24.....	..	22	12	..	..	..	2	..	1	.....	186 35	65 00	251 35
School No. 25.....	..	33	25	..	..	..	4	..	1	.....	13 29	.....	13 29
Newark, Girls' Industrial School..	..	16	69	46	32	9	8	1	7	\$1,083 15	1,522 44	533 49	3,139 08
Orange, Central School.....			Not Given			..	5	..	3	.....	197 54	438 46	636 00
Totals.....	31	113	163	87	34	13	35	1	20	\$1,083 15	\$4,600 01	\$3,680 57	\$9,363 73

TABLE V.
EVENING VOCATIONAL CLASSES FOR MEN.

SCHOOL OR DEPARTMENT	No. of evenings in session	No. of men in attendance	DISTRIBUTION BY AGE							DISTRIBUTION BY TRADE					
			14-15	15-16	16-17	17-18	18-19	19-20	20 and over	Machine shop work	Woodwork	Carpentry	Mechanical drawing	Architectural drawing	General art
Bayonne	64	194	6	15	38	28	18	15	74	68	19	..	72	..	..
Jersey City—															
Dickinson High School.....	90	630	1	13	66	50	67	52	381	159	50	..	160	43	..
School No. 32.....	70	123	6	9	26	24	13	2	43	66	57	..	..	..	..
New Barbadoes	51	15	..	1	2	1	3	5	3	..	..	..	15	..	..
Newark—															
Industrial School.....	89	236	4	1	60	52	30	21	68	44	31	..	61	..	..
Fawcett School.....	132	1157	24	90	150	130	111	120	532	..	..	..	439	143	393
Central High School.....	449	257	5	9	31	32	31	33	116	70	31	..	29	33	..
East Side High School.....	89	384	17	28	65	53	46	43	132	48	51	..	163	..	..
Franklin School.....	96	48	..	..	..	Not Given		..	..	..	..	..	48	..	..
Morton Street School.....	92	86	..	..	..	Not Given		..	..	..	..	..	39	..	..
Robert Treat School.....	45	54	4	16	7	11	10	3	3	..	..	..	23	..	..
Passaic Township.....	13	103	6	..	..	..	..	..	102	..	..	..	..	..	..
Paterson	224	200	2	9	26	26	28	23	86	74	..	24	..	..	..
Totals.....		3492	75	191	471	407	357	317	1540	529	239	24	1049	219	393

TABLE V.
EVENING VOCATIONAL CLASSES FOR MEN.—Concluded.

SCHOOL OR DEPARTMENT	DISTRIBUTION BY TRADE												
	Industrial art	Printing	Sheet metal	Plumbing	Market gardening	Electrical work	Baking	Power plant operation	Cabinet making	Pattern making	Chemistry	Fruit culture	Gymnasium
Bayonne .....	..	9	..	..	..	26	..	..	..	..	..	..	..
Jersey City—													
Dickinson High School.....	..	30	..	..	..	123	11	54	..	..	..	..	..
School No. 32.....	..	..	..	..	..	..	..	..	..	..	..	..	..
New Barbadoes.....	..	..	..	..	..	..	..	..	..	..	..	..	..
Newark—													
Industrial School.....	..	37	..	..	..	23	..	..	..	..	..	..	30
Fawcett School.....	182	..	..	..	..	..	..	..	..	..	..	..	..
Central High School.....	..	..	25	..	..	..	..	..	41	28	..	..	..
East Side High School.....	..	..	29	32	..	34	..	..	..	..	27	..	..
Franklin School.....	..	..	..	..	..	..	..	..	..	..	..	..	..
Morton Street School.....	..	..	..	..	..	..	..	..	47	..	..	..	..
Robert Treat School.....	..	..	..	..	..	..	..	..	31	..	..	..	..
Passaic Township.....	..	..	..	..	66	..	..	..	..	..	..	42	..
Paterson .....	..	..	..	72	..	30	..	..	..	..	..	..	..
Totals.....	182	76	54	104	66	246	11	54	119	28	27	42	30

TABLE VI.
EVENING VOCATIONAL CLASSES FOR WOMEN.

SCHOOL OR DEPARTMENT	No. of evenings in session	No. of women in attendance	DISTRIBUTION BY AGE							DISTRIBUTION BY CLASSES					
			14-15	15-16	16-17	17-18	18-19	19-20	20 and over	Cooking	Sewing	Millinery	Nursing	Embroidery mending	Dietetics
Jersey City—															
Dickinson High School.....	90	333	1	..	3	20	27	39	243	68	202	63	..	..	..
School No. 32.....	70	74	2	11	14	13	8	4	22	22	52	..	..	..	..
Montclair, Short Course in Homemaking	82	90	..	..	..	..	..	..	90	90	..	..	..	..	..
New Barbadoes, Classes in Cooking and Sewing.....	30	82	..	..	..	1	9	8	64	31	51	..	..	..	..
Newark—															
Central Evening High School....	102	415	6	15	20	29	33	30	282	66	169	105	32	43	31
East Side Evening High School..	89	205	1	7	16	16	16	22	127	25	72	43	34	..	..
Bergen Street School.....	89	263	1	..	7	10	28	17	200	40	110	113	..	..	..
Franklin Street School.....	96	142				Not Given					70	53	19	..	..
Morton Street School.....	92	148				Not Given					41	49	58	..	..
Robert Treat School.....	96	191	10	13	25	15	12	17	99	41	105	45	..	..	..
Orange, Classes in Cooking and Sewing	64	60	..	..	3	9	5	4	30	23	37	..	..	..	..
Paterson, Classes in Cooking and Sewing	64	769	..	7	116	111	63	69	403	185	459	125	..	..	..
West New York, Embroidery Mending Classes.....	129	106	..	5	24	9	8	10	50	..	..	..	..	106	..
Woodbridge, Classes in Cooking and Sewing.....	60	55	..	..	..	..	14	5	36	17	38	..	..	..	..
Totals.....		2933	21	58	228	233	223	225	1646	649	1414	605	85	149	31

TABLE VII.
A. COUNTY VOCATIONAL SCHOOLS AND DEPARTMENTS—DAY.

COUNTY	ENROLLMENT			LENGTH OF COURSE		TEACHERS			PRODUCTIVITY			
	Boys	Girls and women	Total	No. days boys' classes in session	No. days girls' classes in session	Number employed full time	Number employed part time	From the trades	Cash Receipts or credit	Work for school	Work for other departments	Total
Atlantic	39	243	282	88	137	4	..	..	.....	.....	.....	.....
Cape May	60	..	60	87	..	1	1	1	.....	.....	.....	.....
Essex	116	225	341	179	175	10	3	8	\$1,610 14	\$815 02	\$2,509 55	\$4,934 71
Middlesex	155	..	155	175	..	7	..	4	50 00	1,150 00	.....	1,200 00
Totals.....	370	468	838			22	4	13	\$1,660 14	\$1,965 02	\$2,509 55	\$6,134 71

INSTRUCTION GIVEN IN THE FOLLOWING SUBJECTS.

Atlantic County (Boys)—Farm crops, trucking, fruit growing, soils and fertilizers, farm management, animal husbandry, civics, grammar and arithmetic.

(Girls)—Cooking and sewing.

Cape May County (Boys)—Farm crops, trucking, fruit growing, soils and fertilizers, farm management, animal husbandry, English and mathematics.

Essex County (Boys)—Machine shop work, cabinet making, carpentry, electrical work, printing, mathematics, drawing, English, civics and hygiene.

(Girls)—Sewing, millinery, cooking, canning, preserving, home nursing and related subjects.

Middlesex County (Boys)—Machine shop work, drafting, woodwork, cabinet making, carpentry, printing, electrical work, mechanical drawing and related subjects.

SCHOOL REPORT.

TABLE VII.

B. COUNTY VOCATIONAL SCHOOLS AND DEPARTMENTS--
EVENING.

COUNTY	ENROLMENT			TEACHERS
	Men	Women	Total attendance	Teachers employed
Atlantic	44	145	189	5
Cape May .....	...	457	457	2
Essex	173	419	592	27
Middlesex	251	235	486	23
Totals	468	1,256	1,724	57

TABLE VII.

B. COUNTY VOCATIONAL SCHOOLS AND DEPARTMENTS—EVENING.—Concluded.
 ACTIVITIES ACCORDING TO ENROLLMENT.

COUNTY	WOMEN					MEN								
	Sewing	Cooking	Millinery	Home nursing	Canning and drying	Architectural drawing	Mechanical drawing	Machine shop practice	Printing	Auto repair	Drafting	Woodwork	Steam engineering	Agriculture
Atlantic	30	115	..	..	..	..	..	..	..	..	..	..	..	44
Cape May	97	210	..	..	150	..	..	..	..	..	..	..	..	..
Essex	188	45	136	50	..	..	..	..	..	..	113	..	60	..
Middlesex	104	61	70	..	..	30	41	34	17	43	34	30	..	22
Totals	419	431	206	50	150	30	41	34	17	43	147	30	60	66

SCHOOL REPORT.

TABLE VIII.

NUMBER OF PUPILS ENROLLED IN THE VARIOUS
MANUAL TRAINING ACTIVITIES.

SUBJECT	GRADES I-IV		GRADES V-VIII		HIGH SCHOOL		TOTALS	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Primary Manual Training.	60,125	55,873	600	544	....	....	60,725	56,417
Sewing	289	4,869	....	46,180	....	4,628	289	55,677
Cooking .....	....	216	....	21,639	63	5,273	63	27,127
Woodwork	733	....	47,331	413	5,502	200	53,566	617
Mechanical Drawing	1,143	316	8,364	1,910	5,974	702	15,481	2,927
Printing	120	....	1,804	....	460	5	2,384	1
Metal Work .....	....	....	1,929	....	695	141	2,624	147
Agriculture	201	199	567	415	71	30	839	647
Weaving	10,417	6,839	6,240	5,320	21	180	16,678	12,337
Other Activities, including Bookbinding, Canning and Preserving, Chair Caning, Clay Modeling, Cobbling, Concrete Work, Costume Designing, Elec- tricity, Foundry Work, Millinery, Red Cross Work, School and Home Gardening, Textile Work.	953	548	3,731	518	282	1,195	4,966	2,267
Totals, including duplica- tions	73,981	68,860	70,566	76,939	13,068	12,354	157,615	158,157
Totals, excluding duplica- tions	67,749	63,866	56,954	64,214	8,968	8,702	133,671	136,787

TABLE IX.

NUMBER OF PUPILS TAKING MANUAL TRAINING
ACCORDING TO DISTRICTS.

DISTRICT	GRADES I-IV		GRADES V-VIII		HIGH SCHOOL		TOTALS	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<i>Atlantic County—</i>								
Atlantic City .....	....	....	1,506	1,653	246	189	1,752	1,842
Egg Harbor City	132	104	88	104	28	21	248	229
Hammonton	500	467	233	221	57	56	790	744
Pleasantville	393	396	211	....	35	....	639	396
Ventnor City	18	22	57	81	....	....	75	103
<i>Bergen County—</i>								
Bergenfield	194	172	152	....	....	....	346	172
Carlstadt .....	....	39	214	190	....	....	214	229
Cliffside	150	299	145	162	61	85	356	546
Cresskill .....	....	....	37	39	....	....	37	38
Delford	55	43	47	55	....	....	102	99
Dumont	169	150	123	112	30	....	322	262
East Rutherford	258	276	200	205	35	30	493	511
Edgewater	281	327	140	72	....	....	421	399
Englewood	495	484	394	323	36	44	925	851
Fairview .....	....	....	195	176	....	....	195	176
Garfield	1,004	1,108	515	511	....	....	1,519	1,619
Hackensack	714	703	540	547	31	46	1,285	1,296
Hasbrouck Heights	75	78	80	96	34	25	189	199
Leonia	70	92	70	36	140	128
Little Ferry	192	196	79	90	271	286
Lodi	499	544	129	289	628	833

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TABLE IX.—Continued.

NUMBER OF PUPILS TAKING MANUAL TRAINING
ACCORDING TO DISTRICTS.

DISTRICT	GRADES Boys	I-IV Girls	GRADES Boys	V-VIII Girls	HIGH Boys	SCHOOL Girls	TOTALS Boys	Girls
Midland Park	137	110	85	72	...	...	222	182
Park Ridge .....	...	...	93	30	60	79	153	109
Ramsey	71	85	86	88	...	...	157	173
Ridgefield Park	225	400	75	80	...	...	300	480
Ridgewood	252	281	260	253	203	189	715	723
Rutherford	340	321	290	255	29	18	659	594
Teaneck .....	...	...	116	125	...	...	116	125
Tenafly	117	80	93	100	...	...	210	180
Union Township	695	676	337	327	...	...	1,032	1,003
Westwood	104	110	98	82	54	15	256	207
<i>Burlington County—</i>								
Moorestown	25	23	143	163	24	70	192	256
Northampton	84	73	140	170	43	85	267	328
Riverton	86	63	49	63	...	...	135	126
<i>Camden County—</i>								
Camden City	5,142	4,439	1,571	3,608	403	440	7,116	8,487
Collingswood	271	324	255	254	128	133	654	711
Haddonfield	122	162	153	189	47	90	322	451
Merchantville	112	115	68	76	9	10	189	201
Pensauken Township ..	313	316	147	192	11	10	471	518
<i>Cape May County—</i>								
Cape May City	56	51	64	78	59	36	179	165
Ocean City	97	119	70	106	35	24	202	249
Stone Harbor	8	13	7	13	...	...	15	26
Wildwood	244	220	131	109	45	63	420	392
<i>Cumberland County—</i>								
Bridgeton .....	...	...	335	351	86	106	421	457
Landis Township	1,460	1,723	224	245	48	80	1,732	2,048
Millville	631	582	403	437	24	31	1,058	1,050
<i>Essex County—</i>								
Bloomfield	867	810	619	603	88	84	1,574	1,497
Caldwell	54	40	140	124	75	64	269	228
Cedar Grove Township..	72	56	41	42	3	4	116	102
East Orange	1,643	1,560	1,198	1,227	145	185	2,986	2,972
Glen Ridge	117	95	137	126	28	25	282	246
Irington	652	610	344	386	...	...	996	996
Milburn .....	...	...	114	98	15	10	129	108
Montclair	952	859	785	853	304	203	2,041	1,915
Newark	15,607	14,854	11,370	10,446	1,832	1,078	28,809	26,378
Nutley	9	6	222	174	35	40	266	220
Orange	600	330	758	1,022	45	48	1,403	1,400
South Orange	369	333	255	311	108	68	732	712
Verona .....	...	...	81	74	...	20	81	94
West Orange	626	611	423	400	27	42	1,076	1,053
<i>Gloucester County—</i>								
Franklin Township	198	133	109	103	...	...	307	236
Glassboro .....	...	...	67	78	44	75	111	153
Monroe Township	216	188	91	152	...	...	307	340
Pittman	127	139	104	106	...	...	231	245
Swedesboro	141	107	121	118	7	26	269	251
Woodbury	284	268	195	195	71	90	550	553
<i>Hudson County—</i>								
Bayonne .....	...	172	1,438	2,539	544	412	1,982	3,123
Hoboken .....	...	...	2,086	2,544	154	4	2,240	2,548
Jersey City .....	...	...	2,450	4,173	...	...	2,450	4,173
Kearny	914	669	524	863	120	72	1,553	1,604
Town of Union	1,002	1,009	774	699	291	307	2,067	2,015

TABLE IX.—Continued.

NUMBER OF PUPILS TAKING MANUAL TRAINING
ACCORDING TO DISTRICTS.

DISTRICT	GRADES Boys	I-IV Girls	GRADES Boys	V-VIII Girls	HIGH Boys	SCHOOL Girls	TOTALS Boys	Girls
Weehawken	20	16	303	216	...	...	323	232
West Hoboken .....	...	...	1,506	1,211	221	52	1,727	1,263
West New York	1,407	1,364	397	575	...	...	1,804	1,939
<i>Mercer County—</i>								
Ewing Township	169	133	71	66	...	...	240	199
Hamilton Township	498	669	266	348	...	...	764	1,017
Hightstown	158	184	59	121	38	1	255	306
Hopewell Township	262	203	136	...	24	...	422	203
Princeton	201	199	140	153	26	68	367	420
Trenton	1,711	1,611	1,837	2,756	436	268	3,984	4,635
<i>Middlesex County—</i>								
Cranbury Township	70	77	38	37	...	...	108	114
Dunellen	174	170	73	93	...	...	247	263
Highland Park	149	175	94	105	...	...	243	280
Jamesburg	137	145	115	94	24	...	276	239
Metuchen .....	...	...	73	81	27	31	100	112
Milltown	47	45	74	81	...	...	121	126
New Brunswick	1,212	1,120	199	378	124	130	1,535	1,628
Perth Amboy	2,319	1,594	1,097	1,268	24	316	3,440	3,178
Piscataway Township	323	252	111	123	...	...	434	375
Raritan Township	376	323	83	97	...	...	459	420
Roosevelt Borough	427	410	182	218	...	...	609	628
South Amboy	197	215	160	177	25	57	382	449
South Brunswick	150	150	50	150	...	...	200	300
South River	23	...	106	112	5	24	134	136
Woodbridge	785	701	245	254	16	16	1,046	971
<i>Monmouth County—</i>								
Asbury Park	562	534	756	570	...	205	1,318	1,309
Atlantic Highlands	93	96	55	84	...	...	148	180
Belmar	125	90	92	62	...	...	217	152
Freehold .....	...	...	158	160	130	124	288	284
Long Branch	703	679	441	462	37	45	1,181	1,186
Manasquan .....	...	...	55	51	30	33	85	84
Middletown Township .....	...	...	160	126	54	71	204	197
Oakhurst	78	79	43	48	...	...	121	127
Red Bank .....	...	95	244	253	18	52	262	400
Sea Bright	41	41	36	50	...	...	77	91
<i>Morris County—</i>								
Boonton	225	200	120	120	7	...	352	320
Butler	114	93	76	69	35	52	225	214
Dover .....	...	...	240	255	...	...	240	255
Hanover Township	308	320	102	108	22	...	432	423
Madison	67	75	132	115	18	35	217	225
Mendham Borough	65	51	43	33	10	19	118	103
Mendham Township	36	40	42	21	...	...	78	61
Morris Township .....	...	...	80	66	...	...	80	66
Morristown	42	...	287	228	137	135	466	362
Pequannock Township	35	33	20	15	...	...	55	48
<i>Ocean County—</i>								
Lakewood	209	212	212	188	17	44	438	444
Point Pleasant	63	70	38	43	26	14	127	127

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TABLE IX.—Concluded.

NUMBER OF PUPILS TAKING MANUAL TRAINING
ACCORDING TO DISTRICTS.

DISTRICT	GRADES Boys	I-IV Girls	GRADES Boys	V-VIII Girls	HIGH Boys	SCHOOL Girls	TOTALS Boys	Girls
<i>Passaic County—</i>								
Haledon .....	...	...	132	111	...	...	132	111
Hawthorne .....	...	...	119	140	...	...	119	140
Little Falls .....	...	...	93	111	...	...	93	111
Passaic City	712	749	1,261	1,705	...	...	1,973	2,454
Paterson	5,642	5,129	3,724	3,764	344	662	9,710	9,555
Pompton Lakes .....	...	...	47	51	...	...	47	51
Pompton Township	45	35	42	28	...	...	87	63
Totowa	66	70	74	74	...	...	140	144
West Paterson	120	109	50	37	...	...	170	146
<i>Salem County—</i>								
Salem City	404	355	157	283	57	67	618	705
Woodstown .....	...	...	...	...	...	40	...	40
<i>Somerset County—</i>								
Bernards Township	176	162	111	119	16	31	303	312
Bound Brook	153	186	204	198	14	...	376	384
North Plainfield	11	...	133	120	29	30	173	150
Peapack-Gladstone .....	...	...	50	43	...	...	50	43
Somerville	5	...	200	200	45	8	250	208
<i>Sussex County—</i>								
Franklin	186	180	62	70	...	...	248	250
Hardyston Township	83	92	61	56	30	40	174	188
Newton	191	170	134	184	16	11	341	365
Sussex City	68	83	40	69	10	12	118	164
<i>Union County—</i>								
Cranford .....	...	...	222	245	37	28	259	273
Elizabeth	2,953	2,612	1,945	2,781	325	501	5,223	5,894
Garwood	139	136	74	61	...	...	213	197
Hillside Township	208	192	102	114	...	...	310	306
Linden	200	183	212	...	17	15	429	198
New Providence	68	58	46	53	...	...	114	111
Plainfield	1,017	1,047	640	607	110	88	1,767	1,742
Rahway	483	438	327	287	97	92	907	817
Roselle	319	300	170	166	20	50	509	516
Roselle Park	184	45	127	167	80	85	391	297
Springfield	72	95	43	60	17	14	132	169
Summit	305	281	219	264	77	102	601	647
Union Township .....	...	...	76	...	7	...	83	...
Westfield .....	...	...	194	163	64	59	258	227
<i>Warren County—</i>								
Phillipsburg .....	...	...	...	...	105	97	105	97
Washington	182	152	132	86	13	10	327	248
Totals, excluding dupli- cations	67,749	63,866	56,954	64,214	8,968	8,702	133,671	136,782
Totals, including dupli- cations	73,981	68,860	70,566	76,939	13,068	12,354	157,615	158,153

THE THIRTY-FIVE YEAR PENSION LAW
REPORT ON SCHOOL LEGISLATION
DIGEST OF DECISIONS

PREPARED BY

JOHN ENRIGHT

Assistant Commissioner in charge of Controversies and Disputes

THE THIRTY-FIVE YEAR PENSION LAW.

The number of new pensioners certified during the school year ending June 30, 1917, was 53. Of these, 11 were men and 42 women.

The total amount of pensions paid these 53 pensioners during the year was \$27,939.92. Their total annual pension amounts to \$33,241.46. Inasmuch as only a few of the 53 received during the year a full yearly pension the amount of the annual pension is larger than the actual amount received.

The highest number of years of service in teaching by any one teacher was 48 years. The average length of service of all the teachers retired during the year was 39 years.

Of the 53 teachers retired 29 were between the ages of 53 and 59, both inclusive; 16 were between the ages of 60 and 69, and 8 over the age of 70. The average age of the teachers retired was 60.

There were 11 deaths during the year, which leaves the total number of pensioners at the close of the year 387. Of this total number 62 are men and 325 women. The death rate of the pensioners was a little less than 30 per thousand.

The total amount of pensions paid during the year was \$211,044.60.

REPORT ON SCHOOL LEGISLATION.

The following is a summary of legislation enacted in 1917.

Chapter 35 amends the school law, making it mandatory upon a board of education to 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 the following purposes; for holding meetings for the purpose of giving instruction in any branch of education, learning or the arts; for public library purposes or stations of public libraries; for holding

social, civic and recreational meetings and entertainments and such other purpose as may be approved by the board of education.

Chapter 110 amends the law in city school districts, providing for the raising of money for building schoolhouses by the issuing of bonds. This act provides for the length of time that bonds are to run, varying in accordance with the kind of building, the kind of material and construction of school buildings. The length of time varies in new buildings—twenty years, thirty years, or in case of fireproof construction, forty years. The law also provides for the length of time for which bonds may be issued in the case of making additions to old buildings and also in the case of the raising of money for the purchase of lots. The act also changes the method of selling bonds and gives in detail the kind of advertisement that must be made asking for proposals for the purchase of bonds. All bonds issued after July 1, 1917, cannot be refunded but must be serial bonds.

Chapter 111 applies to school districts acting under Article VII and relates to the issuing of bonds for the purchase of land and the building of schoolhouses. This law also provides for the maturity of bonds in a similar manner to that which has been described under chapter 110. The length of time that bonds are to run depends upon the character of the building as described in the previous paragraph.

Chapter 112 is an amendment to the law providing for the apportionment of school moneys by the county superintendent to the districts of his county. The amendment made allows an apportionment of \$315 for each permanent teacher employed in a high school or high school department or in an intermediate school associated therewith, provided that such schools shall together have a full six year course following a six year primary and grammar school course. This kind of school is generally known as a junior high school.

Chapter 117 changes the county vocational school year so as to make it conform with the school year as now provided in law. Formerly the school year for a county vocational school was the same as the State fiscal year.

Chapter 159 amends the school law so as to allow a child to attend a public school in an adjoining school district when it is remote from any school in its own district. The county superintendent must give his consent to such attendance and the boards of education concerned must agree upon an amount of money to be paid by the sending district to the board of education of the receiving district. In case the two boards cannot agree as to the amount to be paid then the county superintendent shall determine the amount and certify his determination of the amount to the interested boards.

Chapter 88 is a supplement and provides for a department of child study in such counties as have made a survey of conditions regarding juvenile delinquency and deficiency among children. The law is permissible and gives authority to the Commissioner of Education to ap-

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point a supervisor of such department who shall work under the authority of the county superintendent. The term of office of such supervisor shall be for one year and he or she shall receive an annual salary not to exceed \$1,500. This amount shall be paid from an apportionment of money taken from the railroad tax appropriated to the county in which the supervisor has been appointed.

Chapter 89 is a supplement and relates to a county attendance officer. It provides that whenever there has been maintained in any county a county attendance officer for a period of three years the Commissioner of Education shall appoint, upon the request of the county superintendent of schools and with the advice and consent of the State Board of Education, a suitable person to be known as the county attendance officer. The term of office of such attendance officer shall be for one year and he shall receive an annual salary of not more than \$1,200, to be paid out of an apportionment of school moneys from the railroad tax apportioned to the county.

Chapter 107 is a supplement and provides for a course in physical training in the public schools of the State. This course shall be adapted to the ages and capabilities of the pupils in the several grades and shall include exercises, calisthenics, formation drills, instruction in personal and community health and safety, together with instruction as to the privileges and responsibilities of citizenship as they relate to community and national welfare, with special reference to developing bodily strength and vigor and producing the highest type of patriotic citizenship. In addition to this it provides for instruction in domestic hygiene and first aid in nursing. The course of study is prepared by the Commissioner of Education and approved by the State Board of Education. It is mandatory upon all the pupils in the schools of the State excepting kindergarten pupils and also excepting those who are physically unfit to take the course. This law also provides under certain conditions for military drill in the high schools.

Chapter 119 is a supplement and provides for the acceptance of the provisions of the act of Congress which extends aid to the several States in connection with vocational education, this vocational education to include agriculture and the trades and industries. It provides also for the training and preparation of teachers for the teaching of these subjects.

Chapter 249 is a supplement extending further power to the State Board of Education in relation to adopting rules governing the management, control and approval of courses of study in industrial education or manual training adopted by the several districts.

Chapter 265 relates to the prorating of vocational moneys to school districts under certain conditions.

Chapter 266 relates to the prorating of manual training moneys to the districts making application for the same, provided that nothing in the act shall be construed to relieve the State of its obligations toward the district.

Chapter 267 is a supplement and relates to the appropriation of moneys for evening schools for foreign-born residents. It provides that in case the amount applied for by districts maintaining this kind of evening school shall exceed the amount appropriated by the Legislature then each district shall receive its proportionate share of the appropriation.

Chapter 32 provides for the changing of the name of the Rutgers Scientific School to the State University of New Jersey.

Chapter 77 is in relation to scholarships in the State Agricultural College and is an amendment to the former law pertaining to this subject. It provides for the filling of vacancies when such occur at the beginning of any college year.

Chapter 113 is an act authorizing cities to acquire land for schools for industrial education.

Chapter 155 is an act providing for the filing of financial statements of school districts with the Commissioner of Municipal Accounts upon forms furnished and prescribed by him.

Chapter 156 is an act that provides for the filing of records in relation to bond issues with the Commissioner of Municipal Accounts.

Chapter 213 provides for the payment of taxes assessed by the collector of the taxing district for State and county taxes to the county collector on or before the 22d day of December in each year out of the first moneys collected.

Joint Resolution No. 11 provides for the appointment of a Commission to investigate State pension and retirement funds.

DIGEST OF DECISIONS.

Following are some of the decisions rendered from March, 1916, to December, 1917.

CALLING OF AN ELECTION ON PETITION OF VOTERS.

RICHARD W. WILLS

Appellant

vs.

THE BOARD OF EDUCATION OF UPPER
FREEHOLD TOWNSHIP

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

JOHN MEIRS, for the Appellant.

BARTON B. HUTCHINSON, for the Respondent.

This is an appeal taken from the action of the Board of Education of Upper Freehold Township in refusing to call a meeting of the voters

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of the school district when petitioned to do so by more than fifty legal voters.

The law applicable to the case is found in section X of the School Law and reads as follows:

The Board of Education shall have power . . . to call a special meeting of the legal voters of the district at any time when in its judgment the interests of the school require it, or whenever fifty of such legal voters shall request it by petition so to do. In the notices of any special meeting, called upon petition as aforesaid, shall be inserted the purposes named in said petition so far as the same are not in conflict with the provisions of this act.

This seems by implication to be mandatory. The law requires that the Board of Education insert in the notices calling a special election the things contained in the petition, provided that these things are not in conflict with the provisions of the School Law. It thus becomes the duty of the Board of Education to determine for itself whether the things in the petition are in conflict in any way with other things in the School Law. If there is no conflict, then it is mandatory upon the Board to call a special meeting when petitioned to do so by fifty voters. In order to determine the question at issue it is well to briefly set forth the case.

At the annual election held on March 16, 1915, there was voted to be raised by special tax the following amounts of money: for current expenses of the schools, \$4,100; for repairs, \$400; for lot at Cream Ridge, \$500; for new school at Cream Ridge, \$5,000.

At a meeting of the Board of Education held on April 5, 1915, a petition was presented signed by 218 persons asking that a special meeting of the voters be called in order that the appropriations as set forth in the petition might be substituted for the appropriations already voted. These are the propositions contained in the petition:

To enable the Board of Education to purchase or take and condemn land adjacent to the brick schoolhouse at Cream Ridge, for the purpose of enlarging the ground appurtenant to said schoolhouse, \$200; for repairs of schoolhouse, \$400; to enlarge, repair and furnish the brick house at Cream Ridge, making the same comply with the minimum requirements of the building code of the State Board of Education, \$1,000; for current expenses, \$3,000.

The Board deferred action on the petition at this meeting, as it did from time to time thereafter until it was finally denied at a meeting of the Board in October, 1915.

The first purpose named in the petition is to purchase land "adjacent to the brick schoolhouse at Cream Ridge for \$200." The quantity of land is not mentioned. It may be any quantity. To insert in a notice to the voters that land adjacent to the Cream Ridge brick school could be purchased for \$200, without naming the quantity, is too indefinite. On such a notice voters could not know what they were voting for. Surely to insert such a meaningless proposition as that in a notice to the voters would be in conflict with common sense and therefore with the law.

The next proposition in the petition is "to enlarge, repair and furnish the brick house at Cream Ridge, making the same comply with the minimum requirements of the building code of the State Board of Education," at a cost of \$1,000.

The brick building at Cream Ridge is a very old building, 18 feet by 24 feet, with 8 foot ceilings and no cellar. The Board of Education had been notified by the County Superintendent of Schools that unless a new building was provided in conformity with the School Law he would proceed to formally condemn the building as unfit to house forty children and more who were in attendance at the school. Acting under his instructions the Board of Education submitted the question to the voters at the annual election and a majority of the voters responded in an affirmative vote, providing adequate moneys for all the requirements of the school.

Article X, section 152, of the School Law, edition of 1914, says:

Each school district shall provide suitable school facilities and accommodations for all children residing in the district and desiring to attend the public schools therein. Such facilities and accommodations shall include proper school buildings, together with furniture and equipment.

This is plainly and positively mandatory, with no qualifying condition. The legal voters at the annual election on March 16, acting under this positive mandate in the law gave by a majority vote an order to the Board of Education to cause to be raised by tax \$5,000 to build a "proper school building together with furniture and equipment." This also included grading, fencing and suitable outhouses.

In the petition the Board of Education is asked to insert in the notice calling a special meeting, \$1,000 for a suitable building, furniture and equipment. This is an impossible amount of money for such a purpose. It would take more than half the amount for proper outhouses, furniture, heating and ventilating. The Board of Education in the exercise of its judgment decided it was in conflict with the section of the School Law above quoted, because with only \$1,000 it was impossible to furnish proper school facilities according to the building code of the State Board of Education.

At the annual meeting there was voted for current expenses the sum of \$4,000. The law defines current expenses as including principals', teachers', janitors', and medical inspectors' salaries, fuel, textbooks, school supplies, flags, transportation of pupils, tuition of pupils attending schools in other districts, truant officers and the incidental expenses of the schools. Many of these things are made by special statute mandatory and all are items necessary to keep the schools open, and hence the voting of money for them by special taxation is mandatory. It would follow, therefore, that a petition containing a request to lower the amount already voted as provided by law would be a "purpose in conflict with the School Law."

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If, as the counsel for the Appellant claims, the law providing for the calling of a special meeting by petition is mandatory *per se*, then by a continuous performance of fifty voters school government by petition could be substituted for government by ballot. Thus nothing in school affairs could be settled definitely and endless confusion would follow.

As a rule Boards of Education ask for such a sum for current expenses as they find from experience is necessary to keep the schools open the length of time required by law. Upper Freehold is a school district of nine schoolhouses, fourteen teachers and a supervising principal. \$4,100 is not an excessive sum for current expenses in such a district. To reduce the amount to \$3,000 would result in going in debt in order to keep the schools open nine months as required by law.

Four thousand dollars is needed in addition to the amount appropriated from State moneys in order to "provide for the maintenance, support and management of the schools" of Upper Freehold Township. To raise less than this amount would result in not providing for the proper support of the schools. In the matter of the insufficient amount proposed in the petition, there is positive conflict with the provisions of the School Law.

At the hearing in this case no evidence was introduced by the Appellant to show that the schools could be kept open as required by law for the amount named in the petition for current expenses, nor that a proper school building could be furnished for the amount named.

I find, first, that it is the duty of a Board of Education when it receives a petition signed by fifty legal voters resident in a school district asking that a special meeting be called, to ascertain whether the purposes named in the petition are in conflict with the provisions of the School Law. If the Board finds that there is conflict then it is not bound to call such special meeting.

It is my opinion that the purposes named in this petition under consideration are each and severally plainly in conflict with the provisions of the School Law as found in chapter 123, P. L. 1907, and that the Board of Education of Upper Freehold Township was justified in refusing to call the special election for the purposes as set forth in the petition.

The Appellant also petitioned for a recount of the ballots voted at the annual election in March, 1915. This request is refused because of not being made at a reasonable time after the election.

The appeal is dismissed.

March 22, 1916.

CALLING OF AN ELECTION ON PETITION OF VOTERS.

RICHARD W. WILLS

Appellant

vs.

THE BOARD OF EDUCATION OF UPPER
FREEHOLD TOWNSHIP*Respondent*DECISION OF THE
STATE BOARD OF EDUCATION

JOHN MEIRS, for the Appellant.

HON. BARTON B. HUTCHINSON, for the Respondent.

The papers and correspondence in this case are voluminous and the issues raised confusing, but the kernel of the matter lies in a small compass if we can get at it.

It seems that the schoolhouse at Cream Ridge, in Upper Freehold Township, was old and badly out of repair, that it had been condemned by the County Superintendent, and that the necessity for a new building, or extensive repairs on the old building, was admitted by every one. The Board of Education of the township at the annual meeting, held March 16, 1915, submitted to the legal voters of the township the following propositions:

For building and repairing schoolhouses.....	\$400
For current expenses.....	4,100
For purchase of land from D. L. Weiss.....	500
For erection and equipment of new schoolhouse.....	5,000

By a majority vote of those present the propositions were duly endorsed and declared carried.

But there had been a minority opposition displayed at the meeting. This minority after the annual meeting got up a petition signed by more than fifty voters asking that a special meeting be called for the purpose of "submitting to the voters at that time, for their approval or rejection, by vote of the majority of those present, the following appropriations:

For purchase of land.....	\$200
For repairs to schoolhouse.....	400
To enlarge, repair and furnish the brick house at Cream Ridge, making the same comply with the minimum requirements of the Building Code of the State Board of Education.....	1,000
For current expenses.....	3,000"

which appropriations, when made, "shall be in lieu of the appropriations submitted to the voters at a meeting held Tuesday, March 16, 1915."

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Both parties to this controversy seem to have agreed that there should be something done about the condemned schoolhouse, but they disagree upon the amount of the improvement. The contest is over how much money should be expended, and the second call for a meeting was to be in the nature of a recall. This is the kernel of the matter to which reference has been made, and all the side issues brought in are merely so much confusion and distraction. The case turns upon the legality of the acts of the Board of Education, first, in declaring the appropriations at the annual meeting of March 16, 1915, as duly and legally voted, and second, in denying the subsequent petition of the more than fifty voters, calling for a meeting to pass appropriations in lieu of those already passed.

Irregularities in the manner of voting and counting at the annual election are charged by the Appellant, but we do not think them proven. We assume the legality of the first election and venture to think it would not have been questioned had the sums appropriated been smaller in amount. The legality of the second act of the Board of Education in refusing to call a special meeting on the petition of more than fifty voters is another matter, and is to be decided upon the interpretation of Article 7, section 97, paragraph X of the School Law (1914). That paragraph reads as follows:

The Board of Education shall have power to call a special meeting of the legal voters of the district at any time when in its judgment the interests of the school require it, or whenever fifty of such legal voters shall request it by petition so to do. In the notices of any special meeting, called upon petition as aforesaid, shall be inserted the purposes named in said petition *so far as the same are not in conflict with the provisions of this act.*

It will be observed that the wording here is not "shall call a special meeting, etc." but "*shall have power to call a special meeting.*" The phrase stands at the head of the section and qualifies fourteen paragraphs, all of them more or less requiring the use of discretion. If the words "have power" be disregarded then such paragraphs as VIII would read that the Board "*shall suspend or dismiss pupils from school,*" or paragraph V, "*shall take and condemn land and other property for school purposes*"—mandatory readings that obviously were never intended by the Legislature. School boards were given the *power* to do these things but were not compelled to do them by legal mandate. We think the reading of paragraph X should be that school boards have the *power* to call special meetings but are not compelled to do so if in their judgment the interests of the school do not require them. It will be noted that the first part of the opening sentence reads: "The Board of Education shall have power to call a special meeting of the legal voters of the district at any time *when in its judgment the interests of the school require it,* or whenever fifty of such legal voters shall request it by petition." This specifically reposes faith in the *judgment* of the

Board as regards its own act, and implies a vesting with discretion as to the acts of any fifty petitioning voters. The intent of the law seems to be that the Board by its own initiative, or by a reminder from fifty legal voters could, in its judgment, call a special meeting.

But as regards the calling of this special meeting on the petition of fifty voters, there is a proviso in paragraph X which seems to put still more discretion and authority in the Board of Education. This proviso requires that in the aforesaid petition "shall be inserted the purposes named" for which said meeting is called. These purposes shall be inserted in the petition "*so far as the same are not in conflict with the provisions of this act.*" Evidently the Board was clothed with authority to deny the petition if it should in its purposes prove conflicting with what has been called "this act."

What "act" was here intended? None other than the general school act entitled, "An act to establish a thorough and efficient system of free public schools," etc., of which article 7, section 97, paragraph X is a part and parcel. With what provisions of this "act" would the purposes set forth in the petition of the more than fifty voters in Upper Freehold Township for a special meeting be in conflict? Generally with the provisions of this very section 97, and specifically with paragraph IV, which empowers the Board of Education "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." The Board of Education had authority given it in this paragraph to build a new schoolhouse and equip it; it had also "the previous authority of a vote of the legal voters of the district." Any new meeting called for the specific purposes of undoing or nullifying the authority thus given would be "in conflict with the provisions of this act." If permitted or allowed it would render nugatory or ineffective any action that the Board might take. For if the fifty petitioners were defeated on their first petition they could immediately get up a second or third or tenth petition, and thus go on indefinitely to the defeat of the law and to the rendering void of the purposes of the school system.

We think the Board of Education of Upper Freehold Township was within the law in declining to call a special meeting at the instance of the more than fifty voters; and that the annual meeting of March 16, 1915, and the vote upon the appropriations then and there proposed were legal and should not be interfered with.

The appeal is dismissed.

July 1, 1916.

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ALLOWANCE FOR TUITION AND TRANSPORTATION.

M. S. BLACK ET AL.

Appellants

vs.

THE BOARD OF EDUCATION OF THE
BOROUGH OF ELMER*Respondent*DECISION OF THE
COMMISSIONER OF EDUCATION

The Borough of Elmer is a school district providing a full course of study through the grades, and in addition thereto has a regularly approved four year high school course of study. The objection raised by the Appellants in this case is that the course of study in the high school does not include classical languages and a commercial course. For this reason the Appellants ask the Board of Education to select a high school outside the borough limits that has a course of study with a larger variety of subjects, and to furnish transportation to such school and tuition therein for nine children. This the Board of Education refuses to do, on the ground that there is a high school within the district approved by the State, with a full four year course of study.

Article IX, section 143, of the School Law reads in part 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 . . . be admitted to a school of higher grade.

It is not claimed by the Appellants that the course of study in the Elmer high school has been completed by the children desiring to attend high school in another district. It appears that the Elmer high school is a small high school and, therefore, cannot have the variety in courses of study that large high schools have without going to considerable extra expense. The money required may be furnished by taxation ordered by the voters. The Board of Education has the right to submit to the voters the question of voting moneys in order that a varied and extensive course of study may be maintained in the schools. This question, as I understand it, has been submitted to the voters and they have voted against the proposition. The Board of Education cannot provide a varied and extensive course of study without the money to pay for it. Neither the Commissioner of Education nor the State Board of Education has power to prescribe a course of study for a high school. The State Board has power only to approve a high school course for two purposes; first, for the apportionment of moneys; second, for the purpose of passing on academic credits to be allowed in compliance with the laws relating thereto.

For these purposes the State Board has approved the Elmer high school as one that provides a four year high school course in certain branches of study. This course does not include the classical languages nor commercial subjects. These subjects can be placed in the course by the local Board of Education with the approval of the County Superintendent, and by no other authority.

The Board of Education could not under the law be allowed an apportionment of \$25 for a child whose high school tuition was provided in another district while it was maintaining an approved high school in its own district, because the course of study in its own district had not been completed.

I find that the Board of Education has provided a course of study suitable to the ages and attainments of all its pupils through the eight grades and for four years of high school, in compliance with section 152 of the School Law. This course may be enlarged so as to include the classical languages and commercial subjects, providing the district is willing to furnish the means for supporting such courses.

It is my opinion, that the Board of Education of the Borough of Elmer is not justified under the law in providing for transportation to and tuition in another high school while maintaining an approved high school in its own district.

October 20, 1916.

ALLOWANCE FOR TUITION AND TRANSPORTATION.

M. S. BLACK ET AL.

Appellants

vs.

THE BOARD OF EDUCATION OF THE
BOROUGH OF ELMER

Respondent

DECISION OF THE
STATE BOARD OF EDUCATION

The main facts in this case were recited in a report of the Advisory Committee to this State Board of Education printed in the minutes of this Board under date of February 3, 1917. They may be briefly rehearsed.

The Appellants, in July, 1916, requested the Board of Education of Elmer to designate a high school in a neighboring district that their children might attend where classical and commercial subjects were taught, those subjects not being taught in the Elmer high school. They further asked that transportation and tuition be furnished their children to such school. The application was denied. Appellants appealed to the County Superintendent and to the Commissioner of Education, and

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both appeals were dismissed. They then came before this State Board of Education on appeal, asking that the Elmer Board of Education be asked to designate a high school where Elmer children could attend and pursue commercial and classical subjects, and that the four year curriculum at Elmer be disapproved and a two year course substituted. Finally the Appellants, before this Board, interjected a new issue in asking that they be reimbursed by the Board of Education of Elmer in the sum of \$268 for expense incurred during the year 1916-17 in sending their children to Glassboro high school—an action taken on their own initiative and without the consent of the Elmer Board of Education.

The four year curriculum of the Elmer high school was approved by the State Board of Education October 18, 1913. A slight modification was made in 1914-15, and the curriculum again approved September 12, 1914. In 1915-16 the Elmer Board desired to substitute general science for physical geography as the first year science subject, and this was also approved December 2, 1916. In addition to these changes, and in response to the Appellants' appeal, the State Board of Education cited the Elmer Board of Education to appear at Trenton on March 3, 1917, and show cause why the approvals of the four year high school at Elmer should not be withdrawn or the school reduced to a two year or three year high school. At that hearing all the parties, including the appellants, were represented, the case was gone into at considerable length, and in the end a compromise was effected whereby the Elmer Board of Education was to attempt to meet the objections of the Appellants by a further revision and extension of the Elmer High School curriculum. This extension required time for its accomplishment and it was understood that this appeal should remain undecided pending the carrying out of the proposed new additions and extensions to the curriculum. The new additions and extensions have been reported from time to time as progressing toward completion.

But notwithstanding the attempt to meet the Appellants' wishes as to increased curriculum at the Elmer high school, the Appellants again come forward, in recent requests, asking that their appeal be decided by this State Board of Education and that their demand for \$268 expense incurred in sending their children to Glassboro high school be adjudicated.

1. As to the claim for \$268 expense incurred, it is a new issue, one that has not been heard or passed upon by the Commissioner of Education, and one that cannot properly be interjected over his head in an appeal to this State Board of Education. This Board is an appellate court and does not undertake to hear new issues on appeal.

2. Without entering again into the merits or shortcomings of the Elmer high school curriculum the record shows that the school stands approved by the State Board of Education as a four year high school. We do not think that the Board of Education of Elmer would be justified in furnishing transportation and tuition for its pupils to another high school outside of its district while maintaining an approved high

school within its district. It receives money from the State to maintain its present high school and cannot in reason ask the State for money to transport pupils from that high school to a school in another district. The one act would undo the other.

3. The law in effect places the matter of transportation (and tuition) of pupils to a neighboring district in the hands of the district boards of education and the county superintendents. Their consent to a transfer must be obtained. If individuals in a community, without the consent of their local board or county superintendent, take it upon themselves to send their children to a district other than their own, they do so at their own risk.

The decision of the Commission of Education is affirmed.

October 6, 1917.

SCHOOL ELECTION—RECOUNT OF BALLOTS.

JOHN RYAN

Appellant

vs.

THE BOARD OF EDUCATION OF HAMILTON TOWNSHIP

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

HERBERT W. BACKES, for the Appellant.

ALVIN W. SYKES, for the Respondent.

The Appellant in this case asks for a recount of the ballots voted at a school election held on the 3d day of October, 1916, in the Township of Hamilton, County of Mercer. The grounds on which the appeal is taken are that certain ballots voted at the election did not clearly express the intent of the voter.

It appears that the clerk of the Board of Education had prepared a printed ballot for use at this election. This ballot contained two propositions printed side by side on one sheet of paper, one headed "Proposition No. 1 (Harter Tract)" and the other, "Proposition No. 2 (Ryan Tract)."

Over 800 citizens voted at the election. Before the close of the election and before all present had voted, the supply of printed ballots gave out. The chairman stated to the meeting that since no more printed ballots were available the voters could write on a blank piece of paper "Proposition No. 1 (Harter Tract)" or "Proposition No. 2 (Ryan Tract)" and such ballots would be counted for the proposition designated. There were about twelve of these ballots cast, all of which were for Proposition No. 1, or the Harter Tract.

COMMISSIONER OF EDUCATION.

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There is no contention that the election was in any way irregular nor is there any dispute as to the accuracy of the count. The question that the Appellant raises is that these written ballots should not be counted.

Inasmuch as the chairman made it clear to the meeting that should a person write on a blank piece of paper "Proposition No. 1" or "Harter Tract" it would include all that was printed in the ballot under the caption of "Proposition No. 1," and the same was stated as to Proposition No. 2, it follows that the intent of the voter was clearly expressed by putting on his ballot the caption to the printed ballot. The tellers regularly counted such ballots in the manner that the chairman stated they would be counted. In doing this, I think they acted entirely within the law. The law provides that a ballot may be written or it may be printed or it may be partly written and partly printed. The law does not designate any particular form of ballot. Any ballot that clearly expresses the intention of the voter is a legal ballot and should be counted as the intention is expressed.

Counting the ballots in this way, it appeared that there were 423 votes cast for Proposition No. 1, or the Harter Tract, and 416 votes cast for Proposition No. 2, or the Ryan Tract. Thus Proposition No. 1 carried and was declared as carried by the chairman of the meeting. I therefore see no reason for interfering with the regularly expressed intent of the voters at the meeting.

The Appellant also claims that there was a number of persons who voted who were not legally qualified to do so and because there were illegal votes cast the election should be declared void. This question pertaining to elections was settled by the Supreme Court of New Jersey 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; that is, to show not only that the plurality declared for the incumbent is erroneous but to show that another than he was the person elected."

Applying the ruling of the Court in this case, 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.

The appeal is dismissed.

January 4, 1917.

SCHOOL REPORT.

SCHOOL ELECTION—RECOUNT OF BALLOTS.

JOHN RYAN

Appellant

vs.

THE BOARD OF EDUCATION OF HAM-
ILTON TOWNSHIP

Respondent

DECISION OF THE
STATE BOARD OF EDUCATION

HERBERT W. BACKES, for the Appellant.

ALVIN W. SYKES, for the Respondent.

The Appellant in this case asked for a recount of the ballots voted at a school election held October 3, 1916, in Hamilton Township, Mercer County. His complaint was briefly:

1. That certain ballots did not clearly express the intent of the voter because these certain ballots were written on slips of paper after the supply of printed ballots had been exhausted, and

2. That there were persons who voted at the election who were not entitled to vote.

We have carefully read the pleadings and briefs in this case with the testimony and we do not think either contention of the Appellant is established in sufficient force to change the announced result of the election.

The decision of the Commissioner of Education is affirmed and the appeal dismissed.

April 7, 1917.

RIGHT OF TEACHER TO MAKE RULES FOR DISCIPLINE
OF SCHOOL.

THOMAS J. MCCURRAN ET AL.

Appellants

vs.

THE BOARD OF EDUCATION OF THE
CITY OF TRENTON

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

PAUL H. WENDEL, for the Appellants.

H. G. MUELLER, President of the Board of Education, for the Respondent.

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The question involved in this controversy centers around the right of a teacher or principal of a school to make rules and regulations governing the discipline of the school during recess periods. The law bearing upon this is found in article VIII, section 125, of the 1914 edition of the School Law, and reads as follows:

A teacher shall hold every pupil accountable in school for disorderly conduct on the way to or from school, or on the playgrounds of the school, or during recess, and shall suspend from school any pupil for good cause; *provided*, that such suspension shall be reported forthwith by the teacher to the Board of Education; *provided further*, that in any school in which more than one teacher shall be employed the principal alone shall have the power to suspend a pupil.

This paragraph of the statute law clearly holds the teacher or principal responsible for the conduct of the children under his charge during recess as well as all of the school hours of the day. It also implies that he shall have power to make rules and regulations concerning the discipline of his school.

Section 144 says:

Pupils in the public schools shall comply with the regulations established in pursuance of law for the government of such schools . . . Continued and willful disobedience, open defiance of the authority of the teacher . . . shall be good cause for suspension or expulsion from school.

Here again we have the statute law giving authority to the teacher to govern his school.

In compliance with the laws above quoted the principal of the junior high school made a regulation that during the noon recess children who did not go to their homes should not leave the school grounds without permission. The rule specifically applied to those who were not to return to their homes during the noon recess for lunch.

It is claimed by the Appellants that the principal had no right to make a rule restraining the pupils from leaving the school grounds because it worked an injury to the trades-people in the neighborhood where children might have an opportunity to purchase their lunch.

Petitions of various kinds and letters have been filed with the Commissioner in the matter. After carefully considering these and the whole question before me I have reached the following conclusion:

1. The principal of the junior high school has authority under the law to make rules and regulations that tend to the better control and discipline of his school.

2. The regulation that prohibited the children who did not return to their homes during the noon recess from leaving the school grounds during that period is a fair and necessary regulation looking to the general welfare of the children and to the better control and discipline of the school.

The petition of the Appellants is hereby dismissed.

January 25, 1917.

SCHOOL REPORT.

RIGHT OF TEACHER TO MAKE RULES FOR DISCIPLINE OF SCHOOL.

THOMAS J. MCCURRAN ET AL.

Appellants

vs.

THE BOARD OF EDUCATION OF THE
CITY OF TRENTON

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

PAUL H. WENDEL, for the Appellants.

MALCOLM G. BUCHANAN, for the Respondent.

In this case the principal of the junior high school in Trenton made a rule that during the noon recesses the school children who did not go home to their luncheon should not leave the school grounds. To those who remained on the grounds a luncheon was provided by the school at a reasonable figure. The Appellants insist that this rule works a hardship to them; that they are makers and sellers of luncheons without the grounds; that they have an "unalienable right" to sell luncheons to the children; that the principal has no authority to make such a rule, that the authority rests with the School Board, and that the board cannot delegate its authority to the principal.

It may be generally true that a school board cannot delegate its own peculiar powers to a principal, but it can give authority to that principal to establish rules regarding schedules, recitations, recesses and general discipline. Article VIII, section 125, of the School Law reads: "A teacher shall hold every pupil accountable in school for disorderly conduct, on the way to or from school, or on the playgrounds of the school, or during recess," which shows that the law itself contemplated such general authority should be vested in the principal or teacher.

Again it may be vaguely true that merchants have a right to sell luncheons to school children, but the reverse of the contention, namely, that the principal of a school must unlock the school gates and give up his control and guardianship of the children in order to facilitate the luncheon business of the merchants is by no means equally true. The school children are in charge of the principal when not under the direct supervision of their parents. He has as much authority to close the gates upon them on the playground as to close the doors upon them in the schoolroom.

Objections to such restraint might come with better grace perhaps from the parents of the children; but no such objection is forthcoming because those children who wish to go home during the noon recess are allowed to do so.

We can see no merit in the contention of the Appellants and the appeal is therefore dismissed and the decision of the Commissioner of Education affirmed.

June 2, 1917.

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DISMISSAL OF SUPERVISING PRINCIPAL.

A. O. MACDONALD

Appellant

vs.

THE BOARD OF EDUCATION OF HAMILTON TOWNSHIP

Respondent

DECISION OF THE
STATE BOARD OF EDUCATION

HON. JAMES HAMMOND, for the Appellant.

ALVIN W. SYKES, for the Respondent.

This is an appeal taken by A. O. MacDonald from the action of the Board of Education of Hamilton Township in dismissing him as supervising principal after a hearing. The case was heard by the Commissioner of Education *de novo*.

There were three charges heard by the Board.

1. A charge of inefficiency.
2. A charge of insubordination.
3. A charge of conduct unbecoming a supervising principal.

A large amount of testimony was taken before me as Commissioner bearing on these charges.

After carefully considering the evidence I find that the charge of inefficiency so far as academic acquirements and professional ability are concerned has not been sustained.

The evidence before me, however, clearly sustains the charges of insubordination to the Board of Education and of conduct unbecoming a supervising principal in business matters and in my opinion justifies the dismissal of the Appellant as supervising principal of the schools of Hamilton Township.

February 2, 1917.

DISMISSAL OF SUPERVISING PRINCIPAL.

REPORT OF THE SPECIAL COMMITTEE,
APPROVED BY THE STATE BOARD OF
EDUCATION AUGUST 11, IN THE
CASE OF A. O. MACDONALD vs. THE
BOARD OF EDUCATION OF HAMILTON
TOWNSHIP

The Special Committee appointed to hear the appeal in this case begs leave to report that a meeting of the Committee was held on June 2,

1917, at which counsel for Appellant and Respondent were heard at length. Your Committee has also given attention to the brief filed by counsel for the Appellant.

We do not find that there is need for a further review of the facts and law involved in the case other than is set forth in the decision of the Commissioner of Education rendered February 2, 1917, and therefore recommend that the decision of the Commissioner be affirmed.

August 11, 1917.

LIABILITY OF NEW DISTRICT FOR SHARE OF DEFICIT OF OLD DISTRICT.

THE BOARD OF EDUCATION OF THE TOWNSHIP OF LITTLE FALLS	}	DECISION OF THE COMMISSIONER OF EDUCATION
<i>Appellant</i>		
<i>vs.</i>		
THE BOARD OF EDUCATION OF THE BOROUGH OF WEST PATERSON	}	
<i>Respondent</i>		

J. W. DEYOE, for the Appellant.

JACOB VEENSTRA, for the Respondent.

By an act of the Legislature in 1914 the Borough of West Paterson was created out of a part of the Township of Little Falls, in Passaic County. The territory comprising the Borough of West Paterson contained three schools known under the old school district as No. 3, No. 5 and No. 6. Under the law the Board of Education of Little Falls Township continued in control of the schools up to June 30, 1914.

All claims against the Board of Education of the Little Falls school district, as it existed before the separation, had to be paid by the Board out of funds belonging to the old district. It was found by Mr. Hopkins, the inspector of accounts of the State Board of Education, that on June 30, 1914, after meeting all the claims against the old district, there was a deficit of \$3,227.62. In addition to this on July 1, there came due semi-annual interest on a bond issue of \$26,000 covering the cost of building a school within the territory of West Paterson Borough, amounting to \$585. This was paid by the Board of Education of the old district. After this payment there would thus be a total deficit of \$3,812.62.

Claim is made by the Board of Education of the Township of Little Falls that the new borough should pay its proportionate share in this indebtedness. This proportionate share is based upon the ratables in

COMMISSIONER OF EDUCATION.

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the two districts as they now exist. It is agreed by the two municipalities that the ratio of ratables is as 30 is to 70, the West Paterson district having 30 per cent of the ratables and the Little Falls district having 70 per cent of the ratables.

This appeal is taken by the Board of Education of the Township of Little Falls for the purpose of compelling the Board of Education of the Borough of West Paterson to pay 30 per cent of the indebtedness existing at the time of the separation.

If, instead of a deficit, there had been a surplus, then it would be quite clear that West Paterson would be entitled to 30 per cent of such surplus. It does not change the justice of the matter that instead of a surplus there is an indebtedness. In my opinion the West Paterson Board of Education should pay its just share of an indebtedness for which it had a benefit before the separation.

The amount of the indebtedness was plainly set forth in the examination of the accounts by Mr. Hopkins. This indebtedness, with the \$585 interest on the bonds paid by the old Board, amounting all told to \$3,812.62, is the total amount of indebtedness, 30 per cent of which is justly owed by the Board of Education of the Borough of West Paterson.

February 28, 1917.

LIABILITY OF NEW DISTRICT FOR SHARE OF DEFICIT OF OLD DISTRICT.

THE BOARD OF EDUCATION OF THE
TOWNSHIP OF LITTLE FALLS

Appellant

vs.

THE BOARD OF EDUCATION OF THE
BOROUGH OF WEST PATERSON

Respondent

DECISION OF THE
STATE BOARD OF EDUCATION

J. W. DEYOE, for the Appellant.

JACOB VEENSTRA, for the Respondent.

In 1914, by legislative act, the Borough of West Paterson was created and set off from the Township of Little Falls, Passaic County. The new Board of Education of West Paterson, under the law, took over in its district three schoolhouses and grounds formerly under the control of the Board of Education of Little Falls, and also assumed a bond issue of \$26,000, which money had been raised and expended in building one of the three schoolhouses taken over by the new Board.

The transfer took place July 1, 1914. On that date the old district of Little Falls paid \$585, interest due on the \$26,000, which it now seeks to recover. On that date also, according to the audit of the inspector of accounts of the State Board of Education, there was a general unpaid indebtedness of the Board of Education of Little Falls amounting to \$3,227.62. The Board of Education of Little Falls contends that the new district of West Paterson, being a portion of Little Falls at the time the indebtedness was incurred, benefited by the expenditure of the money and is, therefore, liable now for its share of that money indebtedness. The parties agree that according to the ratables the proportion of West Paterson was and is 30 per cent of the whole, and that percentage of the indebtedness is now claimed by the Board of Education of Little Falls as due from the new Board of Education of West Paterson.

The Respondent, the Board of Education of West Paterson, denies that it is responsible for any *general deficiency* under the law, and denies its obligation to pay any portion of the \$585 interest due on the \$26,000 bonded debt. The issue thus joined was duly heard before the Commissioner of Education and a decision reached. The appeal is now from that decision to the State Board of Education.

1. In the matter of the interest on the \$26,000 of bonds it was an indebtedness incurred by the old Board of Education of Little Falls during the six months just before the West Paterson district was formed. As an obligation of the old Board it was shared in by the whole district, as were also the benefits resulting from it. It should be added to the general indebtedness of the Little Falls district of \$3,227.62. The total indebtedness thus amounts to \$3,812.62.

2. As regards this general indebtedness of \$3,812.62 it is ingeniously argued by the counsel for the Board of Education of West Paterson that the State School Law makes no provision for sharing a deficit. But they do make provision (article V, section 40) for sharing a surplus and the lack of such provision for an indebtedness seems to have been a mere oversight. At any rate, it is a reasonable contention that where a school district in a division of territory profits by acquiring school property it should also share in the expense formerly incurred in maintaining and administering that property. The learned counsel for the Respondent cites numerous cases in corporation law upholding the contention that when a new corporation breaks away from an old corporation all liabilities are assumed by the old corporation. The citations are just a little beside the mark. They state that the old corporation also assumes *all of the assets*. That is quite different from the present case because here the new West Paterson district shares in the division, takes over property belonging to the old Little Falls district, and should, therefore, pay its proportionate share of the indebtedness of the old district. It cannot share in the assets and go scot-free of the liabilities. It is responsible to the Board of Education of Little Falls for 30 per cent of the deficit of \$3,812.62, or the sum of \$1,143.78.

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With these emendations the decision of the Commissioner of Education is affirmed.

June 2, 1917.

DISMISSAL OF TEACHER UNDER TERMS OF CONTRACT.

EDNA BREDER

Appellant

vs.

THE BOARD OF EDUCATION OF EGG
HARBOR CITY

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

WILLIAM I. GARRISON, for the Appellant.

HERMAN L. HAMILTON, for the Respondent.

On the 14th day of May, 1915, Edna Breder entered into a contract with the Board of Education of Egg Harbor City to teach in the public school for a term of one year, beginning the 1st day of September, 1915, at a salary of \$550 per year. In this contract it was stipulated as follows: "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 notice in writing of its election to so terminate the same."

At a special meeting of the Board of Education held on January 18, 1916, called for the purpose of investigating complaints that had been lodged with the teachers' committee referring to Miss Breder as a teacher and disciplinarian, Miss Breder was present and gave an explanation of her relation to the trouble that seemed to exist. At the close of this meeting it was ordered by the Board "that Miss Breder be asked for her resignation and that she be dismissed as per contract." The following letter was written to Miss Breder by the Secretary of the Board:

Egg Harbor City, N. J., Jan. 19, 1916.

Miss Edna E. Breder,

Dear Madam: At a special meeting of the Board of Education held Tuesday Eve., Jan. 18, the Board instructed me to ask you for your resignation which is to take effect Feby. 18th, 1916. If your resignation is not forthcoming, this notice will act as your dismissal as per contract.

Please acknowledge receipt and oblige,

Respt. yours,

JNO. W. BRAUNBECK, Sec.

By this letter it will be noted that one month's notice was given in accordance with the terms of the contract. Counsel for Miss Breder held

that there was not a full month's notice given because the letter of the Secretary was dated January 19 and her dismissal was to take effect February 18.

Article VIII of the School Law, affecting teachers' contracts, provides that "In every such contract, unless otherwise specified, a month shall be construed and taken to be twenty school days or four weeks of five school days each." With this definition provided in the School Law itself, it is clear that Miss Breder had a month's notice, there being twenty-two school days from January 19, the date of the notice, to February 18, the date when her resignation was to become effective.

The clause in the contract is bilateral in its effect; that is to say, either party to the contract may terminate it, under the terms of the contract, by giving to the other party one month's notice.

It is my opinion this was done; hence Miss Breder was legally dismissed as teacher in the school at Egg Harbor City.

March 2, 1917.

DISMISSAL OF PRINCIPAL UNDER TENURE OF SERVICE.

ASBURY FOUNTAIN

Appellant

vs.

THE BOARD OF EDUCATION OF MAD-
ISON TOWNSHIP

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

JACOB R. VAN MATER LEFFERTS, for the Appellant.

CHARLES T. COWENHOVEN, for the Respondent.

Asbury Fountain, the Appellant in this case, was supervising principal in Madison Township, Middlesex County, up to June, 1916. He had occupied this position for more than three years.

In April, 1916, charges were made against the Appellant by citizens of Madison Township. The principal charges against Mr. Fountain are that he has not been sufficiently diligent in visiting the schools of the township and that on his visits to the schools he did not remain for a sufficient length of time to make any examination of the progress that the pupils in the schools were making in their studies and that he could not in so short a time while visiting ascertain the character of the tuition that was given or the qualifications of the teachers to impart knowledge.

These charges were regularly served upon Mr. Fountain. An appointed time was set and a hearing given by the Board of Education. At this hearing counsel appeared for Mr. Fountain and also for the persons

making the charges. Several witnesses were called on both sides and sworn testimony was taken by an official stenographer. In Madison Township there are eight teachers to be supervised. A supervising principal is supposed to give his whole time during school hours to his duties as a supervisor. Among the witnesses sworn were the eight teachers. After hearing the testimony the Board of Education found the Appellant guilty of the charges preferred.

From this finding an appeal has been taken to the Commissioner, the case being submitted on the testimony taken before the local Board. An opportunity was given for oral argument before the Commissioner based on this testimony. At this hearing, although both sides had notice, only the counsel for the Respondent appeared.

After carefully reading all the testimony offered, I have reached the conclusion that a fair hearing has been granted the Appellant and that the findings of the Board of Education are in accordance with the evidence in the case.

The appeal is hereby dismissed.

March 21, 1917.

DISMISSAL OF PRINCIPAL UNDER TENURE OF SERVICE.

ASBURY FOUNTAIN

Appellant

vs.

THE BOARD OF EDUCATION OF MAD-
ISON TOWNSHIP

Respondent

DECISION OF THE
STATE BOARD OF EDUCATION

HON. JAMES F. FIELDER, for the Appellant.

CHARLES T. COWENHOVEN, for the Respondent.

The Appellant in this case was supervising principal of the schools in Madison Township, Middlesex County, up to February 3, 1916. At that time he resigned and was immediately reappointed to the same position. No one pretends to know or say why he resigned, not even the Appellant himself, but the effect of his resignation was to cut him off from the benefit of the tenure of service act. Two months or more later charges were brought against the Appellant. Waiving the question whether he was entitled to a trial under the tenure of service act, he was duly tried by the Board of Education of Madison Township, found guilty, and dismissed from service. He appealed to the Commissioner of Education, and his appeal was dismissed. He is now before this State Board of Education on appeal from the Commissioner of Education.

The trial was more or less informal, as is usually the case with trials before school boards; incompetent and inconsequent evidence was admitted from both sides, and of the twelve charges against the Appellant several were dropped and several others were not sufficiently substantiated by the evidence. The chief charges, however, "that he was not sufficiently diligent in visiting the schools of the township and that on his visits to the schools he did not remain for a sufficient length of time to make any examination of the progress that the pupils in the schools were making in their studies, and that he could not in so short a time while visiting ascertain the character of the teaching that was given or the qualifications of the teachers to impart knowledge"—these charges have been sufficiently proven by the evidence in the case. In summarizing the evidence, Appellant's counsel makes it appear that 98 visits were made to six schools in 180 days. We quote from counsel's brief:

This covers a period of approximately six months, or 180 days. Deducting 55 days for Saturdays, Sundays and holidays, leaves about 125 school days. The teachers who testified represented six schools, and as there are eight schools in the district, two teachers were not called to testify. It must be assumed that Fountain paid the average number of 13 visits to the other two schools, otherwise the complainants would have called the teachers to testify against him, so that the total number of visits to the eight schools were 124 for the 125 school days, or one school visited each day. Besides these specific visits, each teacher testified that he visited her school a number of times when he did not enter the school building. If the records showed that the teacher was managing her school properly, she did not require many visits. In addition to visiting schools, a supervising principal has many other duties to perform, such as acting as truant officer, preparing and filing state reports, county superintendent reports, and united attendance reports for each month; he must inspect toilets, deliver necessary supplies, and pay persons employed on school work. It would, therefore, appear that with the number of school visits actually testified to, he must have been an exceedingly busy man if he performed his other duties, and that he did perform them is apparent from the absence of charges on that score. The township in question is seven miles wide and fourteen miles long and the schools are three or four miles apart.

It is thus claimed that the Appellant "visited one school a day for 125 school days." On the witness stand Fountain himself said that his visits were from fifteen minutes to an hour and a half each, but this is not substantiated by the testimony of six teachers in the schools who say that the visits were from fifteen minutes to half or three-quarters of an hour, or with one witness from fifteen minutes to an hour. But taking Fountain's testimony at its face value the visiting of a school a day from fifteen minutes to an hour and a half does not constitute adequate or sufficient supervision on the part of a supervising principal whose whole time is supposed to be devoted to his office. In apportioning school moneys for a supervising principal article XVII, section 223 I (a) of the School Law (1914) reads: "The sum of six hundred dollars

COMMISSIONER OF EDUCATION.

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to each district in which there shall have been employed a supervising principal or city superintendent of schools who shall have devoted his *entire time* to the supervision of the schools in such district." The duty of a supervising principal is primarily the supervision of instruction in the classroom. His other duties are of minor importance and call for no such expenditure of time as counsel suggests.

The best that the Appellant can claim in his testimony is that he was engaged in his duties of his office not more than an hour a day. This is such utterly inadequate service under the statute that it amounts to neglect of duty and on this count alone we think the Respondent, the Board of Education of Madison Township, was justified in dismissing the Appellant from service.

The decision of the Commissioner of Education is affirmed.

December 1, 1917.

DISMISSAL OF JANITOR.

EDEN BENNETT

Appellant

vs.

THE BOARD OF EDUCATION OF NEPTUNE CITY

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

C. F. DITTMAR, for the Appellant.

JAMES D. CARTON, for the Respondent.

Eden Bennett, the Appellant in this case, was under contract as a janitor of the school in Neptune City, Monmouth County. On January 2, 1917, charges of neglect of duty were made against the Appellant by a member of the Board of Education. These charges were specifically that on December 18 the janitor failed to clear the snow off the walks about the school and that on that date one room in the school building was not sufficiently heated until about 11 o'clock in the morning. The Board after a hearing found the janitor guilty and dismissed him from service.

An appeal was taken to the Commissioner by Mr. Bennett and a request for a new hearing was made. A new hearing was held in the schoolhouse at Neptune City on March 14, 1917. Witnesses were examined and testimony taken. It was found that the janitor on the morning in question was at the building as required by the rules of the Board at 7 o'clock and that the walk leading up to the front door was cleared of snow, but the walks on the side street were not cleared of snow; neither was the snow cleared from the steps of the back porch. At 9 o'clock, the

time for opening the school, the building was not properly heated. About 10 o'clock all the rooms but one were comfortable. This one room remained uncomfortable until about noon.

The question to be decided in this case is, was there neglect of duty in the janitor's failure to have the snow cleared and the rooms properly heated at the opening of school and if so was the Board of Education justified in the dismissal of the janitor because of neglect to perform his duty on this one day. The testimony taken in the case indicates that there was neglect of duty on this one day and that the janitor was not sufficiently diligent in attending to his duties as required by the rules of the Board of Education.

Section 314 of the School Law, edition of 1914, reads in part: "No public school janitor in any municipality or school district shall be discharged, dismissed or suspended, nor shall his pay or compensation be decreased, except upon sworn complaint for cause, and upon a hearing had before such Board." It will thus be seen that the Board had the power to discharge, dismiss or suspend; one of three things. It is not quite clear whether it is the intent of the law to differentiate between the words "discharge" and "dismiss." What the Board did was to dismiss the Appellant after a hearing. It did not use the word "discharge." I find the Board complied with the law in making the charges and giving an opportunity to the janitor to be heard.

In my opinion the offense was not sufficient to warrant a complete discharge from service as janitor. The most that his neglect of duty on this one day warranted was suspension. It is my opinion, therefore, that the suspension from service as janitor was adequate punishment for the neglect of duty on this one day, as appeared in the evidence. It is hereby ordered that the Appellant be reinstated as janitor of the Neptune City school, to begin work on April 1, 1917.

March 29, 1917.

REFUSAL OF CITY COMMISSIONERS TO RAISE AMOUNT CERTIFIED BY BOARD OF ESTIMATE.

THE BOARD OF EDUCATION OF THE CITY OF MILLVILLE	}	DECISION OF THE COMMISSIONER OF EDUCATION
<i>Appellant</i>		
<i>vs.</i>		
THE CITY COMMISSIONERS OF THE CITY OF MILLVILLE	}	
<i>Respondent</i>		

On May 17, 1916, the Board of School Estimate of the City of Millville fixed and determined the amount of money necessary to be appropriated for the use of the public schools in the district for the ensuing

year, exclusive of the amount which would be apportioned by the County Superintendent of Schools. This was in accordance with the law constituting the Board of School Estimate as the authority to determine the amount of money to be raised for the ensuing year for school purposes. It appears that at the close of the school year there was a balance of some \$3,795 in the hands of the Custodian of the school district of Millville. The matter in dispute centers on this balance. In making the assessment levy for taxes the City Commissioners deducted this balance in the hands of the Custodian from the amount of money certified to them by the Board of School Estimate. There seemed to prevail an assumption that the balance of \$3,795 belonged to the funds of the city because the City Treasurer was also the Custodian of School Moneys. Hence it was argued that the City Commissioners could lapse into the moneys of the city this balance that belonged to the Board of Education of the school district of Millville.

The Board of Education appeals from this action and demands that the total amount of money certified by the Board of School Estimate shall be paid to the Custodian of School Moneys regardless of the amount of the balance remaining in the hands of the Custodian at the close of the school year.

It must be understood that a school district is a separate corporate entity. The Board of Education, representing the school district, makes up a budget needed for current expenses and presents such budget to the Board of School Estimate, which meets each year between the 15th day of May and the 1st day of June. The amount of money needed is made up of several items and is presented by the Board of Education to the Board of School Estimate for its consideration. The Board of School Estimate makes up in bulk and certifies in bulk under the law the total amount of money to be raised. The law reads:

The Board of School Estimate shall, on or before the last named date (June 1st), make two certificates of said amount signed by at least three of the members of said Board, one of which certificates shall be delivered to the Board of Education of said school district and the other to the common council, board of finance or other body in the city having the power to make appropriations of money raised by taxation in such city. Said common council, board of finance or other body shall upon receipt of said notice appropriate in the same manner as other appropriations are made by it the amount so certified as aforesaid and said amount shall be assessed, levied and collected in the same manner as moneys appropriated for other purposes in such city shall be assessed, levied and collected; provided that any amount in excess of three-fourths of one per centum of the taxable valuation of the real and personal property shall be appropriated only with the concurrence and consent of the said common council, board of finance or other body expressed by its resolution duly passed.

This section is mandatory in its terms. The governing body of a city has no election but to have ordered, assessed and collected the amount of money certified to it by the Board of School Estimate and to pay the

full amount certified to the Board of Education through its Custodian.

In the case of *Townsend vs. State Board of Education*, 88 N. J. L. 100, the court expressed itself upon this question as follows:

Reading the act as a whole it would seem that the intent was to substitute for the city council the Board of School Estimate, a joint body, as the arbiter in fixing the annual appropriation for the schools. This amount when duly certified to the council is mandatory on it.

It will thus appear that the governing body of the city has no authority nor control over the amount of money that shall be raised for school purposes in the City of Millville unless the amount certified for current expenses, for building and repairing, and for manual training is in excess of three-fourths of one per centum of the taxable valuation. This question has not been raised in the petition or answer before me.

I therefore conclude in this case that the Board of Education is entitled to receive from the governing body of the city the total amount of money certified by the Board of School Estimate in May, 1916, without any deduction therefrom, notwithstanding there was failure to assess and collect the full amount.

April 24, 1917.

REIMBURSEMENT OF TUITION.

MRS. ELLA KENNEDY

Appellant

vs.

THE BOARD OF EDUCATION OF THE
BOROUGH OF GARFIELD

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

In this case it appears that Mrs. Ella Kennedy, a resident of the Borough of Garfield in Bergen County, claims reimbursement for tuition paid by her to the Board of Education of Passaic during the years 1902, 1903, 1904 and 1905, a total for tuition of \$200, and also for transportation during these years to the amount of \$44, making the entire claim for tuition and transportation \$244.

The law providing for the payment of tuition is found in section 143 of the School Law, edition of 1914, and is 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 shall determine the amount to be paid for the education of such child.

COMMISSIONER OF EDUCATION.

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It does not appear from the petition in this case that the Appellant, or anyone for her, applied to the Board of Education to have her daughter educated in a higher grade school as provided in the law above quoted. Plainly the law requires that the consent of the Board of Education shall first be obtained in order that tuition may be paid. There is no proof that consent was obtained of the Board to provide further education of this child in the schools of Passaic.

The law providing for transportation was not compulsory, as decided by the courts, until an amendment was made to the law in 1907. Payment for transportation was made in this case before the passage of the 1907 act.

Then, too, because of the lapse of time since the tuition was paid by Mrs. Kennedy, being twelve or more years, the claim cannot be intelligently investigated and should be barred for this reason if there were no other.

I therefore conclude that there is no just claim on the present Board of Education of the Borough of Garfield for the payment of tuition and transportation of a pupil who attended school in the years 1902, 1903, 1904 and 1905.

May 1, 1917.

DISMISSAL OF PRINCIPAL UNDER CHARGES.

EDWIN W. OLIVER

Appellant

vs.

THE BOARD OF EDUCATION OF THE
CITY OF HOBOKEN

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

COLLINS & CORBIN, for the Appellant.

JOHN J. FALLON, for the Respondent.

The Appellant was principal of school number nine in the City of Hoboken and had served as such for more than three consecutive years previous to the time of his dismissal. He therefore comes under the operation of the tenure of service act relating to teachers' employment. This act in part provides that no principal or teacher can be dismissed or be made subject to reduction of salary except for inefficiency, incapacity or conduct unbecoming a teacher or other just cause. It also provides that a principal or teacher must be given the opportunity of being heard after charges have been preferred against him or her.

In this case charges of conduct unbecoming a principal were preferred against Mr. Oliver, the Appellant, by two citizens of the City of Hoboken

who were not members of the Board of Education. A hearing was held, at which appeared counsel for Mr. Oliver and for the persons making the charges. Under the law the Board of Education is constituted a sort of jury before whom charges against teachers are tried. The hearing in this case lasted during several night sessions. The testimony taken in the case was, by consent of counsel, largely that which had been taken in the Court of Chancery in a trial brought by A. J. Demarest, who had sued his wife for divorce. Mr. Oliver was named as co-respondent in this unsuccessful divorce proceeding. A transcript of this testimony was read. Some additional testimony was also taken.

A transcript of the testimony thus taken before the Board of Education of the City of Hoboken was submitted in the appeal taken to the Commissioner of Education. A hearing was held by the Commissioner in which argument was made by eminent counsel representing both sides of the case. A transcript of the original charges, made up of several separate specifications, was submitted. The first specification was that the Appellant had alienated the affections of Mrs. Demarest from her husband. This was reasserted in some of the other specifications. The specification alleging the alienation of affections was a result of conduct set forth in the other enumerated specifications in the charge. Proof of conduct unbecoming the Appellant as principal of a school is set forth in numerous instances of meetings with Mrs. Demarest. These meetings were prearranged and were without the consent or knowledge of Mr. Demarest, who was living apart from his wife at the time.

The thing to be considered is not whether there was an alienation of affections, because this a matter that must be reached as a conclusion based upon certain circumstances, but whether there was conduct unbecoming a teacher. The evidence that would show that Mrs. Demarest's affections were separated from her husband must in its nature be circumstantial. It is difficult to penetrate into the realm of the emotions, only on the basis of speculation. Moreover, it is not the essential thing in this case, only as it may appear as a result of the conduct of the Appellant.

The great bulk of testimony taken in this case, some 800 pages, must be considered in its entirety. The Appellant admitted that he did frequently meet Mrs. Demarest even after he had been ordered not to visit the Demarest home as had been his custom. It was admitted that Mr. Oliver consented, somewhat reluctantly as he says, to watch Mr. Demarest, at the request of Mrs. Demarest, who suspected her husband of improper conduct.

These many meetings and the unusual situations connected therewith were such as, standing without explanation, must be considered as conduct unbecoming a principal of a school. Both Mr. Oliver and Mrs. Demarest give explanations which are intended to excuse if not justify the unusual things in their conduct. For instance, the necessity for clandestine meetings was explained on the ground that reports had to be made by

COMMISSIONER OF EDUCATION.

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Mr. Oliver to Mrs. Demarest in regard to what he saw and what he knew of the conduct of Mr. Demarest. These meetings were usually on Saturdays, when the report of the week would be given. The meetings, always prearranged, were at times in restaurants in New York, on ferry boats, and in a few instances were followed by automobile drives.

It is not charged that there were unlawful happenings in any of these meetings or any unseemly conduct that would indicate in itself anything unlawful. It is, however, in connection with other admitted happenings that these meetings should be considered. There is no evidence to show the purpose of the meetings to be to heal the family troubles. On the contrary, there is evidence to show that the breach was widened between husband and wife.

The important question in the final analysis is, are the explanations of the clandestine meetings and of the unusual situations in which the Appellant was found consistent with good morals, professional fidelity, and the common standard of social ethics. The Board of Education decided without a dissenting vote that these explanations were inconsistent and found Mr. Oliver guilty of conduct unbecoming a teacher. As a result he was dismissed from service as principal of the school. It is my opinion that this conclusion was a fair one.

The action of the Board of Education is sustained and the appeal is hereby dismissed.

May 22, 1917.

REFUSAL OF COMMON COUNCIL TO RAISE MONEY ORDERED.

THE BOARD OF EDUCATION OF THE
CITY OF SOUTH AMBOY

Appellant

vs.

THE COMMON COUNCIL OF THE CITY
OF SOUTH AMBOY

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

HON. ADRIAN LYON, for the Appellant.

LEO J. COAKLEY, for the Respondent.

This appeal is taken by the Board of Education of the City of South Amboy from the action of the Common Council of the City of South Amboy in refusing to raise the sum of \$85,000 for the erection of a new schoolhouse as provided by the Board of School Estimate of the said city. A hearing in the case was given and argument of counsel was heard.

The argument offered in behalf of the Common Council was to the effect that the city was already heavily bonded and that the high cost

of labor and material in the construction of buildings was such that it was not expedient to go into the matter of building at the present time. There was no contention that the action of the Board of Education in requesting the amount of money to be voted by the Board of School Estimate or that the action of the Board of School Estimate in voting the money for a new schoolbuilding was in any way defective, nor was it contended that the amount asked for was in excess of 3 per cent of the ratables in the taxing district. The argument for not proceeding to raise the money ordered by the Board of School Estimate was one of expediency. There was no contention that the law under section 76 of the School Law was not fulfilled.

In the case of *Montclair vs. State Superintendent*, 48 Vr. 68, the court expressed itself as follows:

Under section 76 of the School Law, when the Board of School Estimate has fixed and determined the amount necessary for the purchase of land and erection of a schoolhouse, it is mandatory upon the body having the power to make appropriations of money raised by tax, to cause the amount to be raised by tax, or to borrow the same and secure its repayment by the issue of bonds.

It thus appears that the Common Council or governing body of a city has nothing to do with the ordering of the money to be raised for the building of schoolhouses. When ordered to do so by the Board of Education, through the Board of School Estimate, the Common Council has no choice in the matter.

It is therefore hereby ordered that the Common Council of the City of South Amboy proceed to raise the amount of money ordered by the Board of School Estimate for the building of a schoolhouse either by direct tax or by borrowing the money and issuing bonds for the repayment of the same. The appeal of the Board of Education of the City of South Amboy is hereby sustained.

May 24, 1917.

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REDUCTION OF SALARY OF TEACHER UNDER TENURE.

LILIAN M. REED AND E. MAY HILLS
Appellants

vs.

THE BOARD OF EDUCATION OF THE
CITY OF TRENTON
Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

LINTON SATTERTHWAITE, for the Appellants.
MALCOLM C. BUCHANAN, for the Respondent.

The following state of facts is admitted by both parties in this case:

Miss Lilian M. Reed was principal of the Lutheran School in the City of Trenton up to March 11, 1912, and Miss E. May Mills was head teacher in the Parker School. After the death of the principal of the Parker School both schools were organized as one and Miss Reed was made principal of the combined schools on March 11, 1912, and Miss Hills remained as head teacher of the Parker School with the additional responsibility of the Lutheran School.

Both Miss Reed and Miss Hills were at the time of assuming the new responsibilities protected by the tenure of service act and were receiving salaries in accordance with the schedule of salaries arranged for the schools of the City of Trenton. Miss Hills had reached the maximum salary of \$850 under the schedule. Miss Reed was receiving a salary of \$1050 at the time of her appointment as principal of the Parker School.

The schedule for principals provided for an increase of \$50 a year in salary, with a maximum varying according to the number of teachers supervised. Because of the combination of these two schools the Board of Education agreed to pay Miss Reed \$200 a year in addition to the salary provided in the schedule and also agreed to pay Miss Hills \$50 a year in addition to the schedule salary, the maximum of which she was receiving.

The resolution providing for the combining of the two schools and the appointment of Miss Reed as principal and Miss Hills as head teacher distinctly stated that this combination of schools was to be a temporary arrangement and that these salaries could last only while the temporary combination of schools lasted. The teachers were so informed.

This temporary combination of schools ordered on March 7, 1912, by the Board of Education, and the appointment of principal and teacher made on March 11, 1912, lasted until July 6, 1916, a period of over four years. On January 6, 1916, the Board of Education granted an additional increase of salary to Miss Reed of \$100 per year and to Miss Hills an in-

crease of \$50 per year. This increase was to date from September, 1915. This last increase of salary continued a full school year. It will thus appear that the increase of \$200 per year to Miss Reed as principal lasted through more than three years, as also did the increase to Miss Hills. The additional increase of \$100 and of \$50 respectively lasted through a period of one year.

On July 6, 1916, the Board of Education discontinued what it regarded as a temporary organization of the Lutheran School as an annex to the Parker School and annulled the temporary assignment of Miss Reed as principal of the Lutheran School and discontinued all increases of salary given for what it regarded as extra work resulting from the combination.

This appeal to the Commissioner of Education is taken under what is known as the tenure of service act which in part is as follows:

The service of all teachers, principals, supervising principals of the public schools in any school district of this State shall be during good behavior and efficiency, after the expiration of a period of employment of three consecutive years in that district, unless a shorter period is fixed by the employing board. 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.

It is admitted that these teachers were serving under tenure at the time the increases of salary were made. The question involved in the controversy is, "Can there be any such thing as a temporary increase of salary in case of a teacher who is under the tenure of service act?"

If these Appellants were new in the school district of the City of Trenton and were employed in these positions by resolution of the Board of Education making their salaries temporary, and such temporary employment continued from the 11th day of March, 1912, until July 6, 1916, a period of more than three years, it would be very clear that they would come under the tenure of service act and could not be dismissed or subjected to reduction of salary in the school district of the City of Trenton except in the way that the statute provides. This would be true notwithstanding that the teachers were informed that they were employed temporarily. If the employment lasted for more than three consecutive years it was not temporary after the third year had expired. It then became permanent by operation of law.

In this analogous case the question of time regardless of the question of salary enters. The salary that would become permanent would be

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the salary that was received during the third year of employment. It cannot be soundly argued that teachers who are already under the tenure of service act would be less protected than would new teachers in the district. The Appellants were already under the tenure of service act and were safely protected in their employment. In addition to the element of time, three years, that the statute gives it also further renders protection by saying that the salary of a teacher who has served the requisite length of time to make her position permanent cannot be reduced.

Much stress was laid by counsel on the question of a temporary assignment to these positions by the Board of Education. This undoubtedly can be done. A Board of Education may assign a teacher to any school within the district, even though she is under tenure of service in that district. A principal may be assigned to the principalship of another school in the district. The Board of Education had a perfect right to assign the Appellants to these new positions in the schools of the City of Trenton. The tenure of service act does not require in these assignments that the salary shall be increased even when there are increased burdens placed upon the teacher or principal. The only command of the statute is that the salaries be not reduced. The statute does not command that the salaries be increased. Neither does it prohibit the increase of salaries. The thing it clearly states, and which proposition is in strict conformity to the permanency of the teachers' positions, is that the salary shall not be reduced.

We next have only to inquire, was the amount paid a salary? Was it paid in such a manner as to indicate that it was a salary? The Appellants received this increase not separately but in the regular way in monthly installments. The schedule salary and the increased amount were added together and paid in regular monthly installments as an annual salary.

A Board of Education cannot make a temporary increase of salary to a teacher under tenure even though such teacher may agree to have her salary reduced when certain conditions entirely under the control of the Board of Education shall be changed. This would be making a contract in conflict with the statute law which says that no teacher under the tenure of service act shall be dismissed or subjected to reduction of salary when once under the tenure of service act.

It is my opinion that there being no charges made against these Appellants for "inefficiency, incapacity, conduct unbecoming a teacher or other just cause," the salaries paid to them for the school year ending June 30, 1916, cannot be reduced even though the work and the responsibility have been lessened.

July 26, 1917.

REDUCTION OF SALARY OF TEACHER UNDER TENURE.

LILIAN M. REED AND E. MAY HILLS <i>Petitioner-Appellees</i>	}	DECISION OF THE STATE BOARD OF EDUCATION
vs.		
THE BOARD OF EDUCATION OF THE CITY OF TRENTON		
<i>Respondent-Appellant</i>		

LINTON SATTERTHWAITE, for the Petitioner-Appellees.
MALCOLM C. BUCHANAN, for the Respondent-Appellant.

The Appellees in this case are teachers in the Trenton schools, and are teaching under tenure of service. No complaint against them has been made. The Trenton Board of Education has not dismissed them, nor taken any action toward dismissing them. They are still on scheduled salaries, and apparently the Trenton Board of Education wishes to keep them in its employ. This action was started by them that they might have certain temporary salaries (paid to them for extra work) declared permanent salaries, even though the temporary service had been abandoned as no longer needed.

In March, 1912, Miss Reed was principal of the Lutheran School in Trenton, and Miss Hills was a head teacher in the Parker School. The principal of the Parker School died, and the Trenton Board of Education thought best to continue the two schools under one head. Miss Reed was appointed principal over both schools, and Miss Hills remained as head teacher in the Parker School. This was a temporary arrangement, but it entailed some extra work for both teachers. In addition to their regular salaries, fixed in accordance with the schedule of salaries arranged for the Trenton schools, they were paid extra sums for the extra work put upon them.

The minutes of the Trenton School Board, under date of March 7, 1912, read "that the Lutheran School be organized temporarily as an annex to the Parker School and that Miss Lilian Reed be appointed principal, the appointment to take effect from March 11, 1912, and that her salary be increased temporarily \$200 a year."

Under date of April 12, 1912, there is the minute that "Miss May Hills, senior assistant of the Parker School, be granted an increase of \$50 a year in salary during the temporary arrangement of one principal being assigned to two schools."

Further increases were granted in 1916. Under date of January 6, 1916, there is a minute of the Trenton School Board that "Miss Lilian M. Reed, principal of the Lutheran and Parker Schools, be given an increase in salary of \$100, and Miss May E. Hills . . . assistant in the Parker School, be given an increase in salary of \$50; these increases to date from September 1, 1915, and be regarded as temporary and subject to such change as may be required to conform to any salary schedule that may be subsequently adopted."

Under date of July 6, 1916, this minute appears: "that the temporary organization of the Lutheran as an annex to the Parker School be dissolved, that the temporary assignment of Miss Reed as principal of that school be annulled, that the temporary special increment of salary granted to Miss Reed as principal of the two schools and Miss Hill as senior assistant of the Parker School be withdrawn."

It is very clear from these entries that only a temporary arrangement regarding the schools and the salaries was contemplated. It seems to

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have been so understood by all parties concerned. The arrangement lasted some four years and the Appellees now claim that the salary has become automatically permanent because the Tenure of Service Act declares 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," etc.

There is chance here for pretty argument on either side, as the briefs of counsel disclose, but we do not think that either arguments or technicalities should turn us from a common sense view of the case before us. The Tenure of Service Act was not passed to fit such a case as this. The prohibition against reduction of salary applies to a permanent scheduled salary and not to a temporary increase given for extra work done. The prohibition of the statute was meant to prevent school boards from reducing a teacher's salary to a nominal sum and thus forcing a resignation that could not be gotten otherwise. There is no attempt in this case to force a resignation nor is there any reduction in the regular scheduled salary. The extra work given the teachers was withdrawn and the Trenton Board of Education thought the extra salary should be withdrawn also.

The question of how long the payments of the temporary salaries ran on should not enter into the case. Tenure of service is not arrived at by salaries but by time service. The Appellees were already under tenure by three years or more of service upon regular scheduled salaries. Their status there is not questioned. But they now seek to invoke an extra tenure of service because of three years or more of extra work for which they received extra compensation. We do not believe that the law contemplated any such double protection. If the statute were so construed any and all temporary payments to teachers for temporary work could not be made without incurring the liability of a permanent indebtedness and school boards would be tempted to put all extra services upon teachers without any extra compensation whatever.

We think no injustice has been done the Appellees by the action of the Trenton Board of Education. They do not receive further payment of temporary salary but neither have they the temporary work to do. Their regular scheduled salaries and their position under the Tenure of Service Act are in no way imperilled.

The decision of the Commissioner of Education is reversed.

January 19, 1918.

DISMISSAL OF TEACHER ON CHARGES.

L. W. SMITH

Appellant

vs.

BOARD OF EDUCATION OF THE CITY
OF PHILLIPSBURG

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

S. C. SMITH and MARSHALL MILLER, for the Appellant.

BLAIR REILEY, for the Respondent.

The Appellant in this case was a teacher in the schools of Phillipsburg and had served in such capacity for more than three consecutive

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years. He was, therefore, under the provisions of the tenure of service act.

In April, 1917, written charges were made by Valette V. Secor, the father of Ambrose Secor, a boy attending the Phillipsburg High School. These charges were to the effect that Ambrose Secor was forcibly ejected from the school room by Mr. Smith on March 28, 1917. The particular charge was that the boy was kicked three times by the Appellant while obeying his order to leave the study room and report to the principal of the school.

A hearing was held by the Board of Education at which witnesses were examined and counsel on both sides were heard. The Board of Education found the Appellant guilty of the charge and forthwith dismissed him from service as a teacher in the high school.

Mr. Smith appealed from that decision to the Commissioner of Education. A hearing lasting two days was held by the Commissioner at Phillipsburg, at which witnesses on both sides were examined by counsel.

The facts brought out in the case were that on March 28, 1917, while Mr. Smith, who had charge of the study room at the time, was about to dismiss the school, a piece of chalk was thrown by someone. Mr. Smith supposed that Ambrose Secor, who was sitting near the place from which the chalk was thrown, was the person who threw it. He went to the desk where Secor was sitting and said to him "get out." The boy made no answer but proceeded to gather up his books and, according to his own testimony and that of four or five witnesses, to obey the order of Mr. Smith.

Mr. Smith, in his statement, says the boy did not immediately obey the order, and looked at him in a defiant manner, whereupon he put his hand on his shoulder, turned him around and gave him, according to his testimony, a shove with his foot. The boy, according to Mr. Smith's testimony, slowly proceeded down the aisle and stopped at the door and looked over his shoulder in a defiant manner, whereupon Mr. Smith again gave him a shove with his foot. Another shove with the foot was given him in the hall. The boy's books fell out of his hand. The boy claims that the shove given him caused the books to be thrown out of his hand, but Mr. Smith claims that the books simply dropped down on the floor. Secor admits that the so-called kicks did not hurt.

It is not denied by the Appellant in this case that he did use his foot to propel the boy toward the office of the principal, where he was ordered to go. There is conflict of testimony as to whether the action by Mr. Smith in using his foot would be called a kick or a shove. The boy himself calls it a kick. A few other boys in giving their testimony also called it a kick. Several witnesses, together with Mr. Smith himself, say it was a shove with the foot.

There is conflict of testimony also as to whether the obedience to the order of the teacher was prompt. Mr. Smith and several witnesses say that it was not prompt, while the boy and a few witnesses on the other hand say that he moved promptly when he was ordered to do so.

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The testimony also showed that Ambrose Secor did not throw the chalk. That was admitted as being done by another boy.

The question in the case is, was this action of Mr. Smith in using his foot to compel the boy's obedience to the order given by him conduct unbecoming a teacher. Mr. Smith's explanation or excuse for using his foot was, first, that the boy assumed a threatening attitude and a defiant look and hence that force was necessary to have his order carried out, and secondly, that he used his foot because a physical infirmity on that day prevented him from using his hands.

The testimony shows that there was no word of defiance uttered by Secor. It also shows that Secor was not informed by Mr. Smith why he was ordered to the office.

The Board of Education, with all the facts before it, found Mr. Smith guilty of conduct unbecoming a teacher and dismissed him from its service. The question before the Commissioner, therefore, is not a question of facts. The facts as stated above are admitted. The question for decision on this appeal is, was the conduct of the Appellant unbecoming a teacher in a high school.

The teacher is clothed with authority to maintain discipline in school. In schools of more than one teacher the principal alone can inflict the only punishment allowed under the law—suspension or expulsion from school. Corporal punishment is prohibited by law.

In this case the Appellant was within his right in ordering the boy to the principal for investigation of the alleged offense. If the boy resisted the Appellant or used defiant language or refused to obey the order to "get out" there might have been justification in using reasonable physical force to get him to the principal's office.

I do not find that there was any resistance nor any defiance of the authority of the teacher and hence no excuse for using force and much less was there necessity for using the foot to hasten the movement of the boy. The boy was not injured, but the insult, the humiliation, quite as much as the injury, must be considered.

I therefore agree with the action of the Board in finding the Appellant guilty of conduct unbecoming a teacher and dismissing him from service.

The appeal is hereby dismissed.

August 23, 1917.

Decision affirmed by State Board of Education.

January 19, 1918.

SCHOOL REPORT.

DISMISSAL OF A TEACHER BEFORE EXPIRATION OF CONTRACT.

ALPHONSO V. BRISSON

Appellant

vs.

THE BOARD OF EDUCATION OF THE
BOROUGH OF LEONIA

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

MCCARTHY & EGAN, for the Appellant.

LOUIS D. WINKELMAN, D. C., for the Respondent.

Alphonso V. Brisson was employed under contract to teach in the Leonia Public School for the term of one year from September 5, 1916, at a salary of \$1,400 per annum, to be paid in ten equal installments. The following clause appeared in the contract:

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 three months notice in writing of its election to so terminate the same.

Mr. Brisson began his teaching on September 5, 1916, and continued teaching until he received the following notice on May 24, 1917:

Mr. A. V. Brisson, Leonia, N. J.

Dear Sir: I beg to notify you that the Board of Education at its meeting last night decided that you be relieved of your duties as teacher in the high school and teacher in charge, for the balance of the term after Friday, May 25th, 1917.

Yours truly,

L. D. WINKELMAN, D. C.

A petition of appeal has been filed with the Commissioner of Education by Mr. Brisson setting forth the above facts. Answer by the Board of Education has been given in the case of this petition. In this answer the Board of Education admits that Mr. Brisson was relieved of his duties as a teacher in the high school for the balance of the school term after May 25, 1917, and claims that he has no case against the Board because it has discharged its obligation under the contract by paying him in full his salary of \$1,400. There has been no denial of the payment of his full salary. Hence it is to be assumed that the statement of the Board of Education is true in fact.

Mr. Brisson was dismissed without making charges against him, and without giving him three months' notice as stipulated in the contract. The Board of Education had the right to relieve Mr. Brisson of his duties as a teacher, but it is responsible for the legal consequence of its act; that is, the Board must pay Mr. Brisson full salary for the year. This was done and the obligation of the Board of Education has been fully discharged.

The appeal is therefore dismissed.

September 22, 1917.

REPORT OF INSPECTOR OF ACCOUNTS.

W. C. HOPKINS.

• I take pleasure in submitting to the State Board of Education my annual report as Inspector of Accounts for the school year 1916-17.

During the past year your Inspector of Accounts visited 153 school districts. Besides visiting the districts for the examination of accounts as prescribed by law, I met with a number of boards of education, suggesting improvements and devising plans for carrying various suggestions into effect. I also addressed county school board associations on matters pertaining to the business side of the school system.

In several districts during the past year the question arose as to the proper tuition rate to be charged for high school pupils. I visited these districts and ascertained the cost of education per pupil. In one district in particular, in which 70 per cent of the high school pupils were from outside the district, I found that the outside pupils were being educated at a considerable loss. The tuition rate in this district was adjusted.

In two different cases where a new district was created by the Legislature a dispute arose in regard to the proper adjustment of funds. I examined the accounts of these districts and submitted reports which adjusted matters to the satisfaction of all concerned.

The accounts of each district receiving State aid for evening schools for foreign born residents were audited by me, and a detailed report of each audit was filed with your Honorable Body.

During the past year I made a complete survey of the financial side of the Normal School, Model School and boarding halls at Trenton. As a result of this survey a great many important improvements have been effected in this institution, which enhance the efficiency of this plant to a considerable extent. Resultant from one of my recommendations the property has been re-rated and the fire insurance adjusted.

I also prepared a comparative detailed statement arranged according to the classification of accounts of the United States Bureau of Education, showing the percentage of cost for each item of expense per pupil and the total cost of operation for the three normal schools, the model school at Trenton, and the Trenton and Montclair boarding halls.

The legislation enacted at the last session of the Legislature on the issuing of school bonds, and also covering sinking funds, to my mind put the matter of school bond issues on a sound financial basis. This legislation, in so far as sinking funds are concerned, has filled a long felt need in several of the school districts of the State, in that it provides

for proper sinking fund commissions and the determining of the amount to be raised each year for sinking fund purposes on a scientific basis. Several of the districts in which I had used my best efforts in past years to have a sinking fund established, but could not do so on account of inadequate laws, are now obliged to provide a proper sinking fund to meet all long term issues at maturity.

The new laws on the issuing of school bonds cover all districts but do not apply to a union graded school or a county vocational school. If the law was made to cover both these situations the matter of school bond issues would be on a uniform basis.

In the course of my inspections I find that some districts follow very proficient business methods in the various branches of the business side of the school system, while others do not. For instance, some districts have a very excellent specification for the purchase of fuel and have made numerous tests to determine the most economical fuel to use; others follow a standard form in connection with repairs and replacements; while others have determined a very equitable basis for compensation of janitors.

It has occurred to me that it would be an excellent idea to have the secretaries, district clerks, business managers, supervisors of buildings and others interested in the business division of the school system of the State meet annually and discuss the various activities and problems incident to the construction, alteration, repairs and maintenance of school buildings and their equipment, the purchase of fuel, storage and distribution of fuel and supplies, and all other matters in connection with their work. The districts are daily confronted with problems along these lines and I think by coming together in this way they can get information which it would be impossible to obtain in any other way.

During the summer I visited most of the county superintendents and examined the reports of the district clerks and custodians. I found a very decided improvement in these reports which indicates that the accounts are now being kept accurately in the districts. With the close of the school year 1917-18 the uniform system of bookkeeping in the school districts will have been in operation five years, consequently accurate comparisons can be made of the various items of expense for this period. In 1912-13, the year before the system was installed, the annual financial report gives the item of incidental expense as \$679,973.95. For the school year just closed the item of incidental expense is \$45,070. This is the only item in the entire expenditure of over \$31,000,000 which is not specifically classified. The details of this item, however, are shown in the reports filed with the county superintendents.

The item of interest on deposits for the entire State for the school year 1916-17 is \$142,898.75. This is almost double the amount received from this source in the year 1912-13.

The item of interest on temporary loans is \$39,904.17, or about one half of what it was in 1912-13.

COMMISSIONER OF EDUCATION.

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This good showing is caused by a great many more districts receiving interest on deposits, and is also due to the fact that the boards of education are using better judgment in regard to raising the amount necessary for school purposes. The prompt payment of railroad tax and the local district taxes is also responsible for the above improvement.

In my opinion a great many of the district clerks throughout the State are not receiving sufficient compensation for their services, and therefore do not give this work the attention it should receive. If the boards of education could be induced to properly compensate the clerks it might be an inducement, in some cases, for more proficient men to take up this work.

In conclusion I wish to express my thanks to the members of the State Board of Education for their kind assistance and cooperation and also to the Department of Public Instruction.

PART III

SECTION A.

FINANCIAL AND OTHER STATISTICS BY COUNTIES

FOR THE YEAR ENDING JUNE 30, 1917.

TABLE 1.
CURRENT EXPENSE FUNDS.

RECEIPTS FROM STATE AND COUNTY FUNDS FOR CURRENT EXPENSES.

COUNTIES.	From \$250,000 State School Fund Appropriation.	From Appropriation to Reduce State School Tax.	From 90 Percent. State School Tax.	From 10 Percent State School Tax Reserve Fund.	From Interest on Surplus Revenue.	From Reapportioned Balances.	Total Receipts During Year from State and County Current Expense Funds.
Atlantic	\$7,241 95	\$2,896 78	\$289,987 06	\$22,220 78	\$534 18		\$322,880 75
Bergen	18,616 84	7,446 74	369,433 40	41,048 16	1,795 08		438,340 22
Burlington	5,642 46	2,256 99	87,499 69	30,722 19	4,363 96		130,485 29
Camden	12,705 66	5,982 26	252,017 24	28,001 91	1,529 71		299,336 78
Cape May	2,100 63	840 25	90,591 68	8,065 74	750 00		102,348 30
Cumberland	5,470 38	2,188 15	67,291 55	30,476 84	1,766 13		107,193 05
Essex	64,324 79	21,729 91	1,577,056 94	143,228 55			1,796,340 19
Gloucester	3,671 30	1,468 52	63,121 03	15,569 00	1,811 50	1,200 00	91,841 35
Hudson	49,180 73	19,672 29	1,381,297 19	127,477 46		30 00	1,577,657 67
Hunterdon	2,730 73	1,092 29	55,128 64	14,125 40			73,077 06
Mercer	10,924 88	4,369 95	283,253 49	31,472 62	526 62		330,547 56
Middlesex	11,011 02	4,404 41	204,169 47	22,685 50			242,270 40
Monmouth	9,556 33	3,822 53	273,051 73	27,339 08	2,123 00		315,892 67
Morris	6,671 65	2,668 66	132,442 62	14,715 85	3,600 00		160,098 78
Ocean	2,032 84	813 14	51,117 69	6,679 74	904 10		61,547 51
Passaic	21,962 31	8,784 92	465,001 23	51,666 81	1,168 38		548,583 65
Salem	2,482 69	993 08	47,206 02	13,245 11	2,094 46		66,021 36
Somerset	3,923 22	1,569 29	87,569 02	9,729 89	2,869 09		105,660 51
Sussex	2,228 52	891 41	42,292 39	13,699 16	2,321 34		61,432 82
Union	13,922 21	5,568 89	415,525 37	37,169 49	20 29		472,206 25
Warren	3,598 86	1,439 54	65,231 68	11,247 91			81,518 04
Total	\$250,000 00	\$100,000 00	\$6,305,285 13	\$700,587 24	\$28,177 84	\$1,230 00	\$7,385,280 28

TABLE 1—Continued.
CURRENT EXPENSE FUNDS.

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

COUNTIES.	Balance on Hand Beginning of Year in State and County Current Expense Funds.	Total Receipts During Year and Balance on Hand Beginning of Year.	From District Taxes for Current Expense.	From Railroad Tax.	From Other Sources.		For Current Expenses.		
					Interest on Deposits.	Sale of Books.	Defacement of Property.	Tuition Fees.	Return Premiums Fire Insurance.
Atlantic	\$61 48	\$322,942 23	\$233,983 75	\$137,910 07	\$3,885 24	\$206 22	.....	\$6,499 09	\$9 53
Bergen		438,340 22	874,909 42	175,692 62	4,640 90	379 15	\$124 14	66,577 50	425 31
Burlington		130,485 29	194,685 79	41,612 51	1,143 65	73 01	32 67	24,467 27	.....
Camden		299,336 78	538,219 02	119,852 64	1,819 21	137 94	28 43	32,750 38	40 26
Cape May		102,348 30	52,002 30	43,082 98	1,014 59	47 65	4 50	6,710 36	.....
Cumberland		107,193 05	168,460 05	32,002 06	521 52	90 92	190 75	9,366 38	1,618 61
Essex		1,796,340 19	2,302,081 48	749,906 02	16,376 19	711 06	627 14	19,012 66	64 23
Gloucester		91,841 35	124,763 83	32,396 51	1,105 70	17 29	23 54	27,529 64	404 79
Hudson		1,577,657 67	1,481,351 03	656,907 93	5,878 67	359 59	536 03	38,631 67	259 04
Hunterdon		73,077 06	94,991 74	26,217 71	242 70	56 30	7 56	20,726 32	.....
Mercer		330,547 56	379,217 12	134,707 77	1,410 29	23 79	509 47	6,440 49	101 32
Middlesex		242,270 40	453,149 40	97,097 53	1,449 03	1,092 18	120 50	22,689 06	180 00
Monmouth		315,892 67	311,613 33	130,061 50	2,212 35	107 10	.....	42,028 47	69 03
Morris		160,098 78	291,444 00	62,986 16	3,808 32	101 13	80 75	24,535 61	54 21
Ocean		61,547 51	73,802 22	24,310 20	446 94	59 96	.....	8,922 90	.....
Passaic		548,583 65	650,023 32	221,142 13	2,627 79	506 42	295 58	22,040 54	207 73
Salem		66,021 36	91,505 92	22,449 92	.....	11 18	30 93	10,218 87	376 15
Somerset		105,660 51	146,085 98	41,642 96	1,157 64	116 83	.....	13,045 18	630 00
Sussex		61,432 82	103,465 58	20,113 14	149 86	2 15	18 75	13,407 95	.....
Union		472,206 25	494,845 73	197,612 73	4,843 61	526 69	61 88	24,937 60	22 69
Warren		81,518 04	100,527 88	31,022 44	645 77	9 03	43 00	14,859 38	24 99
Total	\$61 48	\$7,385,341 69	\$9,161,128 89	\$2,998,727 51	\$55,379 87	\$4,635 59	\$2,735 62	\$455,397 32	\$4,487 89

TABLE 1—Continued.
CURRENT EXPENSE FUNDS.

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

COUNTIES.	From all Other Sources for Current Expense not Covered by Columns A, B, C, D, E.	Total Receipts During 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 Cur- rent Expense.	Total Receipts During Year and Balance on Hand Beginning of Year; District Tax, Railroad Tax and Other Sources.	Grand Total of Receipts During Year and Balance on Hand Be- ginning of Year for Current Ex- pense.
Atlantic	\$670 16	\$383,164 06	\$27,386 96	\$410,551 02	\$733,493 25
Bergen	9,044 19	1,131,793 23	198,885 54	1,330,678 77	1,769,018 99
Burlington	3,463 43	265,478 33	25,284 28	290,762 61	421,247 90
Camden	2,846 08	695,493 95	41,726 59	737,220 55	1,036,557 33
Cape May	712 25	103,574 63	22,754 35	126,328 98	228,677 23
Cumberland	223 86	212,474 15	34,434 61	246,908 76	354,101 81
Essex	27,102 76	3,115,881 55	186,245 59	3,302,127 14	5,098,467 33
Gloucester	729 88	186,971 21	17,891 89	204,863 10	296,704 45
Hudson	4,275 13	2,188,199 09	99,559 50	2,287,758 59	3,865,416 26
Hunterdon	733 69	142,976 02	7,590 03	150,566 05	223,643 11
Mercer	6,073 82	528,484 07	27,505 17	555,989 24	886,536 80
Middlesex	1,259 99	577,037 69	47,935 46	624,973 15	867,243 55
Monmouth	1,413 18	487,504 96	69,610 84	557,115 80	873,008 47
Morris	1,110 09	384,120 27	34,089 32	418,209 59	578,308 37
Ocean	237 54	107,779 76	25,599 15	133,378 91	194,926 42
Passaic	4,875 89	901,719 40	32,904 39	934,623 79	1,483,207 44
Salem	1,117 59	125,710 56	9,417 46	135,128 02	201,149 38
Somerset	3,352 64	206,031 23	16,736 91	222,768 14	328,428 65
Sussex	311 32	137,468 75	10,969 54	148,438 29	209,871 11
Union	7,784 41	730,635 34	84,172 72	814,808 06	1,287,014 31
Warren	1,114 84	148,247 33	19,709 04	167,956 37	249,474 41
Total	\$78,252 74	\$12,760,745 69	\$1,040,409 34	\$13,801,154 93	\$21,186,496 62

COMMISSIONER OF EDUCATION.

TABLE 1—Continued.
CURRENT EXPENSE FUNDS.
PAYMENTS FROM CURRENT EXPENSE FUNDS.

COUNTIES.	Salaries of Superintendent, Super- vising Principals, Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	Salaries of Janitors, Engineers and Firemen.	Helping Teachers.	Fuel.	Transportation of Pupils to Other Districts.	Transportation of Pupils Within the District.	Tuition Fees.	Expense of Superintendent, Super- vising Principal, Supervisors, Principals and Teachers.
Atlantic	\$484,277 88	\$38,898 95	\$1,200 00	\$26,891 42	\$9,862 87	\$9,231 58	\$5,911 51	\$5,372 42
Bergen	1,051,988 05	107,658 57	2,400 00	67,168 69	21,904 68	6,458 31	64,874 92	7,351 28
Burlington	243,689 46	20,314 49	2,040 00	18,235 00	18,419 76	16,483 81	26,393 25	1,114 43
Camden	664,571 61	73,123 27	1,300 00	41,908 92	9,391 11	4,785 67	29,211 31	3,631 51
Cape May	123,447 46	11,800 63	1,200 00	8,733 94	5,491 81	7,157 16	5,641 27	892 67
Cumberland	205,747 65	14,740 25	1,100 00	13,444 28	6,119 35	14,328 06	8,673 50	643 95
Essex	3,505,238 75	296,674 74	1,400 00	121,098 89	2,970 97	12,564 88	5,452 01	15,870 30
Gloucester	162,787 26	13,425 59	1,100 00	13,030 21	12,763 15	3,113 34	22,682 41	235 14
Hudson	2,761,005 58	262,499 31	.....	124,164 13	3,971 96	1,695 26	35,863 50	5,536 75
Hunterdon	121,077 08	6,359 55	2,800 00	9,320 78	19,952 95	412 80	21,954 25	127 15
Mercer	620,266 80	49,791 94	.....	29,922 09	6,025 93	12,135 04	17,629 38	3,565 93
Middlesex	552,511 55	56,763 26	.....	38,916 09	16,708 76	15,519 77	31,818 23	3,476 96
Monmouth	521,103 98	50,536 09	1,500 00	35,345 47	20,937 31	16,225 09	43,294 50	1,718 57
Morris	334,333 16	26,873 39	1,388 80	20,024 08	17,078 18	19,758 96	23,828 47	2,187 93
Ocean	106,484 68	7,803 65	1,100 00	7,601 92	8,673 85	8,618 87	8,731 24	232 37
Passaic	1,100,413 09	92,635 76	.....	42,255 03	7,859 17	4,562 35	21,521 25	2,508 28
Salem	112,784 40	8,602 11	1,200 00	8,979 03	12,315 80	6,499 17	14,105 86	287 01
Somerset	197,636 88	15,818 91	1,400 00	13,327 45	13,632 23	8,278 37	19,813 55	2,248 24
Sussex	111,141 35	5,751 59	1,200 00	8,145 15	18,376 18	5,844 71	14,907 15	1,213 99
Union	842,757 14	86,264 87	.....	45,719 98	2,085 64	2,270 60	9,030 15	6,520 42
Warren	144,375 92	9,414 42	2,800 00	10,610 95	16,107 10	4,136 15	14,780 25	240 94
Total	\$13,967,639 73	\$1,255,761 34	\$25,128 80	\$704,843 50	\$250,648 76	\$180,079 95	\$446,117 96	\$65,046 24

TABLE 1—*Continued.*
 CURRENT EXPENSE FUNDS.
 PAYMENTS FROM CURRENT EXPENSE FUNDS.—*Continued.*

COUNTIES.	Text Books.	Supplies and Other Expenses of Instruction.	Apparatus Purchased with Current Expense Funds.	Janitors' Supplies.	Light, Water and Power.
Atlantic	\$15,659 86	\$24,551 86	\$4,842 97	\$4,529 09	\$5,958 66
Bergen	36,118 44	48,726 93	7,715 65	11,908 85	19,487 19
Burlington	9,960 31	15,355 28	1,260 13	1,823 05	3,402 67
Camden	30,239 12	41,449 50	4,165 07	5,454 97	6,138 01
Cape May	4,879 74	7,210 50	2,747 24	929 60	1,154 50
Cumberland	11,306 59	12,423 82	2,277 87	1,648 30	2,413 85
Essex	79,319 54	160,174 57	15,221 79	15,387 64	65,047 50
Gloucester	8,030 51	10,231 39	1,763 05	1,669 65	1,320 95
Hudson	69,500 84	105,141 79	6,814 34	24,279 37	40,044 51
Hunterdon	6,583 87	6,675 75	1,657 74	859 00	967 28
Mercer	19,986 95	17,128 60	1,365 04	5,120 95	4,429 88
Middlesex	18,840 67	26,298 42	4,371 41	5,922 50	5,772 18
Monmouth	16,675 30	24,582 29	2,607 72	5,665 75	8,267 46
Morris	12,104 68	17,119 20	1,689 46	2,130 68	3,693 72
Ocean	4,121 10	7,934 04	1,439 91	1,089 10	589 63
Passaic	31,496 33	37,424 27	3,279 88	6,715 81	13,644 09
Salem	7,068 28	6,824 44	859 48	1,235 10	667 35
Somerset	6,717 57	10,079 31	1,180 36	2,227 17	3,117 54
Sussex	5,631 69	7,140 65	1,022 74	681 32	727 33
Union	28,205 56	43,891 17	6,618 05	10,005 37	20,667 73
Warren	7,061 94	7,622 34	2,111 13	1,091 78	1,864 35
Total	\$429,498 89	\$635,986 12	\$75,011 03	\$110,375 05	\$209,376 38

TABLE 1—*Continued.*
CURRENT EXPENSE FUNDS.
PAYMENTS FROM CURRENT EXPENSE FUNDS.—*Continued.*

COUNTIES.	Medical Inspection, Salaries, Supplies and Other Expenses.	Compulsory Attendance, Salaries, Supplies and Other Expense.	Salary of District Clerk or Secretary.	Salary of Custodian of School Money.	All Other Salaries, Supplies and Other Expenses of Board of Education and Business Offices.
Atlantic	\$12,404 68	\$5,762 78	\$4,931 49	\$1,018 62	\$3,416 39
Bergen	18,874 78	10,124 39	15,621 92	3,250 39	15,715 17
Burlington	4,457 42	2,435 20	3,914 54	1,380 00	2,173 65
Camden	12,295 84	5,985 77	6,522 75	953 37	4,356 37
Cape May	2,559 56	1,640 50	2,621 30	912 42	1,359 98
Cumberland	3,703 20	1,498 50	2,425 00	621 40	1,098 40
Essex	65,433 21	30,521 78	17,924 99	1,550 46	93,237 06
Gloucester	6,120 20	1,488 98	3,291 34	868 25	2,760 48
Hudson	48,304 33	36,839 61	14,127 78	3,138 48	29,293 90
Hunterdon	2,464 00	171 80	2,465 00	905 00	1,094 96
Mercer	13,490 89	4,729 63	5,757 15	1,525 00	10,360 09
Middlesex	7,200 59	2,393 64	6,349 65	3,077 50	3,910 25
Monmouth	9,435 76	5,447 86	7,933 00	2,084 97	3,939 13
Morris	10,080 72	3,871 14	5,443 76	2,248 75	1,394 98
Ocean	2,447 05	997 90	1,676 00	834 59	627 91
Passaic	9,312 53	8,232 90	6,085 00	1,550 00	11,980 71
Salem	2,402 52	442 50	1,662 57	610 00	872 93
Somerset	3,884 64	2,288 23	3,155 14	1,190 46	1,040 20
Sussex	3,506 15	732 52	2,054 19	642 65	699 13
Union	16,450 92	7,727 01	10,542 50	1,172 83	13,896 41
Warren	3,607 05	1,027 96	2,839 54	911 08	829 84
Total	\$258,436 04	\$134,360 60	\$127,344 61	\$30,444 22	\$208,057 94

TABLE 1—*Continued.*
CURRENT EXPENSE FUNDS.
PAYMENTS FROM CURRENT EXPENSE FUNDS.—*Continued.*

COUNTIES.	Insurance Premiums.	Wages of Other Employees.	Lectures and Recreation.	Salaries Supervisors, Principals and Teachers.	All Other Salaries, Supplies and Expenses.
Atlantic	\$5,800 05	\$9,214 37	\$2,112 53	\$5,536 00	\$1,236 91
Bergen	14,203 14	2,726 84	2,370 04	4,899 64	483 11
Burlington	1,353 82	1,436 58	115 00	404 00	.....
Camden	5,906 53	1,737 66	337 89	3,723 01	507 27
Cape May	2,069 70	774 43	239 43	320 00	.....
Cumberland	1,768 38	732 44	24 91	.....	.....
Essex	19,046 50	10,259 47	41,690 67	110,948 25	27,699 39
Gloucester	2,912 80	703 01	5 00	.....	.....
Hudson	27,306 90	21,173 21	15,532 75	34,123 00	4,894 98
Hunterdon	1,004 48	1,180 58	.....	.....	.....
Mercer	6,929 86	4,447 80	53 25	10,407 75	3,334 73
Middlesex	3,626 33	763 08	1,573 98	1,872 60	301 91
Monmouth	8,118 42	1,283 61	1,863 94	1,281 40	276 49
Morris	3,506 35	1,000 88	932 02	1,676 00	491 29
Ocean	640 59	651 31	108 32	.....	.....
Passaic	13,633 95	4,170 30	394 88	8,495 50	1,410 57
Salem	395 79	836 58	.....	.....	.....
Somerset	2,993 81	1,738 12	362 50	.....	.....
Sussex	1,067 38	823 32	95 70	.....	.....
Union	9,819 22	2,605 51	3,036 15	13,279 50	2,016 52
Warren	1,793 41	1,307 43	3 00	.....	.....
Total	\$133,897 41	\$69,571 53	\$70,851 96	\$196,966 65	\$42,653 17

COMMISSIONER OF EDUCATION.

TABLE 1—*Continued.*
 CURRENT EXPENSE FUNDS.
 PAYMENTS FROM CURRENT EXPENSE FUNDS.—*Continued.*

COUNTIES.	Salaries Supervisors, Principals and Teachers.	All Other Salaries, Supplies and Expenses.	Interest on Temporary Loans.	Telephone Service.	Incidental Expenses.	Total of Current Expense Expenditures During Year.	Total Balance in Current Expense Account at Close of Year.	Grand Total of Current Expense Expenditures During Year, and Balance on Hand at Close of Year.
Atlantic	\$5,333 63		\$1,577 90	\$189 46	\$2,580 53	\$698,304 41	\$35,188 84	\$733,493 25
Bergen	1,974 00	13 20	2,810 72	4,074 05	4,987 54	1,553,910 49	215,108 50	1,769,018 99
Burlington			1,941 40	461 47	704 82	399,269 54	21,978 36	421,247 90
Camden			6,758 92	1,271 58	706 86	970,433 89	66,123 44	1,036,557 33
Cape May			286 54	69 14	1,298 20	195,437 72	33,239 56	228,677 28
Cumberland	114 50	219 25	850 16	492 23	1,624 08	310,039 92	44,061 89	354,101 81
Essex	64,319 50	8,866 31	1,958 73	7,549 05	7,524 52	4,804,951 47	293,515 86	5,098,467 33
Gloucester			903 13	198 69	442 69	271,835 22	24,869 23	296,704 45
Hudson	15,301 05	2,829 88	7,304 51	3,462 47	10,273 00	3,714,423 19	150,993 07	3,865,416 26
Hunterdon			987 08	136 12	403 72	209,560 94	14,082 17	223,643 11
Mercer	6,431 50	684 40	893 50	2,068 93	2,686 10	861,169 11	25,367 69	886,536 80
Middlesex	610 00	161 00	1,702 83	1,171 37	1,215 29	812,854 82	54,388 73	867,243 55
Monmouth			965 14	1,183 93	3,363 86	795,637 04	77,371 43	873,008 47
Morris	19 96		1,377 31	906 32	1,280 11	516,440 30	61,868 07	578,308 37
Ocean			353 95	171 08	2 37	172,991 43	21,934 99	194,926 42
Passaic	1,107 50	50 43	5,134 53	1,110 76	1,280 56	1,438,265 43	44,942 01	1,483,207 44
Salem			767 60	212 51	763 36	190,334 39	10,754 99	201,149 38
Somerset			623 78	651 59	119 84	313,525 89	14,902 76	328,428 65
Sussex		56 12	753 53	119 61	1,197 85	193,532 00	16,339 11	209,871 11
Union	917 00		1,576 00	3,348 18	1,866 18	1,192,290 61	94,723 70	1,287,014 31
Warren		13 66	373 91	193 62	748 96	235,869 73	13,604 68	249,474 41
Total	\$96,128 64	\$12,894 25	\$39,904 17	\$29,042 16	\$45,070 44	\$19,851,137 54	\$1,335,359 08	\$21,186,496 62

TABLE 2.
MANUAL AND INDUSTRIAL TRAINING FUNDS.
RECEIPTS.

COUNTIES.	From State Appropriation.	From District Tax for Manual Training.	From Subscriptions, Entertainments, etc.	From Sale of Manual Training Materials.	Total Receipts During Year for Manual Training.	Balance on Hand Beginning of Year.	Total Receipts During Year and Balance on Hand Beginning of Year.
Atlantic	\$7,350 00	\$15,075 47	.....	\$121 95	\$22,547 42	\$4,652 06	\$27,199 48
Bergen	33,285 00	36,108 86	\$1,440 31	1,752 16	72,586 33	12,202 90	84,789 23
Burlington	2,750 00	2,750 00	.....	190 30	5,690 80	2,147 11	7,837 41
Camden	10,600 00	10,000 00	94 61	28 75	20,723 36	3,772 55	24,495 91
Cape May	4,050 00	4,050 00	42 00	.....	8,142 00	902 80	9,044 80
Cumberland	8,067 24	7,880 42	500 00	322 39	16,770 05	339 15	17,109 20
Essex	51,737 67	116,553 97	69 88	2,134 83	170,496 35	2,581 97	173,078 32
Gloucester	1,100 00	4,959 85	.....	56 65	6,116 50	4,248 10	10,364 60
Hudson	35,500 00	73,732 26	4,552 60	267 43	114,052 29	4,695 11	118,747 40
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....
Mercer	10,327 50	21,540 00	900 00	146 13	32,913 63	2,953 10	35,871 73
Middlesex	20,850 00	18,850 00	.....	308 00	40,008 00	4,564 39	44,572 39
Monmouth	20,000 00	15,088 70	1,000 00	553 35	36,642 05	7,533 59	44,175 64
Morris	12,262 00	11,762 00	495 50	27 65	24,547 15	3,618 22	28,165 37
Ocean	1,950 00	2,050 00	.....	66 64	4,066 64	710 49	4,777 13
Passaic	14,000 00	23,728 40	239 96	685 05	38,653 41	1,719 80	40,373 21
Salem	2,000 00	2,687 64	.....	605 00	5,292 64	763 30	6,055 94
Somerset	5,175 00	5,125 00	6 70	17 80	10,324 50	4,003 68	14,328 18
Sussex	2,500 00	2,500 00	.....	74 96	5,074 96	1,835 65	6,910 61
Union	26,850 00	28,913 71	.....	859 09	56,622 80	5,724 25	62,347 05
Warren	500 00	3,160 95	.....	.....	3,660 95	2,018 32	5,679 28
Total	\$270,854 41	\$406,517 23	\$9,341 56	\$8,218 13	\$694,931 33	\$70,991 55	\$765,922 88

TABLE 2—Continued.
MANUAL AND INDUSTRIAL TRAINING FUNDS.
PAYMENTS.

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SCHOOL REPORT.

COUNTIES.	DAY SCHOOLS.					
	Salaries of Supervisors, Principals and Teachers, and Amount Paid to State Treasurer for Retirement Fund.	Manual and Industrial Training Material and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense Incident to Manual and Industrial Training.	Total Manual and Industrial Training Expenditures, Day Schools.
Atlantic	\$16,000 76	\$7,664 50	\$141 52	\$1,220 24	\$24 84	\$25,051 86
Bergen	43,037 81	16,774 07	650 90	5,996 40	1,690 05	68,149 23
Burlington	3,046 90	1,253 82	29 70	1,005 66	10 41	5,346 49
Camden	12,272 80	8,095 72	450 89	489 57	900 00	22,208 98
Cape May	5,216 90	1,698 45	42 21	396 01	.....	7,353 57
Cumberland	8,812 95	3,773 23	434 54	3,339 32	.....	16,365 09
Essex	103,724 59	40,762 76	1,280 74	11,040 33	640 09	157,448 51
Gloucester	4,740 59	2,525 82	153 70	608 75	17 25	8,046 11
Hudson	76,452 10	18,105 95	119 08	9,394 48	414 05	104,485 66
Hunterdon .....	.....	.....	.....	.....	.....	.....
Mercer	23,284 38	8,454 13	244 07	1,408 77	856 84	34,248 19
Middlesex	23,010 70	9,602 09	580 99	2,142 70	1,325 38	36,661 86
Monmouth	26,227 88	5,594 75	220 71	2,194 08	184 82	34,422 24
Morris	11,409 39	4,126 82	136 42	657 01	136 93	16,466 57
Ocean	2,628 74	721 03	57 85	57 01	.....	3,464 63
Passaic	27,396 29	8,208 61	157 04	2,672 23	384 75	38,818 92
Salem	3,032 67	1,751 11	.....	817 10	.....	5,600 88
Somerset	6,132 20	1,737 60	180 88	413 84	476 47	8,940 99
Sussex	3,279 09	1,045 58	.....	355 71	.....	4,680 29
Union	34,733 29	16,116 19	172 74	4,897 37	261 14	56,180 73
Warren	2,650 00	729 31	94 09	.....	5 31	3,478 71
Total	\$437,089 94	\$158,746 59	\$5,148 07	\$49,106 58	\$7,328 38	\$657,419 51

TABLE 2—Continued.
MANUAL AND INDUSTRIAL TRAINING FUNDS.
PAYMENTS.

COUNTIES.	EVENING SCHOOLS.						Total Manual and Industrial Training Expenditures, Day and Evening Schools.	Balance in Manual and Industrial Training Account Close of Year.	Grand Total of Expenditures During Year and Balance on Hand Close of Year.
	Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	Manual and Industrial Training, Material and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense Incident to Manual and Industrial Training.	Total Manual and Industrial Training Expenditures, Evening Schools.			
Atlantic							\$25,051 86	\$2,147 62	\$27,199 48
Bergen							68,149 23	16,640 00	84,789 23
Burlington							5,346 49	2,490 92	7,837 41
Camden							22,208 98	2,286 93	24,495 91
Cape May							7,353 57	1,691 23	9,044 80
Cumberland							16,365 09	744 11	17,109 20
Essex		\$1,578 75				\$1,578 75	159,027 26	14,051 06	173,078 32
Gloucester							8,046 11	2,318 49	10,364 60
Hudson	\$1,702 00	108 25			\$304 50	2,114 75	106,600 41	12,146 99	118,747 40
Hunterdon									
Mercer							34,248 19	1,623 54	35,871 73
Middlesex							36,661 86	7,910 53	44,572 39
Monmouth							34,422 24	9,753 40	44,175 64
Morris	92 00	8 03				100 03	16,566 60	11,598 77	28,165 37
Ocean							3,464 63	1,312 50	4,777 13
Passaic							38,818 92	1,554 29	40,373 21
Salem							5,600 88	455 06	6,055 94
Somerset							8,940 99	5,387 19	14,328 18
Sussex							4,680 29	2,230 32	6,910 61
Union							56,180 73	6,166 32	62,347 05
Warren							3,478 71	2,200 57	5,679 28
Total	\$1,794 00	\$1,695 03			304 50	\$3,793 53	\$661,213 04	\$104,709 84	\$765,922 88

TABLE 3.
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS FUNDS.
RECEIPTS.

COUNTIES.	From State Appropriation, Sec. 176.	From District Tax for Evening Schools for Foreign-born Residents, Sec. 176.	From All Other Sources for Evening Schools for Foreign-born Residents, Sec. 176.	Total Receipts During Year for Evening School for Foreign-born Residents.	Balance on Hand Beginning of Year.	Total Receipts During Year and Balance on Hand Beginning of Year.
Atlantic						
Bergen	\$700 00	\$700 00		\$1,400 00	\$69 96	\$1,469 96
Burlington						
Camden						
Cape May						
Cumberland						
Essex						
Gloucester						
Hudson	2,002 79	1,898 46		3,901 25		3,901 25
Hunterdon						
Mercer						
Middlesex						
Monmouth		382 11	\$116 00	498 11		498 11
Morris						
Ocean						
Passaic	1,350 47	1,500 00		2,850 47		2,850 47
Salem						
Somerset			297 66	297 66		297 66
Sussex						
Union	219 18	515 04		734 22		734 22
Warren						
Total	\$4,272 44	\$4,995 61	\$413 66	\$9,681 71	\$69 96	\$9,751 67

TABLE 3—*Continued.*
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS FUNDS.
PAYMENTS.

COUNTIES.	Salaries, Principals and Teachers.	Text-books and Supplies.	Janitors' Salaries.	Other Expenditures.	Total Expenditures During Year.	Balance in Evening School for Foreign-born Residents' Account at Close of Year.	Grand Total of Expenditures During Year and Balance on Hand at Close of Year.
Atlantic							
Bergen	\$649 00	\$9 00	\$160 00	\$4 00	\$822 00	\$647 96	\$1,469 96
Burlington							
Camden							
Cape May							
Cumberland							
Essex							
Gloucester							
Hudson	3,648 00		253 25		3,901 25		3,901 25
Hunterdon							
Mercer							
Middlesex							
Monmouth	437 00	29 11	32 00		498 11		498 11
Morris							
Ocean							
Passaic	1,992 00	247 95	260 99	200 00	2,700 94	149 53	2,850 47
Salem							
Somerset	270 00	11 76		15 90	297 66		297 66
Sussex							
Union	582 00		139 50	12 72	734 22		734 22
Warren							
Total	\$7,578 00	\$297 82	\$845 74	\$232 62	\$8,954 18	\$797 49	\$9,751 67

TABLE 4.
VOCATIONAL SCHOOL FUNDS.
RECEIPTS.

COUNTIES.	From State Appropriation.	From District Tax for Vocational Schools.	From all Other Sources for Vocational Schools.	Total Receipts During Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During Year, and Balance on Hand Beginning of Year.
Atlantic	\$10,000 00	\$16,800 00	.....	\$26,800 00	\$391 20	\$27,191 20
Bergen	200 00	200 00	\$ 69	400 59	1 66	402 25
Burlington .....	.....	.....	.....	.....	.....	.....
Camden .....	.....	.....	.....	.....	.....	.....
Cape May .....	.....	.....	.....	.....	.....	.....
Cumberland	200 00	.....	.....	200 00	976 19	1,175 19
Essex	42,415 00	54,194 11	67 68	96,676 79	1,329 03	98,005 82
Gloucester .....	.....	.....	.....	.....	.....	.....
Hudson	41,750 00	21,967 38	323 51	64,040 89	20,720 09	84,760 98
Hunterdon .....	.....	.....	.....	.....	.....	.....
Mercer .....	.....	.....	.....	.....	.....	.....
Middlesex	500 00	500 00	.....	1,000 00	248 58	1,248 52
Monmouth .....	.....	.....	.....	.....	.....	.....
Morris	80 00	80 00	18 10	178 10	15 73	193 83
Ocean .....	.....	.....	.....	.....	.....	.....
Passaic	10,185 00	10,185 00	99 95	20,469 95	1,195 08	21,665 03
Salem .....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....
Sussex	5,000 00	5,000 00	1,214 22	11,214 22	77 86	11,292 08
Union .....	.....	.....	.....	.....	.....	.....
Warren .....	.....	.....	.....	.....	.....	.....
Total	\$110,330 00	\$108,926 49	\$1,724 05	\$220,980 54	\$24,954 42	\$245,934 96

TABLE 4—Continued.
VOCATIONAL SCHOOL FUNDS.
PAYMENTS.

COUNTIES.	DAY SCHOOLS.					
	Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	Material and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense Incident to Vocational Schools.	Total Expenditures During Year for Vocational day Schools.
Atlantic	\$19,608 62	\$4,412 79	\$8 20	\$533 52	\$2,116 15	\$26,679 28
Bergen						
Burlington						
Camden						
Cape May						
Cumberland						
Essex	700 00	4 05				704 05
Gloucester	38,624 92	3,671 42	2,762 77	2,369 34	3,385 13	50,813 58
Hudson						
Hunterdon	40,903 01	6,612 48	107 28	238 76	2,396 33	50,257 86
Mercer						
Middlesex						
Monmouth						
Morris						
Ocean						
Passaic	11,858 63	1,756 22	182 87	296 29		14,094 01
Salem						
Somerset						
Sussex	4,671 32	2,431 87			436 29	7,539 48
Union						
Warren						
Total	\$116,366 50	\$18,888 83	\$3,061 12	\$3,437 91	\$8,333 90	\$180,088 26

TABLE 4--Continued.
VOCATIONAL SCHOOL FUNDS.
PAYMENTS.

COUNTIES.	EVENING SCHOOLS.						Total Expenditures Day and Evening Vocational Schools.	Balance in Vocational School Account at Close of Year.	Grand Total of Expenditures During Year and Balance on Hand Close of Year.
	Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	Material and Supplies.	Repairs and Replacements.	New Equipment.	All Other Expense Incident to Vocational Schools.	Total Expenditures During Year for Vocational Evening Schools.			
Atlantic							\$26,679 28	\$511 92	\$27,191 20
Bergen	\$396 00	\$6 25				\$402 25	402 25		402 25
Burlington									
Camden									
Cape May									
Cumberland							704 05	471 14	1,175 19
Essex	33,153 50	1,170 34	\$302 93	\$59 02	\$9,259 50	43,945 29	94,758 87	3,246 95	98,005 82
Gloucester									
Hudson	10,579 00	655 68		216 00	297 00	11,747 68	62,005 54	22,755 44	84,760 98
Hunterdon									
Mercer									
Middlesex	243 00	249 16		75 82	122 00	689 98	689 98	558 60	1,248 58
Monmouth									
Morris	147 56	11 38			5 55	164 49	164 49	29 34	193 83
Ocean									
Passaic	3,434 50	466 84		111 70	223 50	4,236 54	18,330 55	3,334 48	21,665 03
Salem									
Somerset									
Sussex							7,539 48	3,752 60	11,292 08
Union									
Warren									
Total	\$47,953 56	\$2,559 65	\$302 93	\$462 54	\$9,907 55	\$61,186 23	\$211,274 49	\$34,660 47	\$245,934 96

TABLE 5.
SCHOOL LIBRARIES AND APPARATUS FUNDS.
RECEIPTS.

COUNTIES.	From State Appropriation.	From District Taxes.	From all Other Sources for Library Purposes.	Total Receipts During Year for Library Purposes.	Balance on Hand Beginning of Year.	Grand Total Receipts During Year and Balance on Hand Close of Year.
Atlantic	\$170 00	\$179 52	\$130 14	\$479 66	\$564 15	\$1,043 81
Bergen	720 00	1,197 25	659 47	2,576 72	1,464 73	4,041 45
Burlington	330 00	293 39	165 09	788 48	318 46	1,106 94
Camden	250 00	983 30	410 77	1,644 07	765 81	2,409 88
Cape May	250 00	170 00	141 35	561 35	163 13	724 48
Cumberland	550 00	335 45	359 65	1,245 10	325 69	1,570 79
Essex	440 00	10,168 49	21 75	10,630 24	842 44	11,472 68
Gloucester	310 00	140 00	326 50	776 50	206 14	982 64
Hudson	180 00	27 55	251 14	458 69	271 21	729 90
Hunterdon	160 00	30 00	372 91	562 91	149 75	712 66
Mercer	490 00	507 50	475 06	1,472 56	539 43	2,011 99
Middlesex	380 00	353 76	205 61	939 37	148 75	1,088 12
Monmouth	360 00	792 79	440 37	1,593 16	263 86	1,857 02
Morris	360 00	100 00	497 77	957 77	295 41	1,253 18
Ocean	400 00	193 32	220 16	813 48	176 08	989 56
Passaic	190 00	10 00	502 61	702 61	156 73	859 34
Salem	150 00	30 00	68 20	248 20	19 75	267 95
Somerset	130 00	96 32	226 82	453 14	51 33	504 47
Sussex	160 00	10 00	165 94	335 94	68 30	404 24
Union	160 00	489 67	333 98	983 65	168 89	1,152 54
Warren	100 00	142 92	511 05	753 97	436 77	1,190 74
Total	\$6,240 00	\$16,251 23	\$6,486 34	\$28,977 57	\$7,396 81	\$36,374 38

TABLE 5—Continued.
SCHOOL LIBRARIES AND APPARATUS FUNDS.
PAYMENTS.

COUNTIES.	Salary of Librarian.	Library Books.	Apparatus.	Educational Works of Art.	Total Expenditures for Library Purposes.	Balance on Hand Close of Year.	Grand Total Expenditures During Year and Balance on Hand Close of Year.
Atlantic		\$327 76	\$186 61	\$20 20	\$534 57	\$509 24	\$1,043 81
Bergen	\$142 50	1,860 12	82 15	205 75	2,290 52	1,750 93	4,041 45
Burlington	120 00	486 28	74 18	57 67	738 13	368 81	1,106 94
Camden	540 00	449 51	360 72	50 00	1,400 23	1,009 65	2,409 88
Cape May		417 09		90 28	507 37	217 11	724 48
Cumberland	26 60	743 82	278 00	63 75	1,112 17	458 62	1,570 79
Essex	4,757 60	5,549 87	44 15	302 93	10,654 55	818 13	11,472 68
Gloucester		156 40	471 10	123 50	751 00	231 64	982 64
Hudson		138 39	37 00	244 75	420 14	309 76	729 90
Hunterdon		445 06	181 80		626 86	85 80	712 66
Mercer	556 00	368 00	667 27	12 25	1,603 52	408 47	2,011 99
Middlesex		393 83	314 25	20 00	728 08	360 04	1,088 12
Monmouth	300 00	1,086 28	152 83	55 15	1,594 26	262 76	1,857 02
Morris		389 83	360 95	48 45	799 23	453 95	1,253 18
Ocean		450 34	186 92	151 40	788 66	200 90	989 56
Passaic		135 60	101 39	90 75	327 74	531 60	859 34
Salem		154 45	38 25		192 70	75 25	267 95
Somerset		295 98		20 00	315 98	188 49	504 47
Sussex		145 50	116 00		261 50	142 74	404 24
Union		607 52	14 25	120 24	742 01	410 53	1,152 54
Warren		241 80	2 84	468 70	713 34	477 40	1,190 74
Total	\$6,442 70	\$14,843 43	\$3,670 66	\$2,145 77	\$27,102 56	\$9,271 82	\$36,374 38

TABLE 6.
REDEMPTION OF AND INTEREST ON BONDS FUND.
RECEIPTS.

COUNTIES.	From District Taxes for Redemption of Bonds.	From District Taxes for Interest on Bonds.	From District Taxes for Sinking Fund.	From Accrued Interest on Bond Issues.	Total Receipts During Year for Redemption of and Interest on Bonds.	Balance on Hand Beginning of Year.	Grand Total Receipts During Year and Balance on Hand Close of Year.
Atlantic	\$24,825 00	\$79,643 15	\$22,805 45	\$64 63	\$127,338 23	\$15,288 54	\$142,626 77
Bergen	90,584 76	227,452 02	19,249 93	6,653 96	343,940 67	24,189 15	368,129 82
Burlington	19,942 00	22,110 61	500 00	13 15	42,565 76	4,702 28	47,268 04
Camden	18,600 00	83,561 06	23,933 87	335 00	126,434 93	3,761 89	130,196 82
Cape May	14,300 00	20,452 08	4,330 00	111 54	39,193 62	468 94	39,662 56
Cumberland	13,600 00	18,578 71	6,049 00	.....	38,227 71	6,634 43	44,862 14
Essex	50,308 33	662,482 91	200,651 20	34 15	913,476 59	3,405 61	916,882 20
Gloucester	16,890 00	20,176 91	580 00	27	37,647 18	4,037 29	41,684 47
Hudson	69,460 00	361,668 77	172,282 60	76,806 00	680,217 37	7,799 88	688,017 25
Hunterdon	9,300 00	10,277 50	.....	.....	19,577 50	89 17	19,666 67
Mercer	17,460 00	85,970 13	33,449 87	.....	136,880 00	5,152 16	142,032 16
Middlesex	32,450 00	81,130 65	480 00	583 52	114,644 17	5,034 47	119,678 64
Monmouth	37,300 00	63,645 51	7,528 27	327 32	108,801 10	9,971 63	118,772 73
Morris	39,800 00	48,700 10	.....	507 12	89,007 22	6,278 28	95,285 50
Ocean	14,984 15	7,442 27	.....	.....	22,426 42	2,613 50	25,039 92
Passaic	44,800 00	192,119 37	73,396 85	.....	310,316 22	2,879 81	313,196 03
Salem	21,090 00	14,936 20	.....	715 87	36,742 07	3,806 62	40,548 69
Somerset	20,282 50	19,768 82	100 00	.....	40,151 32	6,366 18	46,517 50
Sussex	5,000 00	9,145 25	500 00	5 00	14,650 25	205 00	14,855 25
Union	27,500 00	159,101 51	29,631 00	1,917 37	218,149 88	41,648 42	259,798 30
Warren	11,400 00	12,787 00	.....	543 25	24,730 25	264 24	24,994 49
Total	\$599,876 74	\$2,201,150 53	\$595,473 04	\$88,618 15	\$3,485,118 46	\$154,597 49	\$3,639,715 95

TABLE 6—Continued.
REDEMPTION OF AND INTEREST ON BONDS FUND.
PAYMENTS.

COUNTIES.	Redemption of Bonds by District Taxes.	Payments to Sinking Fund.	Interest on Bonds.	Total Expenditures During Year.	Balance on Hand at Close of Year.	Grand Total Expenditures During Year and Balance on Hand Close of Year.
Atlantic	\$24,200 00	\$25,479 77	\$87,268 86	\$136,948 63	\$5,678 14	\$142,626 77
Bergen	91,750 00	14,249 93	229,283 57	335,283 50	32,846 32	368,129 82
Burlington	16,600 00	500 00	25,533 36	42,633 36	4,634 68	47,268 04
Camden	18,100 00	23,938 87	83,496 31	125,535 18	4,661 64	130,196 82
Cape May	13,600 00	4,230 00	20,305 49	38,135 49	1,527 07	39,662 56
Cumberland	12,600 00	6,049 00	16,222 77	34,871 77	9,990 37	44,862 14
Essex	49,775 00	200,651 20	662,675 57	913,101 77	3,780 43	916,882 20
Gloucester	15,890 00	580 00	18,484 31	34,954 31	6,730 16	41,684 47
Hudson	63,500 00	191,542 60	423,446 44	678,489 04	9,528 21	688,017 25
Hunterdon	9,300 00	.....	10,277 50	19,577 50	89 17	19,666 67
Mercer	12,950 00	33,449 87	85,898 82	132,308 69	9,723 47	142,032 16
Middlesex	32,350 00	480 00	81,566 60	114,396 60	5,282 04	119,678 64
Monmouth	38,300 00	6,903 27	64,416 64	109,619 91	9,152 82	118,772 73
Morris	39,800 00	.....	40,173 87	79,973 87	15,311 63	95,285 50
Ocean	13,500 00	.....	7,729 55	21,229 55	3,810 37	25,039 92
Passaic	44,800 00	73,396 85	190,769 21	308,966 06	4,229 97	313,196 03
Salem	20,890 00	.....	13,949 70	34,839 70	5,708 99	40,548 69
Somerset	20,282 50	100 00	18,847 44	39,229 94	7,287 56	46,517 50
Sussex	5,000 00	500 00	8,985 00	14,485 00	370 25	14,855 25
Union	27,500 00	21,931 00	161,337 67	210,768 67	49,029 63	259,798 30
Warren	11,400 00	.....	12,117 06	23,517 06	1,477 43	24,994 49
Total	\$582,097 50	\$603,982 36	\$2,262,785 74	\$3,448,865 60	\$190,850 35	\$3,639,715 95

TABLE 7.

RECEIPTS FOR PAYMENTS OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE OF THE DISTRICT, OR OTHER EVIDENCES OF INDEBTEDNESS (EXCLUSIVE OF BONDS).

COUNTIES.	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 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 Year and Balance on Hand Close of Year.
Atlantic	\$2,075 00	\$349 00	\$2,424 00	\$3 61	\$2,427 61
Bergen	7,525 00	1,232 98	8,757 98	1,095 18	9,853 16
Burlington	750 00	530 00	1,280 00		1,280 00
Camden		304 16	304 16		304 16
Cape May					
Cumberland					
Essex					
Gloucester					
Hudson					
Hunterdon	500 00	160 00	660 00		660 00
Mercer					
Middlesex	900 00	118 98	1,018 98		1,018 98
Monmouth	3,600 00	390 00	3,990 00		3,990 00
Morris	3,800 00	49 50	3,849 50		3,849 50
Ocean	650 00	76 50	726 50		726 50
Passaic		326 39	326 39		326 39
Salem	4,700 00	228 67	4,928 67		4,928 67
Somerset	11,740 01	1,246 76	12,986 77		12,986 77
Sussex	600 00		600 00		600 00
Union	15,575 00	3,110 52	18,685 52	42 92	18,728 44
Warren	1,000 00	100 00	1,100 00		1,100 00
Total	\$53,415 01	\$8,223 46	\$61,638 47	\$1,141 71	\$62,780 18

TABLE 7—Continued.
PAYMENT OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE OF THE DISTRICT,
OR OTHER EVIDENCES OF INDEBTEDNESS (EXCLUSIVE OF BONDS).

COUNTIES.	Payment of Notes Authorized by a Vote of the District, or Other Evidences of Indebtedness.	Interest Notes Authorized by a Vote of the District, or Other Evidences of Indebtedness.	Total Expenditures During Year.	Balance on Hand Close of Year.	Total Expenditure During Year and Balance on Hand Close of Year.
Atlantic	\$2,075 00	\$349 00	\$2,424 00	\$3 61	\$2,427 61
Bergen	7,889 77	962 98	8,852 75	1,000 41	9,853 16
Burlington	750 00	530 00	1,280 00		1,280 00
Camden		232 44	232 44	71 72	304 16
Cape May					
Cumberland					
Essex					
Gloucester					
Hudson					
Hunterdon	500 00	160 00	660 00		660 00
Mercer					
Middlesex	900 00	118 98	1,018 98		1,018 98
Monmouth	3,600 00	390 00	3,990 00		3,990 00
Morris	3,800 00	49 50	3,849 50		3,849 50
Ocean	650 00	76 50	726 50		726 50
Passaic		326 39	326 39		326 39
Salem	4,700 00	228 67	4,928 67		4,928 67
Somerset	11,740 01	1,246 76	12,986 77		12,986 77
Sussex	600 00		600 00		600 00
Union	15,575 00	2,691 48	18,266 48	461 96	18,728 44
Warren	1,000 00	100 00	1,100 00		1,100 00
Total	\$53,779 78	\$7,462 70	\$61,242 48	\$1,537 70	\$62,780 18

TABLE 8.
PURCHASE OF LAND.

COUNTIES.	RECEIPTS.					PAYMENTS.	
	From District Tax for Purchase of Land.	From Sale of Bonds for Purchase of Land.	Total Receipts During Year.	Balance on Hand Beginning of Year.	Total Receipts During Year and Balance on Hand Beginning of Year.	Purchase of Land.	Balance on Hand at Close of Year.
Atlantic		\$900 00	\$900 00	\$963 25	\$1,863 25	\$900 00	\$963 25
Bergen	\$5,246 30	19,314 85	24,561 15	7,382 34	31,943 49	31,204 30	739 19
Burlington	300 00	3,466 00	3,766 00		3,766 00	3,407 74	358 26
Camden	325 00	15,753 00	16,078 00		16,078 00	13,727 87	2,350 13
Cape May	11,500 00	718 44	12,218 44		12,218 44	11,218 44	1,000 00
Cumberland	700 00	6,000 00	6,700 00	1,823 34	8,523 34	8,456 00	67 34
Essex		5,000 00	5,000 00	172,251 68	177,251 68	98,136 59	79,115 09
Gloucester	148 60	1,199 00	1,347 60	26 40	1,374 00	1,374 00	
Hudson	17,008 11	637,819 90	654,828 01	44,965 81	699,793 82	359,777 96	340,015 86
Hunterdon	500 00		500 00		500 00	500 00	
Mercer		1,800 00	1,800 00	28,358 97	30,158 97	27,242 15	2,916 82
Middlesex		26,780 00	26,780 00		26,780 00	26,517 25	262 75
Monmouth	4,006 92	2,100 00	6,106 92	490 00	6,596 92	6,596 92	
Morris		2,500 00	2,500 00		2,500 00	2,500 00	
Ocean	450 00		450 00		450 00	450 00	
Passaic	32,305 37	45,116 13	77,421 50	2,870 53	80,292 03	77,400 71	2,891 32
Salem							
Somerset				80	80	80	
Sussex							
Union		10,823 84	10,823 84	12,306 19	23,130 03	11,838 62	11,291 41
Warren		1 00	1 00	354 72	355 72	354 72	1 00
Total	\$72,490 80	\$779,292 16	\$851,782 46	\$271,794 03	\$1,123,576 49	\$681,604 07	\$441,972 42

TABLE 9.

BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING
AND EQUIPPING SCHOOL BUILDINGS.

COUNTIES.	For Land	RECEIPTS.								
	Total Expenditure During Year and Balance on Hand at Close of Year.	From District Taxes.	From Sale of Bonds.	From Sale of Buildings.	From Sale of Furniture and Equipment.	From Sale of Land.	From Fire Insurance.	From Interest on Deposit.	From all Other Sources for Above Purpose.	Total Receipts During Year for Above Purposes.
Atlantic	\$1,863 25	\$41,294 95	\$53,187 12	\$5 00	\$37 50	.....	.....	\$3,641 26	544 36	98,710 19
Bergen	31,943 49	105,313 75	654,046 77	1,076 19	17 65	.....	84,069 56	22,972 29	21,949 49	889,445 70
Burlington	3,766 00	22,952 10	60,685 75	114 25	.....	.....	2,000 00	539 77	90 55	86,382 42
Camden	16,078 00	66,869 15	292,972 86	52 00	50 00	.....	.....	2,667 37	2,182 65	364,794 03
Cape May	12,218 44	7,719 22	130,119 56	.....	102 50	.....	10,000 00	152 91	35 16	148,129 34
Cumberland	8,523 34	21,091 76	8,453 12	.....	1 00	.....	13,732 00	925 25	196 45	44,399 58
Essex	177,251 68	308,530 06	490,689 74	2,964 60	702 05	\$150 00	792 96	31,398 71	8,769 12	843,997 24
Gloucester	1,374 00	22,165 07	47,166 62	1,000 00	.....	.....	24,000 00	88 04	7 00	94,426 73
Hudson	699,793 82	147,996 07	1,310,244 21	93 15	400 00	.....	.....	4,142 91	30 00	1,462,906 34
Hunterdon	500 00	11,843 69	.....	882 20	19 32	.....	.....	.....	295 06	13,040 27
Mercer	30,158 97	44,200 00	115,878 74	.....	112 07	.....	511 00	752 11	11,022 05	172,485 97
Middlesex	26,780 00	44,254 31	129,138 96	.....	57 58	.....	276 36	917 85	536 49	175,181 55
Monmouth	6,596 92	50,203 74	5,320 36	65 00	137 17	.....	.....	220 55	1,313 82	57,447 84
Morris	2,500 00	40,150 00	130,026 88	30 00	.....	.....	187 20	7,519 32	971 83	178,698 03
Ocean	450 00	7,833 78	5,145 65	235 68	22 00	.....	.....	.....	98 25	13,385 36
Passaic	80,292 03	36,583 21	193,719 16	571 00	322 75	.....	94 50	31 34	1,758 40	233,080 36
Salem .....	.....	14,146 11	41,508 75	54 00	10 00	.....	.....	129 76	2,505 77	58,354 39
Somerset	80	25,102 37	.....	.....	.....	.....	1,700 00	.....	3,667 73	30,470 10
Sussex .....	.....	24,223 97	77,449 17	.....	4 50	.....	.....	1,084 00	1,317 33	104,078 97
Union	23,130 03	59,177 73	74,935 62	100 00	.....	25 00	539 34	9,912 17	1,206 52	145,896 38
Warren	355 72	7,570 72	98,175 50	.....	23 25	.....	.....	423 17	579 51	106,772 15
Total	\$1,123,576 49	\$1,109,221 76	\$3,918,864 54	\$7,293 07	\$2,019 34	\$175 00	\$137,902 92	\$87,518 78	\$59,087 53	\$5,322,082 94

TABLE 9—Continued.

BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING
AND EQUIPPING SCHOOL BUILDINGS.

COUNTIES.	RECEIPTS—Continued		PAYMENTS.				
	Balance on Hand Beginning of Year for Building, Leasing, etc.	Total Receipts During Year and Balance on Hand Beginning of Year for Building, Leasing, etc.	Building and Enlarging School Buildings.	Extraordinary Repairs Improving School Buildings.	Ordinary Repairs (Current Upkeep).	New Furniture and Equipment.	Repairs and Replacement of Furniture and Equipment.
Atlantic	\$161,197 99	\$259,908 18	\$176,721 28	\$12,743 55	\$8,412 74	\$6,408 58	\$26,811 21
Bergen	870,327 67	1,759,773 37	630,312 80	89,563 82	52,462 01	18,055 48	14,178 57
Burlington	12,319 87	98,702 29	22,832 30	6,564 29	15,423 79	3,138 16	1,231 44
Camden	125,359 22	490,153 25	376,218 87	11,494 34	21,315 63	12,267 15	6,834 39
Cape May	58,272 44	206,401 78	67,360 21	4,811 58	5,827 46	1,427 14	1,990 30
Cumberland	46,300 15	90,699 73	46,042 22	12,485 01	12,917 23	3,060 47	3,119 19
Essex	1,485,696 33	2,329,693 57	685,312 31	162,909 43	104,417 49	64,504 11	31,913 55
Gloucester	29,541 56	123,968 29	64,109 94	12,188 33	7,320 40	5,525 27	3,372 08
Hudson	611,946 05	2,074,852 39	643,725 83	28,905 16	120,485 93	70,065 40	24,787 98
Hunterdon	18,473 80	31,514 07	19,843 61	2,765 93	3,593 27	3,080 67	562 86
Mercer	150,299 50	322,785 47	170,054 13	40,392 78	31,579 56	38,750 99	3,959 98
Middlesex	89,618 05	264,799 60	114,605 62	71,392 08	21,743 18	11,930 92	5,877 17
Monmouth	16,916 50	74,364 34	11,561 04	13,855 28	26,544 94	4,770 73	5,587 65
Morris	321,911 76	500,609 79	211,064 75	13,980 87	14,595 52	867 43	5,837 46
Ocean	5,377 83	18,763 19	2,200 19	616 16	3,327 66	1,279 83	943 70
Passaic	335,698 31	568,778 67	362,137 85	28,206 36	21,896 17	37,906 18	5,072 17
Salem	26,773 16	85,127 55	54,047 18	3,649 19	4,447 93	5,766 00	4,193 33
Somerset	1,498 89	31,968 99	13,966 00	1,516 06	8,787 97	531 70	3,645 24
Sussex	1,569 05	105,648 02	38,461 48	2,972 83	4,554 29	681 21	1,251 21
Union	479,142 78	625,039 16	367,449 61	16,490 20	29,728 23	13,302 77	17,498 97
Warren	34,684 86	141,457 01	52,906 80	407 30	2,451 17	3,442 80	2,878 08
Total	\$4,882,925 77	\$10,205,008 71	\$4,130,834 02	\$538,410 60	\$521,832 57	\$306,760 99	\$171,546 53

TABLE 9—Continued.
BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING
AND EQUIPPING SCHOOL BUILDINGS.

COUNTIES.	Leasing School Buildings.	Total Expenditures During the Year.	Balance on Hand Close of Year.	Total Expense During Year and Balance on Hand at Close of Year.
Atlantic.....	\$287 50	\$231,384 86	\$28,523 32	\$259,908 18
Bergen.....	1,174 00	805,746 68	954,026 69	1,759,773 37
Burlington.....	292 00	49,479 98	49,222 31	98,702 29
Camden.....	1,198 61	429,328 99	60,824 26	490,153 25
Cape May.....	120 00	81,536 69	124,865 09	206,401 78
Cumberland.....	250 00	77,874 12	12,825 61	90,699 73
Essex.....	3,993 00	1,053,049 89	1,276,643 68	2,329,693 57
Gloucester.....	902 91	93,418 93	30,549 36	123,968 29
Hudson.....	1,543 00	889,513 30	1,186,339 09	207,852 39
Hunterdon.....	.....	29,846 34	1,667 73	31,514 07
Mercer.....	3,350 00	288,087 44	34,698 03	322,785 47
Middlesex.....	739 61	226,688 58	38,111 02	264,799 60
Monmouth.....	1,000 00	63,319 64	11,044 70	74,364 34
Morris.....	814 75	247,160 78	253,449 01	500,609 79
Ocean.....	92 00	8,459 54	10,303 65	18,763 19
Passaic.....	590 00	455,808 73	112,969 94	568,778 67
Salem.....	648 00	72,751 63	12,375 92	85,127 55
Somerset.....	60 00	28,506 97	3,462 02	31,968 99
Sussex.....	990 00	48,911 07	56,736 95	105,648 02
Union.....	1,799 00	446,268 78	178,770 38	625,039 16
Warren.....	120 00	62,206 15	79,250 86	141,457 01
Total.....	\$19,964 38	\$5,689,349 09	\$4,515,659 62	\$10,205,008 71

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TABLE 10.

OUTHOUSES AND WATER CLOSETS.

COUNTIES.	Receipts.	Payments.		
	From District Tax and Other Sources for Outhouses and Water Closets, including Balance from Beginning of Year.	For Outhouses and Water Closets.	Balance on Hand at Close of Year.	Total Expenditures During Year and Balance on Hand Close of Year.
Atlantic.....	\$837 58	\$820 00	\$17 58	\$837 58
Bergen.....	235 15	235 15		235 15
Burlington.....	90 00	90 00		90 00
Camden.....				
Cape May.....	311 11	300 04	11 07	311 11
Cumberland.....	335 28	307 97	27 31	335 28
Essex.....				
Gloucester.....	15 00	15 00		15 00
Hudson.....				
Hunterdon.....	281 86	31 55	250 31	281 86
Mercer.....	443 84	400 00	43 84	443 84
Middlesex.....	101 42	101 42		101 42
Monmouth.....	175 00	133 00	42 00	175 00
Morris.....	196 18	112 68	83 50	196 18
Ocean.....	311 51	4 00	307 51	311 51
Passaic.....	89 00	89 00		89 00
Salem.....				
Somerset.....	1,136 18	595 68	540 50	1,136 18
Sussex.....	35 00	35 00		35 00
Union.....	61 75	5 50	56 25	61 75
Warren.....	402 60	402 60		402 60
Total.....	\$5,058 46	\$3,678 59	\$1,379 87	\$5,058 46

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TABLE 11.

SUMMARY OF RECEIPTS AND EXPENDITURES.

COUNTIES.	Grand Total of all Receipts During Year and Balances on Hand Beginning of Year.	Grand Total of all Expenditures During Year.	Grand Total of all Balances on Hand at Close of Year.	Grand Total of Expenditure During Year and Balances on Hand Close of Year.
Atlantic.....	\$1,196,591 13	\$1,123,047 61	\$73,543 52	\$1,196,591 13
Bergen.....	4,029,656 87	2,806,896 87	1,222,760 00	4,029,656 87
Burlington.....	581,298 58	502,245 24	79,053 34	581,298 58
Camden.....	1,700,195 35	1,562,867 58	137,327 77	1,700,195 35
Cape May.....	497,040 45	334,489 32	162,551 13	497,040 45
Cumberland.....	518,377 48	449,731 09	68,646 39	518,377 48
Essex.....	8,804,851 60	7,133,680 40	1,671,171 20	8,804,851 60
Gloucester.....	475,093 45	410,394 57	64,698 88	475,093 45
Hudson.....	7,536,219 25	5,815,130 83	1,721,088 42	7,536,219 25
Hunterdon.....	276,978 37	260,803 19	16,175 18	276,978 37
Mercer.....	1,419,840 96	1,345,059 10	74,781 86	1,419,840 96
Middlesex.....	1,326,531 28	1,219,657 57	106,873 71	1,326,531 28
Monmouth.....	1,123,438 23	1,015,811 12	107,627 11	1,123,438 23
Morris.....	1,210,361 72	867,567 45	342,794 27	1,210,361 72
Ocean.....	245,984 23	208,114 31	37,869 92	245,984 23
Passaic.....	2,511,637 61	2,341,034 47	170,603 14	2,511,637 61
Salem.....	338,078 18	308,707 97	29,370 21	338,078 18
Somerset.....	436,169 20	404,400 68	31,768 52	436,169 20
Sussex.....	349,616 31	270,044 34	79,571 97	349,616 31
Union.....	2,278,005 80	1,937,095 62	340,910 18	2,278,005 80
Warren.....	424,654 25	327,642 31	97,011 94	424,654 25
Total.....	\$37,280,620 30	\$30,644,421 64	\$6,636,198 66	\$37,280,620 30

TABLE 12.
COST OF EDUCATION.

COUNTIES.	Administration.	Instruction.	Operation of School Plant.	Maintenance of School Plant.	Expenses of Auxiliary Agencies.	Miscellaneous Expenses.
Atlantic.....	\$28,017 04	\$570,012 72	\$84,344 46	\$39,762 48	\$34,126 58	\$11,925 30
Bergen.....	61,139 48	1,176,373 52	209,053 71	91,790 19	50,167 45	84,677 81
Burlington.....	14,422 76	269,936 37	43,612 38	23,533 24	39,794 59	32,960 73
Camden.....	29,415 20	750,458 44	130,097 28	46,746 09	27,631 57	40,020 13
Cape May.....	11,909 63	134,719 13	23,128 81	10,768 93	15,738 33	8,271 48
Cumberland.....	12,498 53	236,547 01	32,964 15	18,547 31	24,407 48	12,256 99
Essex.....	207,524 23	3,880,318 23	499,102 49	158,038 10	130,777 26	61,975 81
Gloucester.....	8,642 19	188,437 50	30,116 91	13,748 91	22,031 69	25,139 83
Hudson.....	138,788 91	3,052,091 73	469,369 87	176,626 57	69,506 70	62,286 01
Hunterdon.....	6,326 33	133,281 21	17,837 13	9,821 75	22,256 12	22,494 31
Mercer.....	29,937 80	685,779 64	94,112 66	42,479 80	32,385 37	27,059 64
Middlesex.....	28,579 49	619,496 50	108,991 88	34,215 58	41,272 35	38,219 74
Monmouth.....	30,127 50	586,013 94	100,775 20	44,278 43	49,957 11	51,439 38
Morris.....	16,170 18	379,711 08	53,681 95	25,508 03	48,699 11	28,227 69
Ocean.....	4,430 27	121,889 59	17,735 61	4,969 80	20,636 75	9,349 14
Passaic.....	42,356 47	1,210,768 69	159,208 24	41,891 39	19,845 42	33,052 80
Salem.....	6,020 01	130,402 48	20,294 42	8,864 64	21,410 19	16,695 49
Somerset.....	11,608 36	220,315 63	34,464 57	18,097 22	26,988 72	22,360 60
Sussex.....	5,337 82	135,341 46	15,333 79	6,800 31	27,822 74	18,811 28
Union.....	64,096 70	947,824 47	164,519 95	58,429 10	25,476 01	23,189 88
Warren.....	5,422 72	159,949 31	24,113 52	7,899 68	25,984 48	16,391 73
Total.....	\$761,771 62	\$15,589,668 65	\$2,332,859 98	\$882,817 55	\$776,916 02	\$646,805 77

TABLE 12—*Continued.*
COST OF EDUCATION.

COUNTIES.	Grand Total Operating Expenses.	Total Number of Pupils Enrolled in the County, Plus Those Living the County, but Attending School in Other Counties.	Average daily Attendance of Pupils Attending School in the County, Plus Those Living in the County, but Attending School in Other Counties.	Per Pupil Based on Cost of Education	
				Total Enrollment.	Average Daily Attendance.
Atlantic	\$768,188 58	16,346	12,470	\$46 63	\$61 13
Bergen	1,673,202 16	41,670	34,958	38 60	46 00
Burlington	424,260 07	14,867	10,918	26 76	36 44
Camden	1,024,368 71	31,073	23,132	32 02	43 02
Cape May	204,536 31	5,012	3,615	39 68	55 02
Cumberland	337,221 47	12,774	9,999	25 72	32 86
Essex	4,937,736 12	113,000	90,221	43 64	54 66
Gloucester	288,117 03	10,290	7,532	25 79	35 24
Hudson	3,968,669 79	97,742	79,693	40 23	49 34
Hunterdon	212,016 85	6,604	4,410	28 78	43 10
Mercer	911,754 91	24,514	19,245	36 47	46 46
Middlesex	870,775 64	26,313	21,008	31 88	39 93
Monmouth	862,591 56	23,472	17,922	34 90	45 71
Morris	550,998 04	14,709	11,335	35 84	46 50
Ocean	179,011 16	5,325	3,950	31 90	43 10
Passaic	1,507,123 01	44,663	37,092	33 74	40 63
Salem	203,687 23	7,943	5,541	23 86	34 22
Somerset	333,835 10	10,010	7,517	31 37	41 77
Sussex	209,447 40	5,379	3,784	36 16	51 41
Union	1,283,536 11	30,467	25,016	41 83	50 94
Warren	239,761 44	9,061	7,269	24 83	30 95
Total	\$20,990,838 59	551,234	436,627	\$37 27	\$47 05

TABLE 13.
STATEMENT OF BONDED DEBT.

COUNTIES.	Amount of Interest Paid. (Must Equal Amount Reported in Fi- nancial Statement).	AMOUNT OF INDEBTEDNESS.				
		Outstanding July 1, 1916.	Issued During Year.	Total.	Redeemed During Year.	Outstanding at Close of School Year.
Atlantic.....	\$87,617 86	\$1,890,200 00	\$59,000 00	\$1,949,200 00	\$54,775 00	\$1,894,425 00
Bergen.....	230,246 55	4,757,265 69	393,950 00	5,151,215 69	94,503 00	5,056,712 69
Burlington.....	26,063 36	574,750 00	92,600 00	667,350 00	16,800 00	650,550 00
Camden.....	83,728 75	1,949,875 00	268,270 00	2,218,145 00	18,100 00	2,200,045 00
Cape May.....	20,305 49	393,600 00	124,500 00	518,100 00	13,600 00	504,500 00
Cumberland.....	16,222 77	364,900 00	.....	364,900 00	12,600 00	352,300 00
Essex.....	662,675 57	16,109,869 93	447,000 00	16,556,869 93	50,775 00	16,506,094 93
Gloucester.....	18,484 31	372,700 00	47,599 90	420,299 90	15,890 00	404,409 90
Hudson.....	423,446 44	10,033,319 00	286,460 42	10,319,779 42	232,500 00	10,087,279 42
Hunterdon.....	10,437 50	241,000 00	550 00	241,550 00	8,800 00	232,750 00
Mercer.....	85,898 82	2,061,060 00	121,900 00	2,182,960 00	42,860 00	2,140,100 00
Middlesex.....	81,685 58	1,863,605 50	188,900 00	2,052,505 50	33,250 00	2,019,255 50
Monmouth.....	64,806 64	1,354,000 00	.....	1,354,000 00	41,900 00	1,312,100 00
Morris.....	40,223 37	870,401 00	129,800 00	1,000,201 00	43,600 00	956,601 00
Ocean.....	7,806 05	162,950 00	5,100 00	168,050 00	14,150 00	153,900 00
Passaic.....	191,095 60	4,636,350 00	401,000 00	5,037,350 00	93,800 00	4,943,550 00
Salem.....	14,178 37	308,330 00	14,700 00	323,030 00	25,590 00	297,440 00
Somerset.....	20,094 20	445,300 00	.....	445,300 00	31,200 00	414,100 00
Sussex.....	8,985 00	119,600 00	75,000 00	194,600 00	5,600 00	189,000 00
Union.....	164,029 15	3,617,545 58	78,500 00	3,696,045 58	42,075 00	3,653,970 58
Warren.....	12,217 06	267,100 00	100,000 00	367,100 00	12,400 00	354,700 00
Total.....	\$2,270,248 44	\$52,393,721 70	\$2,834,830 32	\$55,228,552 02	\$904,768 00	\$54,323,784 02

TABLE 14.
SCHOOL BUILDINGS OWNED AND RENTED.

COUNTIES.	VALUE OF PROPERTY.				BUILDINGS.											
	Land.	Buildings.	Equipment.	Total Value.	Number Completed During Current Year.	Number Enlarged or Remodeled During Current Year.	Number of One-room Buildings.	Number of Two-room Buildings.	Number of Three-room Buildings.	Number of Four-room Buildings.	Number of Five or More Room Buildings.	Total Number of School Buildings Owned.	Total Number of School Buildings Rented.	Total Number of Class-rooms.	Total Number of Pupils' Seats. (Double Desk Count Two).	Is Flag Displayed Daily?
Atlantic.....	\$592,975 00	\$1,945,775 00	\$194,920 00	\$2,733,670 00	1	1	36	14	4	7	28	87	2	497	19,063	Yes
Bergen.....	743,250 00	4,598,763 00	364,018 00	5,706,031 00	1	8	27	15	1	21	93	154	2	1,145	39,949	Yes
Burlington.....	106,355 89	903,548 52	136,970 20	1,146,874 61	2	5	54	25	6	11	22	111	7	399	15,637	Yes
Camden.....	340,150 00	2,248,035 00	210,976 08	2,799,161 08	2	2	35	23	5	27	58	141	8	825	29,899	Yes
Cape May.....	74,950 00	419,975 00	51,200 00	546,125 00	1	11	19	2	4	12	48	8	1	176	5,757	Yes
Cumberland.....	86,100 00	599,950 00	65,075 00	751,125 00	1	32	21	5	5	23	85	32	1	332	14,160	Yes
Essex.....	2,878,499 08	15,450,044 81	1,161,222 29	19,489,766 18	1	9	12	8	8	8	140	175	1	2,982	112,595	Yes
Gloucester.....	88,364 25	522,339 95	66,595 69	677,299 89	2	1	38	25	1	13	11	76	11	277	10,816	Yes
Hudson.....	2,355,314 05	12,177,139 22	1,369,748 10	15,902,201 37	1	3	2	1	1	5	105	110	3	2,231	85,980	Yes
Hunterdon.....	26,450 00	427,850 00	40,940 00	495,240 00	1	2	77	10	2	4	8	101	1	190	6,676	Yes
Mercer.....	303,695 00	2,201,178 00	270,098 00	2,774,971 00	2	4	22	7	2	16	41	86	2	597	21,389	Yes
Middlesex.....	348,865 00	2,095,506 00	302,904 00	2,747,275 00	5	2	31	8	3	13	48	101	2	665	25,282	Yes
Monmouth.....	282,075 00	2,337,840 80	218,008 20	2,837,924 00	1	1	58	28	2	16	40	142	2	642	24,727	Yes
Morris.....	173,623 00	1,184,917 00	106,565 25	1,415,105 25	1	2	54	27	2	19	22	118	6	403	15,056	Yes
Ocean.....	61,217 00	338,575 00	42,918 55	442,710 55	1	1	40	18	2	2	11	71	2	180	5,998	Yes
Passaic.....	956,081 55	4,687,205 45	409,174 32	6,052,461 32	2	1	16	6	4	2	62	90	2	1,086	42,376	Yes
Salem.....	75,250 00	405,550 00	45,103 00	525,903 00	2	1	54	6	6	3	11	70	10	198	7,682	Yes
Somerset.....	122,535 00	899,550 00	105,986 00	1,128,071 00	1	1	50	9	3	5	14	80	1	256	9,688	Yes
Sussex.....	29,100 00	344,225 00	45,025 00	418,350 00	1	1	75	6	2	2	9	93	1	181	6,646	Yes
Union.....	539,500 00	3,894,932 39	434,655 97	4,869,088 36	5	3	18	5	1	4	67	94	1	867	29,897	Yes
Warren.....	55,810 00	559,560 16	69,828 17	685,198 33	3	2	61	15	3	2	13	92	2	257	9,701	Yes
Total.....	\$10,240,159 82	\$58,192,460 30	\$5,711,931 82	\$74,144,551 94	45	46	803	296	63	190	838	2125	65	14,386	538,974	Yes

TABLE 15.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SUPERIN- TENDENTS.		ASSISTANT SUPERINTENDENTS. (An Assistant Superintendent is one who stands in very intimate relation to the Superintendent, and whose duties are mainly connected with supervision of instruction and with general oversight of a system under the direction of the Superintendent).										
	Annual Salary.	Men. Women.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic	\$6,250 00	2											
Bergen	4,000 00	1											
Burlington	1,550 00	1											
Camden	5,950 00	2											
Cape May	3,850 00	2											
Cumberland	4,350 00	2											
Essex	28,350 00	6	6		6	\$23,600 00		\$2,200 00		\$5,500 00		\$3,933 33	
Gloucester													
Hudson	24,160 00	7	2		2	7,600 00		3,600 00		4,000 00		3,800 00	
Hunterdon													
Mercer	4,000 00	1											
Middlesex	9,000 00	3											
Monmouth	7,000 00	2											
Morris													
Ocean													
Passaic	10,850 00	3		6	6		\$7,550 00		1,150 00		1,300 00		1,258 33
Salem	2,200 00	1											
Somerset													
Sussex													
Union	15,050 00	4											
Warren	2,500 00	1											
Total	\$129,060 00	38	8	6	14	\$31,200 00	\$7,550 00	\$2,200 00	\$1,150 00	\$5,500 00	\$1,300 00	\$3,900 00	\$1,258 33

TABLE 15—*Continued.*
TEACHERS EMPLOYED AND SALARIES PAID.

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COUNTIES.	APPROVED SUPERVISING PRINCIPALS. (Those for whom an apportionment of \$600 is made).											
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.	
Atlantic	3		3	\$5,200 00		\$1,400 00		\$2,300 00		\$1,733 33		
Bergen	9		9	23,150 00		1,350 00		3,750 00		2,572 22		
Burlington	5		5	9,000 00		1,000 00		2,500 00		1,800 00		
Camden	4		4	5,546 00		1,000 00		1,700 00		1,386 50		
Cape May	2		2	3,400 00		1,600 00		1,800 00		1,700 00		
Cumberland	2		2	3,318 18		1,318 18		2,000 00		1,659 09		
Essex	6		6	20,000 00		2,400 00		3,700 00		3,333 44		
Gloucester	3	1	4	4,850 00	\$1,250 00	1,000 00	\$1,250 00	2,350 00	\$1,250 00	1,616 67	\$1,250 00	
Hudson												
Hunterdon	1		1	1,700 00		1,700 00		1,700 00		1,700 00		
Mercer	4		4	6,445 00		1,450 00		1,800 00		1,611 25		
Middlesex	8	1	9	13,300 55	2,500 00	1,200 00	2,500 00	2,800 00	2,500 00	1,477 83	2,500 00	
Monmouth	5	2	7	6,900 00	3,200 00	1,100 00	1,200 00	2,000 00	2,000 00	1,380 00	1,600 00	
Morris	12		12	16,255 56		1,000 00		2,000 00		1,425 92		
Ocean	4		4	5,750 00		1,000 00		2,500 00		1,437 50		
Passaic	6		6	7,750 00		900 00		1,700 00		1,291 66		
Salem	1		1	1,500 00		1,500 00		1,500 00		1,500 00		
Somerset	3		3	5,200 00		1,000 00		2,800 00		1,733 33		
Sussex	3		3	3,325 00		*725 00		1,400 00		1,108 33		
Union												
Warren	2		2	2,800 00		1,200 00		1,600 00		1,400 00		
Total	83	4	87	\$145,390 29	\$6,950 00	*725 00	\$1,200 00	\$3,750 00	\$2,500 00	\$1,751 69	\$1,737 50	

*Supervises part time in other county.

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	UNAPPROVED SUPERVISING PRINCIPALS.										
	(Those who devote their time to administration and supervision of instruction of a group of schools).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	13	1	14	\$24,950 00	\$1,400 00	\$1,650 00	\$1,400 00	\$2,400 00	\$1,400 00	\$1,919 23	\$1,400 00
Bergen	5	4	9	6,950 00	3,100 00	1,000 00	*200 00	1,650 00	1,500 00	1,390 00	775 00
Burlington	4		4	7,700 00		1,500 00		2,200 00		1,925 00	
Camden											
Cape May											
Cumberland											
Essex	2		2	5,400 00		2,400 00		3,000 00		2,700 00	
Gloucester	3		3	5,132 60		1,500 00		2,000 00		1,710 87	
Hudson	4		4	9,600 00		1,600 00		3,000 00		2,400 00	
Hunterdon											
Mercer		2	2		3,200 00		1,200 00		2,000 00		1,600 00
Middlesex	5		5	8,400 00		1,300 00		2,000 00		1,680 00	
Monmouth	5		5	9,900 00		1,600 00		2,750 00		1,980 00	
Morris	6		6	14,100 00		1,600 00		3,500 00		2,350 00	
Ocean											
Passaic		6	6		7,800 00		1,300 00		1,300 00		1,300 00
Salem	2		2	2,750 00		1,250 00		1,500 00		1,375 00	
Somerset	3		3	6,700 00		1,800 00		2,500 00		2,233 33	
Sussex	1		1	2,500 00		2,500 00		2,500 00		2,500 00	
Union	20	14	34	43,120 00	22,100 00	1,500 00	1,100 00	3,800 00	2,250 00	2,156 00	1,578 57
Warren	2		2	2,500 00		1,000 00		1,500 00		1,250 00	
Total	75	27	102	\$149,702 60	\$37,600 00	\$1,000 00	*\$200 00	\$3,800 00	\$2,250 00	\$1,996 03	\$1,392 59

*No apportionment allowed for supervisor (helping teacher).

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	NON-TEACHING PRINCIPALS. (Those who devote their time to administration and supervision of instruction of a school).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic.....	4	10	14	\$9,100 00	\$13,700 00	\$1,600 00	\$1,350 00	\$3,200 00	\$1,550 00	\$2,275 00	\$1,370 00
Bergen.....	22	14	36	40,200 00	16,975 00	1,100 00	800 00	2,800 00	2,300 00	1,827 27	1,212 50
Burlington.....											
Camden.....	9	16	25	14,500 00	21,800 00	1,400 00	1,200 00	1,800 00	2,200 00	1,611 11	1,362 50
Cape May.....											
Cumberland.....	1	1	2	1,300 00	1,150 00	1,300 00	1,150 00	1,300 00	1,150 00	1,300 00	1,150 00
Essex.....	79	24	103	214,225 00	33,700 00	1,250 00	1,000 00	4,300 00	2,000 00	2,711 70	1,404 17
Gloucester.....											
Hudson.....	67	34	101	178,400 00	67,150 00	1,500 00	1,300 00	5,000 00	2,750 00	2,662 68	1,975 00
Hunterdon.....	2		2	4,200 00		2,100 00		2,100 00		2,100 00	
Mercer.....	4	23	27	9,800 00	42,950 00	1,400 00	1,200 00	3,800 00	1,850 00	2,450 00	1,867 39
Middlesex.....	8	7	15	14,000 00	8,600 00	1,300 00	1,000 00	2,500 00	1,900 00	1,750 00	1,228 57
Monmouth.....	7	3	10	12,300 00	4,200 00	1,250 00	1,200 00	2,200 00	1,500 00	1,755 55	1,400 00
Morris.....		2	2		3,350 00		1,250 00		2,100 00		1,675 00
Ocean.....											
Passaic.....	35	16	51	74,300 00	22,350 00	1,350 00	1,050 00	3,250 00	1,800 00	2,122 85	1,396 87
Salem.....											
Somerset.....	1		1	1,300 00		1,300 00		1,300 00		1,300 00	
Sussex.....	1		1	1,800 00		1,800 00		1,800 00		1,800 00	
Union.....	9		9	11,010 00		1,000 00		1,600 00		1,223 33	
Warren.....											
Total.....	249	150	399	\$586,435 00	\$235,925 00	\$1,000 00	\$800 00	\$5,000 00	\$2,750 00	\$2,355 16	\$1,572 83

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SUPERVISORS.										
	(Those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals—supervisor of primary work; supervisor of grammar grades, etc. Those engaged in manual training, vocational, evening school or foreign-born evening school work are not included).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	3	14	17	\$6,250 00	\$15,750 00	\$1,500 00	\$750 00	\$2,650 00	\$1,600 00	\$2,083 33	\$1,125 00
Bergen											
Burlington		1	1		2,000 00		2,000 00		2,000 00		2,000 00
Camden											
Cape May		1	1		950 00		950 00		950 00		950 00
Cumberland		2	2		3,500 00		1,300 00		2,200 00		1,750 00
Essex											
Gloucester	2	15	17	3,300 00	25,600 00	1,200 00	1,500 00	2,100 00	2,500 00	1,650 00	1,706 66
Hudson											
Hunterdon		2	2		3,300 00		1,600 00		1,700 00		1,650 00
Mercer		1	1		1,200 00		1,200 00		1,200 00		1,200 00
Middlesex											
Monmouth											
Morris											
Ocean	4		4	4,350 00		600 00		1,500 00		1,087 50	
Passaic		5	5		5,350 00		850 00		1,800 00		1,070 00
Salem											
Somerset											
Sussex											
Union		1	1		1,150 00		1,150 00		1,150 00		1,150 00
Warren											
Total	9	42	51	\$13,900 00	\$58,800 00	\$600 00	\$750 00	\$2,650 00	\$2,500 00	\$1,544 44	\$1,400 00

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL SUPERVISORS.										
	(Those who assist teachers in matters pertaining to instruction in special subjects—drawing, penmanship, etc. Those engaged in manual training, vocational, evening school or foreign-born evening school work are not included).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	1	5	5		\$3,430 00		\$300 00		\$900 00		\$686 00
Bergen	2	10	12	\$2,950 00	11,400 00	\$1,300 00	700 00	\$1,650 00	1,450 00	1,475 00	1,140 00
Burlington	1	3	4	1,100 00	2,200 00	1,100 00	600 00	1,100 00	850 00	1,100 00	733 33
Camden	1	5	6	1,800 00	6,000 00	1,800 00	1,100 00	1,800 00	1,600 00	1,800 00	1,200 00
Cape May	1	3	4								
Cumberland	1	3	4	650 00	2,425 00	650 00	750 00	650 00	925 00	650 00	808 33
Essex	13	45	58	24,400 00	55,800 00	1,200 00	650 00	3,000 00	2,000 00	1,876 92	1,240 00
Gloucester	2	4	6	850 00	2,330 60	300 00	280 60	550 00	825 00	425 00	582 65
Hudson	9	20	29	16,600 00	23,391 00	900 00	650 00	3,000 00	1,900 00	1,844 44	1,169 55
Hunterdon	1	1	2	300 00	300 00	300 00	300 00	300 00	300 00	300 00	300 00
Mercer	2	3	5	4,000 00	4,950 00	1,800 00	1,550 00	2,200 00	1,700 00	2,000 00	1,650 00
Middlesex	4	1	5	3,425 00	950 00	325 00	950 00	1,200 00	950 00	856 25	950 00
Monmouth		5	5		5,800 00		1,050 00		1,200 00		1,160 00
Morris		2	2		2,350 00		900 00		1,450 00		1,175 00
Ocean		2	2		1,600 00		775 00		825 00		800 00
Passaic	2	6	8	3,400 00	6,750 00	1,700 00	850 00	1,700 00	1,400 00	1,700 00	1,125 00
Salem											
Somerset											
Sussex	1	6	7	700 00	4,600 00	700 00	600 00	700 00	875 00	700 00	768 68
Union	5	21	26	7,100 00	21,340 00	700 00	450 00	1,800 00	1,500 00	1,420 00	1,016 00
Warren		2	2		1,625 00		800 00		825 00		812 50
Total	44	144	188	\$67,275 00	\$157,241 60	\$300 00	\$280 00	\$3,000 00	\$2,000 00	\$1,528 97	\$1,091 95

TABLE 15—*Continued.*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, RURAL SCHOOLS—ONE ROOM.										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	6	23	29	\$3,825 00	\$13,046 50	\$585 00	\$450 00	\$675 00	\$729 00	\$637 50	\$567 24
Bergen	1	14	15	700 00	9,025 00	700 00	450 00	700 00	800 00	700 00	644 64
Burlington	2	50	52	995 00	22,115 00	495 00	280 00	500 00	650 00	497 50	442 30
Camden .....	..	21	21	..	10,102 50	..	400 00	..	600 00	..	482 07
Cape May	4	7	11	2,420 00	3,862 00	585 00	495 00	665 00	630 00	605 00	551 71
Cumberland	2	28	30	900 00	12,492 50	450 00	360 00	450 00	575 00	460 00	446 16
Essex .....	..	4	4	..	2,600 00	..	575 00	..	800 00	..	650 00
Gloucester	5	25	30	2,685 50	11,585 00	423 00	382 50	650 00	575 00	537 10	463 40
Hudson .....	..	..	..	..	..	..	..	..	..	..	..
Hunterdon	9	69	78	4,617 50	32,678 50	400 00	360 00	650 00	620 00	513 06	473 60
Mercer	2	18	20	1,075 00	10,790 00	500 00	500 00	575 00	940 00	537 50	599 44
Middlesex .....	..	28	28	..	16,350 00	..	500 00	..	700 00	..	583 92
Monmouth	7	45	52	4,725 00	24,461 00	525 00	405 00	800 00	825 00	675 00	543 57
Morris	7	41	48	3,950 00	22,350 00	450 00	450 00	700 00	800 00	564 29	545 12
Ocean	11	27	38	6,205 00	11,787 50	360 00	360 00	800 00	650 00	564 09	436 57
Passaic	5	9	14	2,950 00	5,550 00	500 00	550 00	650 00	850 00	590 00	616 66
Salem	5	37	42	2,205 00	15,841 25	405 00	292 50	495 00	440 00	441 00	423 14
Somerset	1	45	46	550 00	23,615 00	550 00	450 00	550 00	700 00	550 00	524 77
Sussex	8	60	68	3,755 00	29,310 00	405 00	405 00	550 00	600 00	469 38	488 50
Union .....	..	1	1	..	600 00	..	600 00	..	600 00	..	600 00
Warren	3	54	57	1,500 00	23,457 50	450 00	350 00	600 00	650 00	500 00	434 38
Total	78	606	684	\$43,058 00	\$301,619 25	\$360 00	\$280 00	\$800 00	\$940 00	\$552 02	\$497 72

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, RURAL SCHOOLS—TWO ROOMS.										
	(Teachers considered in the one- and two-room rural school tables are not considered in the grade teachers' tables).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	4	35	39	\$2,754 00	\$21,150 50	\$540 00	\$450 00	\$819 00	\$819 00	\$688 50	\$604 30
Bergen	2	18	20	1,700 00	11,925 00	800 00	450 00	900 00	1,050 00	850 00	662 50
Burlington	2	34	36	1,230 00	17,580 00	600 00	400 00	630 00	750 00	615 00	517 06
Camden	1	18	19	.....	9,041 50	.....	400 00	.....	600 00	.....	502 36
Cape May	8	28	36	5,140 00	15,019 00	580 00	450 00	675 00	675 00	642 50	535 33
Cumberland	2	28	30	1,102 50	13,105 00	540 00	360 00	562 50	600 00	551 25	468 04
Essex	1	6	7	.....	4,025 00	.....	550 00	.....	825 00	.....	670 83
Gloucester	1	37	38	450 00	19,542 50	450 00	382 50	450 00	675 00	450 00	528 18
Hudson	5	15	20	3,550 00	7,802 50	650 00	427 50	800 00	650 00	710 00	520 17
Hunterdon	1	13	14	650 00	3,265 00	650 00	525 00	650 00	940 00	650 00	635 77
Mercer	1	14	15	.....	8,635 00	.....	525 00	.....	850 00	.....	616 78
Middlesex	7	25	32	4,790 00	14,890 00	540 00	427 50	800 00	855 00	684 28	595 60
Monmouth	11	41	52	7,600 00	24,795 00	600 00	450 00	800 00	875 00	690 91	604 75
Morris	4	20	24	2,385 00	8,887 50	450 00	360 00	720 00	675 00	596 25	444 37
Ocean	2	6	8	1,450 00	3,600 00	700 00	550 00	750 00	750 00	725 00	600 00
Passaic	1	7	8	495 00	3,564 00	495 00	405 00	495 00	612 00	495 00	509 14
Salem	1	19	20	600 00	10,125 00	600 00	450 00	600 00	600 00	600 00	532 89
Somerset	2	10	12	1,250 00	5,050 00	600 00	450 00	650 00	550 00	625 00	505 00
Sussex	3	3	6	2,700 00	7,075 00	700 00	600 00	1,000 00	775 00	900 00	691 67
Union	4	23	27	2,350 00	10,412 50	500 00	360 00	750 00	700 00	587 50	452 71
Warren	4	23	27	2,350 00	10,412 50	500 00	360 00	750 00	700 00	587 50	452 71
Total	60	400	460	\$40,196 50	\$219,490 00	\$450 00	\$260 00	\$1,000 00	\$1,050 00	\$669 94	\$548 72

TABLE 15—*Continued.*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, KINDERGARTEN—DAY SCHOOLS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic	31	31			\$24,083 76		\$450 00		\$1,300 00		\$776 89
Bergen	62	62			44,185 00		500 00		1,150 00		712 66
Burlington	5	5			2,900 00		525 00		750 00		530 00
Camden	15	15			9,900 00		550 00		750 00		660 00
Cape May	2	2			1,390 00		630 00		760 00		695 00
Cumberland											
Essex	233	233			197,470 00		350 00		1,200 00		847 51
Gloucester	2	2			1,000 00		500 00		500 00		500 00
Hudson	64	64			61,968 00		540 00		1,300 00		968 25
Hunterdon	3	3			1,675 00		500 00		625 00		558 33
Mercer	63	63			45,800 00		500 00		1,100 00		726 98
Middlesex	26	26			16,850 00		500 00		900 00		648 07
Monmouth	16	16			11,845 00		565 00		870 00		740 31
Morris	4	4			2,650 00		550 00		750 00		662 50
Ocean	5	5			2,925 00		525 00		650 00		585 00
Passaic	65	65			40,750 00		500 00		1,100 00		719 23
Salem	2	2			1,150 00		500 00		650 00		575 00
Somerset	16	16			9,500 00		350 00		750 00		593 75
Sussex	4	4			1,950 00		350 00		625 00		487 50
Union	43	43			31,310 00		400 00		1,150 00		728 13
Warren											
Total	661	661			\$515,301 76		\$350 00		\$1,300 00		\$779 57

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, GRADES 1 TO 4, INCLUSIVE—DAY SCHOOLS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic	169	169			\$130,211 75		\$450 00		\$1,300 00		\$770 48
Bergen	2	518	520	\$1,450 00	378,423 00	\$700 00	450 00	750 00	1,000 00	\$725 00	730 54
Burlington	144	144			102,920 00		345 00		700 00		714 72
Camden	403	403			263,551 00		350 00		1,100 00		653 97
Cape May	52	52			30,486 25		427 50		775 00		586 27
Cumberland	1	118	119	405 00	58,951 50	405 00	360 00	495 00	650 00	405 00	499 59
Essex	2	1181	1183	1,650 00	1,042,337 00	800 00	500 00	850 00	1,300 00	825 00	882 58
Gloucester		91	91		47,990 00		400 00		700 00		527 36
Hudson	1	1099	1100	1,250 00	981,598 50	1,250 00	450 00	1,250 00	1,500 00	1,250 00	892 36
Hunterdon		37	37		20,100 00		420 00		750 00		543 24
Mercer		285	285		202,605 00		500 00		1,000 00		710 89
Middlesex	1	318	319	1,000 00	205,477 00	1,000 00	500 00	1,000 00	1,000 00	1,000 00	646 15
Monmouth	1	230	231	1,050 00	153,307 50	1,050 00	405 00	1,050 00	1,000 00	1,050 00	666 55
Morris		132	132		86,645 00		450 00		1,100 00		656 40
Ocean		39	39		20,580 00		360 00		750 00		527 59
Passaic		503	503		351,755 00		500 00		1,100 00		699 31
Salem		67	67		32,826 25		400 00		700 00		489 94
Somerset		81	81		51,725 00		500 00		1,000 00		638 58
Sussex		30	30		17,375 00		500 00		700 00		579 16
Union	3	356	359	3,250 00	260,778 33	1,000 00	470 00	1,200 00	1,100 00	1,083 33	732 52
Warren		74	74		41,455 00		400 00		750 00		560 20
Total	11	5927	5938	\$10,055 00	\$4,481,098 08	\$405 00	\$345 00	\$1,250 00	\$1,500 00	\$914 09	\$756 04

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, GRADES 5 TO 8, INCLUSIVE—DAY SCHOOLS.											
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.	
Atlantic	10	116	126	\$8,591 00	\$98,453 25	\$675 00	\$495 00	\$1,000 00	\$1,300 00	\$859 10	\$848 73	
Bergen	33	361	394	39,875 00	275,225 00	800 00	500 00	1,900 00	1,300 00	1,208 33	762 39	
Burlington	4	93	97	2,980 00	57,605 00	630 00	430 00	900 00	850 00	745 00	619 41	
Camden	9	245	254	7,650 00	178,872 75	500 00	425 00	1,300 00	1,100 00	850 00	730 09	
Cape May	7	30	37	5,382 50	19,552 50	585 00	495 00	950 00	850 00	768 92	651 75	
Cumberland	10	82	92	6,970 00	45,275 50	495 00	360 00	950 00	850 00	697 00	552 14	
Essex	51	839	890	49,340 00	827,244 50	580 00	550 00	1,600 00	1,600 00	967 45	985 97	
Gloucester	3	61	64	2,520 00	36,412 70	675 00	450 00	1,080 00	800 00	840 00	596 93	
Hudson	11	816	827	11,275 00	838,106 00	600 00	540 00	1,500 00	1,676 00	1,025 00	1,027 09	
Hunterdon	6	24	30	4,827 50	14,350 00	602 50	500 00	1,000 00	725 00	804 59	597 91	
Mercer	6	154	160	5,350 00	132,610 00	700 00	500 00	1,200 00	1,100 00	891 67	861 10	
Middlesex	15	181	196	15,700 00	134,315 00	650 00	500 00	1,400 00	1,000 00	1,046 66	742 07	
Monmouth	22	155	177	24,200 00	115,324 30	700 00	450 00	1,600 00	1,100 00	1,100 00	744 02	
Morris	16	84	100	14,950 00	61,950 00	700 00	450 00	1,250 00	1,000 00	934 37	737 50	
Ocean	6	26	32	5,365 00	16,220 00	450 00	450 00	1,550 00	850 00	894 16	623 84	
Passaic	14	363	377	13,150 00	280,675 00	600 00	500 00	1,300 00	1,150 00	939 28	773 20	
Salem	3	50	53	2,020 00	26,611 25	540 00	380 00	855 00	760 00	673 33	532 22	
Somerset	6	49	55	5,200 00	35,540 00	650 00	540 00	1,200 00	1,000 00	866 66	725 30	
Sussex	4	22	26	3,500 00	14,300 00	600 00	500 00	1,150 00	825 00	875 00	650 00	
Union	9	242	251	9,235 00	197,061 66	620 00	520 00	1,300 00	1,350 00	1,026 11	814 30	
Warren	11	34	45	8,550 00	19,850 00	500 00	400 00	875 00	875 00	777 27	583 82	
Total	256	4027	4283	\$246,631 00	\$3,425,554 41	\$450 00	\$360 00	\$1,900 00	\$1,676 00	\$963 40	\$850 64	

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

TEACHERS, GRADES 9 TO 12, INCLUSIVE—DAY SCHOOLS.											
COUNTIES.	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	34	44	78	\$54,792 50	\$49,130 00	\$750 00	\$800 00	\$2,600 00	\$1,400 00	\$1,611 54	\$1,116 58
Bergen	47	92	139	57,700 60	91,500 00	800 00	600 00	1,775 00	1,475 00	1,227 65	994 56
Burlington	7	33	40	7,175 00	26,300 00	750 00	850 00	1,300 00	1,100 00	1,025 00	796 97
Camden	17	63	80	20,700 00	57,625 00	600 00	450 00	1,700 00	1,700 00	1,217 64	914 68
Cape May	14	15	29	15,957 50	11,787 50	800 00	665 00	1,650 00	950 00	1,139 82	785 83
Cumberland	17	40	57	17,352 50	29,440 00	617 50	575 00	1,600 00	1,200 00	1,020 73	736 00
Essex	204	241	445	405,775 00	300,605 00	800 00	750 00	3,400 00	2,100 00	1,989 09	1,247 32
Gloucester	5	27	32	4,550 00	20,100 00	750 00	650 00	1,100 00	1,100 00	910 00	744 44
Hudson	133	161	294	250,535 00	222,707 00	1,000 00	700 00	4,000 00	1,900 00	1,883 49	1,383 27
Hunterdon	5	25	30	5,200 00	18,400 00	750 00	650 00	1,500 00	1,000 00	1,040 00	736 00
Mercer	38	65	103	50,900 00	65,370 00	500 00	500 00	2,300 00	1,750 00	1,339 47	1,005 69
Middlesex	20	40	60	28,350 00	38,555 00	850 00	650 00	2,500 00	1,200 00	1,417 50	963 87
Monmouth	25	80	105	31,270 00	73,650 00	800 00	600 00	2,400 00	1,500 00	1,250 80	920 62
Morris	19	44	63	22,600 00	38,280 00	700 00	650 00	1,700 00	1,200 00	1,189 47	870 00
Ocean	6	18	24	6,900 00	13,050 00	750 00	550 00	1,550 00	1,000 00	1,150 00	725 00
Passaic	50	75	125	76,100 00	81,100 00	800 00	600 00	2,500 00	1,300 00	1,522 00	1,081 33
Salem	8	17	25	7,115 00	12,095 00	665 00	570 00	1,300 00	950 00	889 37	711 47
Somerset	9	28	37	9,950 00	23,025 00	775 00	650 00	1,600 00	1,000 00	1,105 55	822 32
Sussex	8	13	21	8,150 00	9,900 00	800 00	600 00	1,300 00	925 00	1,018 75	761 54
Union	52	91	143	77,570 00	100,150 00	800 00	700 00	2,100 00	1,400 00	1,491 73	1,100 54
Warren	12	18	30	13,500 00	12,950 00	800 00	550 00	1,400 00	950 00	1,125 00	719 44
Total	730	1230	1960	\$1,172,112 50	\$1,295,719 50	\$500 00	\$450 00	\$4,000 00	\$2,100 00	\$1,605 63	\$1,053 43

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

SHORT TERM TEACHERS—DAY SCHOOLS.											
(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")											
COUNTIES.	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic		2	2		\$950 00		\$400 00		\$550 00		\$475 00
Bergen		4	4		3,275 00		675 00		900 00		818 75
Burlington		2	2		790 00		240 00		550 00		395 00
Camden		2	2		700 00		325 00		375 00		350 00
Cape May											
Cumberland											
Essex	1	10	11	\$190 00	5,676 00	\$190 00	360 00	190 00	1,000 00	190 00	567 60
Gloucester		2	2		382 50		191 25		191 25		191 25
Hudson	1	1	2	468 00	210 00	468 00	210 00	468 00	210 00	468 00	210 00
Hunterdon											
Mercer											
Middlesex		4	4		878 00		180 00		258 00		219 50
Monmouth		1	1		300 00		300 00		300 00		300 00
Morris	1	2	3	1,050 00	660 00	1,050 00	160 00	1,050 00	500 00	1,050 00	330 00
Ocean											
Passaic											
Salem											
Somerset		3	3		790 00		220 00		330 00		263 33
Sussex	1	3	4	960 00	1,175 00	960 00	375 00	960 00	400 00	960 00	391 66
Union		1	1		275 00		275 00		275 00		275 00
Warren											
Total	4	37	41	\$2,668 00	\$16,061 50	\$190 00	\$160 00	\$1,050 00	\$1,000 00	\$667 00	\$434 09

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SUBSTITUTE TEACHERS—DAY SCHOOLS.										
	(One not assigned to a regular class or one teaching a class for less than four months).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	1	8	9	\$665 00	\$4,800 00	\$665 00	\$550 00	\$665 00	\$750 00	\$665 00	\$600 00
Bergen		1	1		650 00		650 00		650 00		650 00
Burlington		3	3		854 00		102 00		650 00		284 66
Camden		22	22		11,150 00		500 00		650 00		506 81
Cape May											
Cumberland		4	4		2,050 00		450 00		600 00		512 50
Essex		1	1		800 00		800 00		800 00		800 00
Gloucester		1	1		97 50		97 50		97 50		97 50
Hudson		9	9		2,111 00		100 00		675 00		234 65
Hunterdon											
Mercer		4	4		1,600 00		400 00		400 00		400 00
Middlesex		4	4		2,000 00		500 00		500 00		500 00
Monmouth		2	2		1,250 00		600 00		650 00		625 00
Morris											
Ocean		1	1		525 00		525 00		525 00		525 00
Passaic											
Salem											
Somerset											
Sussex											
Union		2	2		1,120 00		320 00		800 00		560 00
Warren											
Total	1	62	63	\$665 00	\$29,007 50	\$665 00	\$97 50	\$665 00	\$800 00	\$665 00	\$467 86

TABLE 15—*Continued.*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS—UNGRADED, BACKWARD, AND INCORRIGIBLE CLASSES—DAY SCHOOLS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic	4	4			\$3,311 25		\$725 00		\$950 00		\$827 81
Bergen	10	10			6,975 00		550 00		850 00		697 50
Burlington	2	2			1,000 00		500 00		500 00		500 00
Camden	5	5			3,950 00		550 00		850 00		790 00
Cape May		1	1		575 00		575 00		575 00		575 00
Cumberland		1	1		575 00		575 00		575 00		575 00
Essex	4	7	11	\$4,500 00	9,300 00	\$950 00	700 00	\$1,400 00	1,700 00	\$1,145 00	1,328 57
Gloucester											
Hudson	1	8	9	900 00	8,060 00	900 00	540 00	900 00	1,440 00	900 00	1,007 50
Hunterdon		2	2		1,200 00		550 00		650 00		600 00
Mercer		5	5		4,350 00		600 00		1,150 00		870 00
Middlesex											
Monmouth											
Morris		3	3		2,325 00		750 00		800 00		775 00
Ocean											
Passaic	1	2	3	1,500 00	1,700 00	1,500 00	800 00	1,500 00	900 00	1,500 00	850 00
Salem											
Somerset		1	1		850 00		850 00		850 00		850 00
Sussex		1	1		900 00		900 00		900 00		900 00
Union	1	1	2	1,200 00	900 00	1,200 00	900 00	1,200 00	900 00	1,200 00	900 00
Warren											
Total	7	51	58	\$8,180 00	\$44,496 25	\$900 00	\$500 00	\$1,500 00	\$1,700 00	\$1,168 57	\$872 47

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL. TEACHERS—TEACHER CLERKS—DAY SCHOOLS. (Regularly certificated teacher used as temporary substitute and general assistant to the principal.)										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic	1	1	2		\$840 00		\$840 00		\$840 00		\$840 00
Bergen	9	9	18		7,200 00		550 00		1,000 00		800 00
Burlington	2	2	4		1,175 00		525 00		650 00		587 50
Camden	4	4	8		1,650 00		300 00		550 00		412 50
Cape May											
Cumberland	3	3	6		1,575 00		500 00		550 00		525 00
Essex	77	77	154		63,425 00		500 00		1,300 00		823 70
Gloucester	1	38	39	\$1,600 00	35,146 00	1,600 00	450 00	\$1,600 00	1,250 00	\$1,600 00	\$924 89
Hunterdon											
Mercer	1	1	2		500 00		500 00		500 00		500 00
Middlesex	2	2	4		1,275 00		600 00		675 00		637 50
Monmouth	3	3	6		2,225 00		700 00		825 00		741 66
Morris	3	3	6		2,225 00		425 00		1,000 00		741 67
Ocean	1	1	2		500 00		500 00		500 00		500 00
Passaic	7	7	14		2,525 00		300 00		725 00		360 71
Salem	1	1	2		450 00		450 00		450 00		450 00
Somerset	4	4	8		2,725 00		450 00		850 00		681 25
Sussex											
Union	24	24	48		14,115 00		470 00		775 00		588 12
Warren	1	1	2		400 00		400 00		400 00		400 00
Total	1	181	182	\$1,600 00	\$137,951 00	\$1,600 00	\$300 00	\$1,600 00	\$1,300 00	\$1,600 00	\$762 16

TABLE 15—*Continued.*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	MANUAL TRAINING TEACHERS—EVENING SCHOOLS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bergen .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	3	5	8	\$466 50	\$684 00	2 00	\$2 00	\$4 00	\$2 50	\$2 25	\$1 98
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	6	5	11	1,365 00	1,192 00	2 50	2 00	2 50	2 50	2 50	2 40
Middlesex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monmouth .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris .....	.....	2	2	.....	288 00	.....	2 25	.....	2 25	.....	2 25
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	6	.....	6	1,024 00	.....	2 50	.....	3 00	.....	2 67	.....
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	1	.....	1	192 00	.....	3 00	.....	3 00	.....	3 00	.....
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	16	12	28	\$3,047 50	\$2,164 00	\$2 00	\$2 00	\$4 00	\$2 50	\$2 68	\$2 54

TABLE 15—*Continued.*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	MANUAL TRAINING TEACHERS—DAY SCHOOLS.										
	(Include 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).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	8	8	16	\$8,600 00	\$6,750 00	250 00	700 00	\$1,600 00	\$1,450 00	\$1,075 00	\$843 75
Bergen	22	23	45	22,390 00	22,075 00	465 00	600 00	1,400 00	1,800 00	1,017 73	959 78
Burlington	1	3	4	900 00	2,400 00	900 00	650 00	900 00	900 00	900 00	800 00
Camden	5	8	13	5,500 00	6,775 00	800 00	700 00	1,800 00	1,600 00	1,100 00	846 88
Cape May	3	2	5	3,450 00	1,300 00	1,050 00	500 00	1,300 00	800 00	1,150 00	650 00
Cumberland	4	6	10	4,200 00	4,450 00	900 00	450 00	1,200 00	800 00	1,050 00	741 67
Essex	41	40	81	54,475 00	45,650 00	400 00	700 00	2,000 00	1,700 00	1,328 65	1,141 25
Gloucester	4	4	8	2,350 00	2,800 00	350 00	550 00	800 00	800 00	587 50	700 00
Hudson	26	35	61	32,994 00	41,388 00	900 00	600 00	2,200 00	1,700 00	1,269 00	1,182 51
Hunterdon											
Mercer	9	10	19	9,950 00	8,930 00	750 00	500 00	1,500 00	1,400 00	1,105 56	893 00
Middlesex	11	15	26	11,875 00	11,815 00	650 00	610 00	1,800 00	1,000 00	1,079 54	787 66
Monmouth	9	16	25	10,400 00	14,843 30	800 00	700 00	1,400 00	1,200 00	1,155 55	927 71
Morris	3	9	12	3,850 00	7,950 00	1,100 00	700 00	1,500 00	1,250 00	1,283 33	883 33
Ocean	1	2	3	1,050 00	1,675 00	1,050 00	825 00	1,050 00	850 00	1,050 00	837 50
Passaic	17	9	26	16,550 00	8,950 00	200 00	600 00	2,300 00	1,400 00	973 52	994 44
Salem	1	3	4	1,000 00	2,025 00	1,000 00	525 00	1,000 00	800 00	1,000 00	675 00
Somerset	3	3	6	3,400 00	2,550 00	900 00	700 00	1,300 00	1,000 00	1,133 33	850 00
Sussex	1	3	4	1,100 00	2,200 00	1,100 00	600 00	1,100 00	800 00	1,100 00	733 33
Union	20	21	41	20,846 30	15,823 50	440 00	330 00	1,850 00	1,400 00	1,042 31	753 50
Warren	1	2	3	1,300 00	1,350 00	1,300 00	650 00	1,300 00	700 00	1,300 00	675 00
Total	190	222	412	\$216,180 30	\$211,699 80	\$200 00	\$330 00	\$2,300 00	\$1,800 00	\$1,137 79	\$953 60

TABLE 15—*Continued.*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	VOCATIONAL TEACHERS—EVENING SCHOOLS.										
	(Teachers employed both day and evening are classed as holding two teaching positions).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic											
Bergen	1	2	3	\$174 00	\$92 00	\$3 00	\$3 00	\$3 00	\$3 00	\$3 00	\$3 00
Burlington											
Camden											
Cape May											
Cumberland											
Essex	51	34	85	23,573 17	9,580 33	4 00	3 00	4 00	5 00	4 00	4 00
Gloucester											
Hudson	38	9	47	8,777 00	1,942 00	2 00	2 00	4 00	3 00	3 35	3 12
Hunterdon											
Mercer											
Middlesex		2	2		120 00		3 00		3 00		3 00
Monmouth											
Morris	2		2	147 56		7 50		7 50		7 50	
Ocean											
Passaic	6	15	21	960 00	2,400 00	2 50	2 50	2 50	2 50	2 50	2 50
Salem											
Somerset											
Sussex											
Union											
Warren											
Total	98	62	160	\$33,631 73	\$14,134 33	\$2 00	\$2 00	\$7 50	\$5 00	\$4 83	\$3 21

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	VOCATIONAL TEACHERS—DAY SCHOOLS.										
	(Teachers employed both day and evenings are classed as holding two teaching positions).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	8	11	19	\$9,750 00	\$9,700 00	\$750 00	\$750 00	\$1,600 00	\$1,450 00	\$1,218 00	\$881 00
Bergen		1	1		90 00		90 00		90 00		90 00
Burlington											
Camden											
Cape May											
Cumberland											
Essex	13	18	31	18,850 00	19,060 00	750 00	680 00	2,600 00	2,000 00	1,450 00	1,058 88
Gloucester											
Hudson	14	23	37	18,750 00	25,769 00	1,000 00	161 00	1,700 00	1,596 00	1,339 28	1,120 39
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic	7	2	9	9,600 00	1,950 00	1,100 00	900 00	1,800 00	1,050 00	1,371 42	975 00
Salem											
Somerset											
Sussex	3	2	5	3,000 00	1,800 00	1,000 00	750 00	1,000 00	1,050 00	1,000 00	900 00
Union											
Warren											
Total	45	57	102	\$59,950 00	\$58,369 00	\$750 00	\$90 00	\$2,600 00	\$2,000 00	\$1,332 22	\$1,024 01

TABLE 15—*Continued.*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	EVENING SCHOOL TEACHERS.										
	(Teachers considered in the day school tables and teaching in the evening schools are also considered in this table. Foreign-born evening school teachers are not included.)										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	16	15	31	\$3,136 00	\$2,400 00	\$1 00	\$1 00	\$4 00	\$3 00	\$3 06	\$2 50
Bergen	14	15	29	2,434 00	2,249 00	2 00	1 75	3 00	3 00	2 48	2 14
Burlington	1	1	2	164 00	240 00	2 56	3 75	2 56	3 75	2 56	3 75
Camden	19	3	22	3,209 25	484 00	1 00	2 00	3 00	2 50	2 77	2 64
Cape May	3	1	4	240 00	80 00	1 25	1 25	1 25	1 25	1 25	1 25
Cumberland											
Essex	204	202	406	58,843 45	52,104 80	2 00	2 50	5 00	5 00	3 70	3 31
Gloucester											
Hudson	64	116	180	15,139 50	19,360 00	2 00	2 00	4 00	3 00	3 43	2 42
Hunterdon											
Mercer	15	32	47	3,253 25	2,679 00	2 00	2 00	3 00	3 00	2 38	2 16
Middlesex	2	9	11	429 00	1,350 00	1 61	1 37	3 00	2 00	2 31	1 61
Monmouth	6	2	8	1,065 40	216 00	2 00	2 00	3 50	2 00	2 65	1 61
Morris	3	8	11	494 00	1,182 00	2 00	2 00	3 00	3 00	2 50	2 25
Ocean											
Passaic	23	19	42	4,158 00	2,816 00	2 50	2 00	3 00	2 50	2 74	2 25
Salem											
Somerset											
Sussex											
Union	36	32	68	7,102 50	5,559 00	2 00	1 50	5 00	3 00	2 82	2 48
Warren											
Total	406	455	861	\$93,668 35	\$90,719 80	\$1 00	\$1 00	\$5 00	\$5 00	\$3 45	\$2 81

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS IN EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS. (Receiving State Aid).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men. (Per Night).	Minimum Salary— Women. (Per Night).	Maximum Salary— Men. (Per Night).	Maximum Salary— Women. (Per Night).	Aggregate Salary— Men. (Per Night).	Aggregate Salary— Women. (Per Night).
Atlantic	2	1	3	\$448 00	\$192 00	\$3 00	\$3 00	\$3 00	\$3 00	\$3 00	\$3 00
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex											
Gloucester											
Hudson	10	26	36	2,083 00	3,873 00	2 00	2 00	4 00	3 00	3 02	2 15
Hunterdon											
Mercer											
Middlesex											
Monmouth	3		3	512 00		2 50		3 00		2 67	
Morris											
Ocean											
Passaic	1	15	16	207 00	1,785 00	3 00	2 00	3 00	3 00	3 00	2 00
Salem											
Somerset	1	1	2	136 00	136 00	2 00	2 00	2 00	2 00	2 00	2 00
Sussex											
Union	1	2	3	90 00	492 00	3 00	3 00	3 00	3 00	3 00	3 00
Warren											
Total	18	45	63	\$3,476 00	\$6,478 00	\$2 00	\$2 00	\$4 00	\$3 00	\$3 51	\$2 62

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS, SUBNORMAL CLASSES—DAY SCHOOLS.										
	(Those for which an apportionment of \$500 is made).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	8	8	8		\$7,150 00		\$700 00		\$1,150 00		\$893 75
Bergen	8	8	8		8,125 00		850 00		1,350 00		1,015 63
Burlington	1	1	1		700 00		700 00		700 00		700 00
Camden	11	11	11		8,250 00		600 00		850 00		750 00
Cape May	1	1	1		712 50		712 50		712 50		712 50
Cumberland	3	3	3		2,150 00		650 00		750 00		716 67
Essex	1	48	49	\$1,000 00	51,980 00	\$1,000 00	750 00	\$1,000 00	1,300 00	\$1,000 00	1,082 92
Gloucester	1	1	1		575 00		575 00		575 00		575 00
Hudson	26	26	26		32,756 00		850 00		1,900 00		1,259 84
Hunterdon											
Mercer	17	17	17		17,250 00		800 00		1,100 00		1,014 71
Middlesex	6	6	6		4,820 00		670 00		900 00		803 33
Monmouth	3	3	3		2,600 00		650 00		1,000 00		866 66
Morris	1	1	1		950 00		950 00		950 00		950 00
Ocean											
Passaic	11	11	11		11,050 00		750 00		1,150 00		1,004 54
Salem											
Somerset	3	3	3		2,350 00		700 00		850 00		783 33
Sussex	1	1	1		850 00		850 00		850 00		850 00
Union	1	11	12	1,100 00	9,650 00	1,100 00	650 00	1,100 00	1,200 00	1,100 00	877 27
Warren											
Total	2	160	162	\$2,100 00	\$161,918 50	\$1,000 00	\$575 00	\$1,100 00	\$1,900 00	\$1,050 00	\$1,011 99

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS, DEAF CLASSES—DAY SCHOOLS. (Those for which an apportionment of \$500 is made).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic											
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex		10	10		\$13,800 00		\$1,000 00		\$1,900 00		\$1,380 00
Gloucester											
Hudson		2	2		2,200 00		900 00		1,300 00		1,100 00
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic											
Salem											
Somerset											
Sussex											
Union											
Warren											
Total		12	12		\$16,000 00		\$900 00		\$1,900 00		\$1,333 33

TABLE 15—*Continued.*
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS, BLIND CLASSES—DAY SCHOOLS. (Those for which an apportionment of \$500 is made).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic											
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex		2	2		\$3,100 00		\$1,500 00		\$1,600 00		\$1,550 00
Gloucester											
Hudson		1	1		1,300 00		1,300 00		1,300 00		1,300 00
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic											
Salem											
Somerset											
Sussex											
Union											
Warren											
Total		3	3		\$4,400 00		\$1,300 00		\$1,600 00		\$1,466 66

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS, UNCLASSIFIED—DAY SCHOOLS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic	1	6	6		\$3,734 00		\$155 00		\$950 00		\$622 33
Bergen	21	22		\$750 00	14,385 00	\$750 00	400 00	750 00	1,050 00	750 00	685 00
Burlington											
Camden	3	15	18	2,550 00	12,775 00	650 00	500 00	1,000 00	1,400 00	850 00	851 67
Cape May		6	6		4,119 50		380 00		807 50		686 58
Cumberland											
Essex	42	57	99	55,500 00	56,529 00	700 00	550 00	2,000 00	1,300 00	1,321 43	991 73
Gloucester											
Hudson	7	19	26	8,146 00	18,843 00	1,000 00	600 00	1,600 00	1,260 00	1,163 71	991 73
Hunterdon											
Mercer	2	16	18	2,225 00	16,650 00	875 00	850 00	1,350 00	1,250 00	1,112 50	1,040 63
Middlesex		10	10		7,050 00		300 00		1,050 00		705 00
Monmouth		8	8		7,050 00		700 00		1,100 00		881 25
Morris		6	6		4,700 00		650 00		1,000 00		783 33
Ocean											
Passaic	4	28	32	4,900 00	21,250 00	800 00	160 00	1,600 00	1,050 00	1,225 00	758 92
Salem	2	2	4	1,300 00	1,300 00	600 00	600 00	700 00	700 00	650 00	650 00
Somerset	2	12	14	1,650 00	8,575 00	750 00	450 00	900 00	900 00	825 00	714 58
Sussex											
Union	1	14	15	900 00	11,280 00	900 00	520 00	900 00	1,400 00	900 00	805 71
Warren											
Total	64	220	284	\$77,921 00	\$188,240 50	\$600 00	\$155 00	\$2,000 00	\$1,400 00	\$1,217 51	\$855 63

TABLE 16.
SUMMARY OF TEACHERS EMPLOYED.

COUNTIES.	Number of Teachers Employed, Excluding Superintendents, Assistants and 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	55	447	502	99	510	609
Bergen	86	1,118	1,204	172	1,185	1,357
Burlington	15	369	384	29	380	409
Camden	29	824	853	73	857	930
Cape May	33	141	174	43	144	187
Cumberland	32	307	339	42	318	360
Essex	305	2,716	3,021	726	3,081	3,807
Gloucester	14	247	261	26	256	282
Hudson	155	2,244	2,399	401	2,527	2,928
Hunterdon	25	175	200	29	176	205
Mercer	49	641	690	90	718	808
Middlesex	36	633	669	77	669	746
Monmouth	62	568	630	99	596	695
Morris	54	361	415	80	384	464
Ocean	27	137	164	36	141	177
Passaic	76	1,069	1,145	182	1,168	1,350
Salem	19	183	202	24	186	210
Somerset	19	260	279	30	264	294
Sussex	23	144	167	33	155	188
Union	70	789	859	166	880	1,046
Warren	30	204	234	36	208	244
Total.....	1,214	18,577	14,791	2,493	14,803	17,296

TABLE 17.
TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL SALARIES.

COUNTIES.	AMOUNT OF SALARY PAID.																	
	(This table includes everything but evening, vocational (day and evening), manual training (day and evening) and foreign-born evening school teachers.																	
	Less than \$300—Men.	Less than \$300—Women.	\$300 to \$399—Men.	\$300 to \$399—Women.	\$400 to \$499—Men.	\$400 to \$499—Women.	\$500 to \$599—Men.	\$500 to \$599—Women.	\$600 to \$699—Men.	\$600 to \$699—Women.	\$700 to \$799—Men.	\$700 to \$799—Women.	\$800 to \$899—Men.	\$800 to \$899—Women.	\$900 to \$999—Men.	\$900 to \$999—Women.	\$1,000 to \$1,099—Men.	\$1,000 to \$1,099—Women.
Atlantic	1	2	2	23	2	29	8	96	4	93	7	63	3	56	6	57	2	4
Bergen	2	2	2	6	1	176	3	295	1	242	1	182	11	131	13	61	11	21
Burlington	5	12	1	72	1	146	3	77	4	43	14	3	5	2	2	1	1	1
Camden	1	4	1	75	1	163	2	181	2	123	3	187	4	51	7	21	2	9
Cape May	1	1	1	34	6	40	8	25	1	30	4	10	2	1	3	4	1	1
Cumberland	1	15	3	112	4	102	6	42	1	26	3	9	3	7	6	1	1	1
Essex	1	1	1	10	2	140	5	315	7	354	16	427	13	288	13	209	6	530
Gloucester	2	1	4	51	3	114	3	52	3	18	1	9	1	2	2	2	2	1
Hudson	1	1	8	1	5	72	1	287	1	356	5	228	2	251	6	236	8	236
Hunterdon	1	1	8	3	25	3	90	4	29	6	19	2	3	1	3	1	1	1
Mercer	1	1	7	2	101	1	144	1	106	5	146	2	55	7	44	3	28	7
Middlesex	3	1	2	143	1	183	1	131	2	77	9	67	2	20	4	4	7	7
Monmouth	1	1	25	2	93	3	127	10	135	4	109	4	43	15	18	5	11	11
Morris	1	1	1	17	2	86	5	95	10	59	5	72	7	16	8	13	8	3
Ocean	1	1	9	7	57	2	24	4	25	6	13	1	7	1	2	3	2	2
Passaic	1	3	1	117	6	309	7	213	4	88	7	218	6	72	3	72	32	32
Salem	1	1	6	97	1	60	3	7	3	12	2	4	1	1	2	1	1	1
Somerset	1	1	2	86	3	59	3	31	2	13	3	12	4	1	2	5	3	1
Sussex	1	1	5	34	3	83	2	153	3	142	2	132	3	109	9	94	8	29
Union	1	1	8	86	3	40	2	36	4	26	8	7	1	4	1	7	7	7
Warren	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total	1	17	4	76	31	776	39	1,964	72	2,580	79	2,211	78	1,812	84	1,315	116	913

TABLE 17—Continued.

TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL SALARIES.

COUNTIES.	AMOUNT OF SALARY PAID.																																											
	\$1,200 to \$1,299—Men.		\$1,200 to \$1,299—Women.		\$1,300 to \$1,399—Men.		\$1,300 to \$1,399—Women.		\$1,400 to \$1,499—Men.		\$1,400 to \$1,499—Women.		\$1,500 to \$1,599—Men.		\$1,500 to \$1,599—Women.		\$1,600 to \$1,699—Men.		\$1,600 to \$1,699—Women.		\$1,700 to \$1,799—Men.		\$1,700 to \$1,799—Women.		\$1,800 to \$1,899—Men.		\$1,800 to \$1,899—Women.		\$1,900 to \$1,999—Men.		\$1,900 to \$1,999—Women.		\$2,000 to \$2,499—Men.		\$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.....	2	21	1	18	3	8	3	1	5	2	1	5	2	4	4	10	4	4	2	2	2	543																						
Bergen.....	15	17	13	9	8	5	10	1	7	1	5	4	4	4	15	6	1	1	3	1	1,276																							
Burlington.....	1	3	3	1	3	6	4	1	1	1	1	3	4	1	3	2	1	1	1	1	403																							
Camden.....	4	6	1	6	3	6	9	2	4	1	3	3	4	1	3	2	3	2	1	1	895																							
Cape May.....	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	178																							
Cumberland.....	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	350																							
Essex.....	21	201	21	160	24	32	22	29	20	34	11	11	18	26	4	3	96	18	49	68	3,204																							
Gloucester.....	1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	1	2	2	2	2	274																							
Hudson.....	12	430	7	32	6	49	11	35	16	25	14	9	14	16	15	18	58	24	39	5	2,559																							
Hunterdon.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	205																							
Mercer.....	6	14	4	6	6	7	3	7	3	3	2	5	3	1	7	1	7	1	2	1	731																							
Middlesex.....	10	9	4	6	3	1	1	1	1	3	10	1	3	1	4	3	4	3	1	2	707																							
Monmouth.....	10	12	2	3	3	7	3	3	3	1	1	3	3	1	6	1	6	1	1	2	659																							
Morris.....	4	3	4	4	4	1	1	2	2	1	1	1	1	1	4	2	4	2	2	1	437																							
Ocean.....	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	174																							
Passaic.....	7	15	11	27	5	6	6	6	3	15	4	7	5	6	12	10	12	10	5	1	1,230																							
Salem.....	1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	206																							
Somerset.....	1	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	286																							
Sussex.....	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	179																							
Union.....	12	14	6	16	9	9	6	1	8	3	4	4	8	5	4	12	2	1	6	1	933																							
Warren.....	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	241																							
Total.....	119	744	85	274	82	117	93	79	82	72	62	36	77	53	38	22	238	50	121	6	122	15,670																						

TABLE 18.
PROFESSIONAL TRAINING OF TEACHERS.

COUNTIES.	NORMAL GRADUATES.					College Graduates.	Kindergarten training school.	Not graduates of higher institutions.	Total
	Trenton Normal School.	Montclair Normal School.	Newark Normal School.	City Training Schools.	Other Normal Schools.				
Atlantic.....	99	16	1	3	223	122		114	578
Bergen.....	277	127	77	41	426	237		137	1,322
Burlington.....	117	3	3	8	47	41		188	407
Camden.....	166	2		159	137	91		353	908
Cape May.....	33			1	32	39		78	183
Cumberland.....	83		3		35	58		181	360
Essex.....	273	208	310	903	882	567		173	3,316
Gloucester.....	52	1			47	41		141	282
Hudson.....	245	210	85	1,019	405	384		309	2,657
Hunterdon.....	52	6			6	29		112	205
Mercer.....	274	3	1	208	53	100		111	750
Middlesex.....	259	30	60	5	103	100		176	733
Monmouth.....	203	17	9	2	151	132		170	684
Morris.....	101	42	11	7	79	73		136	449
Ocean.....	28	7	1	4	26	28		83	177
Passaic.....	92	110	53	552	197	168	21	72	1,265
Salem.....	39	4	3		23	34		107	210
Somerset.....	72	15	14		84	50		57	292
Sussex.....	27	9	7	7	33	25		80	188
Union.....	106	28	39	242	284	199		76	974
Warren.....	36	4	1		15	29		159	244
Total.....	2,634	842	678	3,161	3,288	2,547	21	3,013	16,184

TABLE 19.
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	One-Room Rural Schools.			Two-Room Rural Schools.			Kindergarten.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic.....	389	395	784	675	630	1,305	490	510	1,000
Bergen.....	302	257	559	390	349	739	1,538	1,517	3,055
Burlington.....	895	886	1,781	663	593	1,256	148	154	302
Camden.....	339	308	647	369	352	721	325	297	622
Cape May.....	161	194	355	526	481	1,007	41	56	97
Cumberland.....	547	471	1,018	490	443	933			
Essex.....	45	43	88	66	71	137	7,199	6,959	14,158
Gloucester.....	467	451	918	699	647	1,346	38	60	98
Hudson.....							2,176	2,134	4,310
Hunterdon.....	1,274	1,246	2,520	352	342	694	54	56	110
Mercer.....	395	325	720	238	196	434	1,281	1,245	2,526
Middlesex.....	506	468	974	257	250	507	959	938	1,897
Monmouth.....	986	903	1,889	637	581	1,218	405	398	803
Morris.....	726	685	1,411	881	878	1,759	102	117	219
Ocean.....	484	434	918	383	320	703	60	63	123
Passaic.....	273	257	530	120	108	228	2,349	2,367	4,716
Salem.....	795	692	1,487	142	118	260	40	53	93
Somerset.....	773	694	1,467	331	278	609	302	322	624
Sussex.....	887	845	1,732	192	162	354	128	125	253
Union.....	19	13	32	114	92	206	844	844	1,688
Warren.....	859	805	1,664	421	370	791			
Total.....	11,122	10,372	21,494	7,946	7,261	15,207	18,479	18,215	36,694

TABLE 19—Continued.
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Grades I to IV, Inclusive.			Grades V to VIII, Inclusive.			Grades IX to XII, Inclusive.			Subnormal Classes.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic.....	3,442	3,252	6,694	2,285	2,346	4,631	743	824	1,567	78	37	115
Bergen.....	10,788	10,387	21,175	6,559	6,554	13,113	1,524	1,848	3,372	75	43	118
Burlington.....	3,308	2,984	6,292	1,535	1,739	3,274	456	676	1,132	6	1	7
Camden.....	8,940	8,443	17,383	4,270	4,503	8,773	861	1,135	1,996	106	36	142
Cape May.....	934	865	1,799	526	570	1,096	253	274	527	7	7	14
Cumberland.....	2,837	2,684	5,521	1,785	1,874	3,659	570	727	1,297	51	14	65
Essex.....	26,985	25,280	52,265	17,725	18,060	35,785	4,723	5,054	9,777	377	248	625
Gloucester.....	2,093	1,907	4,000	1,166	1,129	2,295	342	472	814	10	6	16
Hudson.....	26,627	24,902	51,529	16,608	16,793	33,401	3,715	4,165	7,880	250	82	332
Hunterdon.....	764	743	1,507	502	535	1,037	275	444	719	13	4	17
Mercer.....	6,052	5,764	11,816	3,056	3,254	6,310	826	1,031	1,857	203	114	317
Middlesex.....	7,489	6,893	14,382	3,270	3,377	6,647	682	883	1,565	35	34	69
Monmouth.....	4,844	4,590	9,434	2,980	3,040	6,020	1,168	1,451	2,619	13	3	16
Morris.....	3,044	2,880	5,924	1,834	1,853	3,687	757	935	1,692	9	8	17
Ocean.....	718	704	1,422	610	610	1,220	274	340	614	.....	.....	.....
Passaic.....	11,207	10,422	21,629	7,227	7,195	14,422	1,722	1,606	3,328	87	48	135
Salem.....	1,625	1,485	3,110	942	948	1,890	267	356	623	.....	.....	.....
Somerset.....	1,839	1,832	3,671	1,054	1,002	2,056	365	476	841	26	10	36
Sussex.....	777	762	1,539	437	514	951	234	306	540	10	.....	10
Union.....	7,696	7,236	14,932	4,930	4,771	9,701	1,582	1,844	3,426	107	62	169
Warren.....	1,620	1,543	3,163	921	1,003	1,924	371	471	842	.....	.....	.....
Total.....	133,629	125,558	259,187	80,222	81,670	161,892	21,710	25,318	47,028	1,463	757	2,220

TABLE 19—Continued.

ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	BLIND CLASSES.			DEAF CLASSES.			OVER AGE			ANÆMIC			Training Schools for Teachers		TOTAL DURING YEAR.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic.....															8,102	7,994	16,096
Bergen.....															21,176	20,955	42,131
Burlington.....															7,011	7,033	14,044
Camden.....															15,210	15,074	30,284
Cape May.....															2,448	2,447	4,895
Cumberland.....															6,280	6,213	12,493
Essex.....	9	9	18	45	39	84									57,174	55,763	112,937
Gloucester.....															4,815	4,672	9,487
Hudson.....	7	2	9	12	18	30	28	12	40	20	10	30	181	181	49,443	48,299	97,742
Hunterdon.....															3,234	3,370	6,604
Mercer.....													30	30	12,051	11,959	24,010
Middlesex.....															13,198	12,843	26,041
Monmouth.....															11,033	10,966	21,999
Morris.....															7,353	7,356	14,709
Ocean.....															2,529	2,471	5,000
Passaic.....				1		1							88	88	22,985	22,092	45,077
Salem.....															3,811	3,652	7,463
Somerset.....															4,690	4,614	9,304
Sussex.....															2,665	2,714	5,379
Union.....				9	11	20							28	28	15,301	14,901	30,202
Warren.....															4,192	4,192	8,384
Total.....	16	11	27	66	69	135	28	12	40	20	10	30	327	327	274,701	269,580	544,281

TABLE 20.
AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN							
	Four and Five Years of Age—Boys.	Four and Five Years of Age—Girls.	Five and Six Years of Age—Boys.	Five and Six Years of Age—Girls.	Six and Seven Years of Age—Boys.	Six and Seven Years of Age—Girls.	Seven and Eight Years of Age—Boys.	Seven and Eight Years of Age—Girls.
Atlantic.....	111	120	622	637	726	668	752	769
Bergen.....	485	512	1,862	1,800	2,168	2,080	2,156	2,147
Burlington.....	35	32	461	455	661	659	723	694
Camden.....	97	102	662	667	1,428	1,507	1,599	1,563
Cape May.....	19	35	209	197	224	212	206	228
Cumberland.....	.....	.....	465	425	580	575	588	581
Essex.....	2,711	2,586	4,827	4,596	5,710	5,480	5,417	5,291
Gloucester.....	13	21	390	395	443	414	503	397
Hudson.....	671	638	3,563	3,358	4,907	4,747	4,881	4,796
Hunterdon.....	21	25	237	252	276	291	266	304
Mercer.....	572	615	1,088	1,054	1,227	1,219	1,179	1,198
Middlesex.....	246	235	1,167	1,187	1,489	1,428	1,406	1,436
Monmouth.....	159	163	820	799	962	915	1,028	1,053
Morris.....	18	38	575	587	675	705	708	695
Ocean.....	43	44	172	194	220	200	210	209
Passaic.....	518	530	2,120	2,101	2,207	2,176	2,270	2,240
Salem.....	19	20	265	250	345	344	411	368
Somerset.....	101	132	363	350	476	478	451	414
Sussex.....	76	77	180	176	203	250	257	268
Union.....	271	267	972	985	1,453	1,439	1,534	1,426
Warren.....	13	12	254	230	424	413	451	438
Total.....	6,199	6,204	21,274	20,695	26,804	26,200	26,996	26,515

TABLE 20—*Continued.*

AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN									
	Eight and Nine Years of Age—Boys.	Eight and Nine Years of Age—Girls.	Nine and ten Years of Age—Boys.	Nine and ten Years of Age—Girls.	Ten and Eleven Years of Age—Boys.	Ten and Eleven Years of Age—Girls.	Eleven and Twelve Years of Age—Boys.	Eleven and Twelve Years of Age—Girls.	Twelve and Thirteen Years of Age—Boys.	Twelve and Thirteen Years of Age—Girls.
Atlantic.....	834	786	787	750	693	741	686	724	735	705
Bergen.....	2,175	2,155	2,176	2,123	1,904	1,952	1,858	1,821	1,887	1,825
Burlington.....	781	762	686	680	707	709	647	645	613	678
Camden.....	1,754	1,755	1,612	1,571	1,575	1,522	1,479	1,424	1,490	1,429
Cape May.....	241	262	235	226	207	214	224	203	216	212
Cumberland.....	577	643	628	613	607	555	613	644	555	497
Essex.....	5,464	5,443	5,320	5,250	4,985	4,878	4,805	4,770	4,785	4,617
Gloucester.....	478	507	451	507	468	420	441	415	452	408
Hudson.....	5,101	5,031	4,863	4,848	4,809	4,644	4,369	4,471	4,745	4,621
Hunterdon.....	313	297	315	302	324	316	304	353	324	321
Mercer.....	1,173	1,134	1,191	1,112	1,087	1,041	1,066	1,010	1,063	1,050
Middlesex.....	1,427	1,343	1,357	1,293	1,297	1,271	1,127	1,114	1,136	1,109
Monmouth.....	1,023	1,039	1,003	962	998	997	920	947	923	917
Morris.....	689	689	712	683	722	632	664	644	633	664
Ocean.....	251	264	224	208	233	208	229	227	211	212
Passaic.....	2,327	2,208	2,302	2,240	2,038	2,080	2,186	2,032	2,103	2,034
Salem.....	354	387	365	379	394	343	313	309	374	321
Somerset.....	460	476	435	457	426	445	389	404	418	373
Sussex.....	278	262	245	254	256	233	252	232	234	231
Union.....	1,567	1,604	1,529	1,381	1,457	1,383	1,373	1,293	1,324	1,309
Warren.....	454	437	390	476	380	400	377	430	411	371
Total.....	27,721	27,484	26,826	26,315	25,567	24,984	24,322	24,112	24,632	23,994

TABLE 20—Continued.
AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN							
	Thirteen and Fourteen Years of Age—Boys.	Thirteen and Fourteen Years of Age—Girls.	Fourteen and Fifteen Years of Age—Boys.	Fourteen and Fifteen Years of Age—Girls.	Fifteen and Sixteen Years of Age—Boys.	Fifteen and Sixteen Years of Age—Girls.	Sixteen and Seventeen Years of Age—Boys.	Sixteen and Seventeen Years of Age—Girls.
Atlantic.....	708	676	587	555	358	392	239	230
Bergen.....	1,725	1,676	1,263	1,168	751	807	434	458
Burlington.....	636	559	498	455	268	325	158	212
Camden.....	1,365	1,278	1,098	965	595	612	258	329
Cape May.....	198	192	192	185	101	121	93	84
Cumberland.....	580	555	443	443	301	236	177	222
Essex.....	4,625	4,427	3,576	3,510	2,348	2,333	1,354	1,357
Gloucester.....	446	409	307	287	202	229	113	130
Hudson.....	4,566	4,385	3,554	3,129	1,935	1,866	828	919
Hunterdon.....	296	274	262	211	147	187	86	122
Mercer.....	1,009	975	727	697	390	441	171	229
Middlesex.....	1,083	1,007	734	640	376	367	202	248
Monmouth.....	923	925	854	800	611	616	440	412
Morris.....	620	673	528	507	391	331	234	276
Ocean.....	196	179	214	183	161	151	84	104
Passaic.....	2,047	1,919	1,442	1,210	715	607	399	348
Salem.....	341	302	279	243	164	178	104	122
Somerset.....	395	350	331	283	220	202	124	120
Sussex.....	224	231	157	169	155	148	79	87
Union.....	1,339	1,249	1,028	935	690	694	435	455
Warren.....	392	336	277	238	178	175	103	130
Total.....	23,714	22,577	18,341	16,813	11,057	11,128	6,115	6,594

TABLE 20—Continued.

AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN								TOTAL.		GRAND TOTAL.
	Seventeen and Eighteen Years of Age—Boys.	Seventeen and Eighteen Years of Age—Girls.	Eighteen and Nineteen Years of Age—Boys.	Eighteen and Nineteen Years of Age—Girls.	Nineteen and Twenty Years of Age—Boys.	Nineteen and Twenty Years of Age—Girls.	Twenty Years of Age (and over)—Boys.	Twenty Years of Age (and over)—Girls.	Four to Twenty Years (and over)—Boys.	Four to Twenty Years (and over)—Girls.	
Atlantic.....	143	139	87	62	32	37	12	3	8,102	7,994	16,096
Bergen.....	182	275	101	120	35	24	14	12	21,176	20,955	42,131
Burlington.....	76	86	41	58	18	18	2	6	7,011	7,033	14,044
Camden.....	115	194	59	107	15	28	9	21	15,210	15,074	30,284
Cape May.....	48	54	23	15	9	6	3	1	2,448	2,447	4,895
Cumberland.....	88	98	53	55	14	16	11	5	6,280	6,213	12,493
Essex.....	657	695	371	349	137	111	82	70	57,174	55,763	112,937
Gloucester.....	63	82	28	33	16	6	1	1	4,815	4,672	9,487
Hudson.....	399	473	179	232	53	81	20	60	49,443	48,299	97,742
Hunterdon.....	46	75	22	30	3	10	2	.....	3,234	3,370	6,604
Mercer.....	67	109	23	47	9	19	9	9	12,051	11,959	24,010
Middlesex.....	94	114	40	42	17	8	.....	1	13,198	12,843	26,041
Monmouth.....	183	258	128	113	50	47	8	3	11,033	10,966	21,999
Morris.....	121	121	45	46	18	13	.....	2	7,353	7,356	14,709
Ocean.....	54	45	20	26	7	14	.....	3	2,529	2,471	5,000
Passaic.....	182	206	86	104	29	46	14	11	22,985	22,092	45,077
Salem.....	55	55	15	26	9	4	4	1	3,811	3,652	7,463
Somerset.....	69	75	22	35	9	19	1	1	4,690	4,614	9,304
Sussex.....	36	40	22	36	8	13	3	7	2,665	2,714	5,379
Union.....	203	293	87	131	32	45	7	12	15,301	14,901	30,202
Warren.....	46	73	31	30	10	3	1	.....	4,192	4,192	8,384
Total.....	2,927	3,561	1,483	1,697	530	568	193	229	274,701	269,580	544,281

TABLE 21.
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	Actual Number of Days the Schools Were Kept Open.			POSSIBLE NUMBER OF DAYS ATTENDANCE. (Not including evening school attendance)			DAYS PRESENT.			DAYS.
	Number of Legal Holidays Schools Were Not in Session.	Number of Days Closed on Account of Institute.		Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Atlantic.....	164	8	2	1,134,773½	1,123,065	2,257,838½	1,012,113	998,732½	2,010,845½	122,660½
Bergen.....	176	9	...	3,240,695	3,211,407	6,452,102	2,967,941½	2,926,410	5,894,351½	272,753½
Burlington.....	166	8	2	965,367	995,037	1,960,404	825,459½	851,266½	1,676,726	139,907½
Camden.....	167	8	...	2,300,079	2,310,062½	4,610,141½	1,971,296	1,981,278½	3,952,574½	328,783
Cape May.....	166	8	2	321,880	326,824½	648,704½	282,782	285,982½	568,764½	39,098
Cumberland.....	169	7	2	929,125½	933,448	1,862,573½	823,796½	834,771	1,658,567½	105,329
Essex.....	174	8	...	8,885,646	8,703,462½	17,589,108½	8,204,472	7,990,152½	16,194,624½	681,174
Gloucester.....	170	8	...	665,568	664,790	1,330,358	570,461	574,037½	1,144,498½	95,107
Hudson.....	179	9	...	7,744,960	7,610,092½	15,355,052½	7,173,860½	7,007,132	14,180,992½	571,099½
Hunterdon.....	175	9	3	449,045	483,787½	932,832½	374,398	409,666½	784,064½	74,647
Mercer.....	169	7	...	1,713,204	1,703,439	3,416,643	1,525,350½	1,503,036	3,028,386½	187,853½
Middlesex.....	174	7	...	2,038,040	1,998,252½	4,036,292½	1,840,772	1,794,006	3,634,778	197,268
Monmouth.....	171	8	...	1,589,160	1,595,392	3,184,552	1,411,163	1,417,471½	2,828,634½	177,997
Morris.....	174	8	...	1,084,778	1,091,610½	2,176,388½	982,432½	986,248½	1,968,681	102,345½
Ocean.....	167	8	2	351,367½	356,140½	707,508	306,152½	313,526	619,678½	45,215
Passaic.....	180	9	...	3,575,393	3,454,936½	7,030,329½	3,351,509½	3,216,603½	6,568,113	223,883½
Salem.....	167	6	...	499,277	501,675	1,000,952	422,708½	427,893½	850,602	76,568½
Somerset.....	174	6	...	692,842	693,018	1,385,860	610,279	608,432	1,218,711	82,563
Sussex.....	176	9	3	383,980	393,422	777,402	330,901	339,988	670,889	53,079
Union.....	177	6	...	2,401,380	2,361,525½	4,762,905½	2,229,801	2,177,040½	4,406,841½	171,579
Warren.....	177	9	2	634,691½	650,444	1,285,135½	578,170	592,430	1,170,600	56,521
Total.....	172	8	2	41,601,252	41,161,832	82,763,084	37,795,819½	37,236,105	75,031,924½	3,805,432½

TABLE 21—Continued.
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	ABSENT.		TIMES TARDY.	Sum of Number of Teaching Sessions as Reported in All Registers.	Average Number of Cases of Tardiness Per Session.	Per Cent of Attendance.	Average Daily Attendance.	Number of Pupils Not Absent or Tardy During Year.
	Girls.	Total.						
Atlantic.....	124,332 ½	246,993	34,987	169,182	.20680	.89070	12,097	472
Bergen.....	284,997	557,750 ½	52,374	372,031 ½	.14077	.91355	33,299	1,922
Burlington.....	143,770 ½	283,678	23,122	117,357	.19702	.85529	10,039	465
Camden.....	328,784	657,567	31,314	255,965	.12233	.87736	22,560	641
Cape May.....	40,842	79,940	10,725	50,190	.21368	.87676	3,473	122
Cumberland.....	98,677	204,006	16,864	107,152	.15738	.89047	9,737	592
Essex.....	713,310	1,394,484	71,699	904,859	.07923	.92071	90,822	5,803
Gloucester.....	90,752 ½	185,859 ½	17,876	84,237	.21221	.86030	6,730	374
Hudson.....	602,960 ½	1,174,060	67,728	779,748	.08685	.92353	79,700	4,734
Hunterdon.....	74,121	148,768	12,112	65,804	.18406	.84052	4,451	183
Mercer.....	200,403	388,256 ½	28,248	176,490	.16005	.88636	18,789	863
Middlesex.....	204,246 ½	401,514 ½	31,410	217,369	.14450	.90052	20,743	856
Monmouth.....	177,920 ½	355,917 ½	35,946	199,842	.17987	.88823	16,438	753
Morris.....	105,362	207,707 ½	11,079	128,854	.08598	.90456	11,323	853
Ocean.....	42,614 ½	87,829 ½	8,352	48,048	.17382	.87585	3,604	134
Passaic.....	238,333	462,216 ½	38,713	278,497	.13900	.93422	36,970	2,502
Salem.....	73,781 ½	150,350	14,475	62,981	.22983	.84979	5,090	180
Somerset.....	84,586	167,149	22,171	79,037	.28051	.87938	6,888	209
Sussex.....	53,434	106,513	9,340	58,623	.15932	.86298	3,807	225
Union.....	184,485	356,064	34,523	239,602	.14408	.92524	24,722	1,774
Warren.....	58,014	114,535 ½	7,498	80,989	.09258	.91087	6,592	522
Total.....	3,925,727	7,731,159 ½	580,556	4,476,857 ½	.12968	.90659	427,874	24,179

TABLE 21—Continued.
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	Number of Sessions Truant.	Total Number of Days Transported.	Number of Pupils Transported Within the Districts for Whom the Cost of Transportation is Paid.		Number of Pupils Transported from Without the Districts for Whom the Cost of Transportation is Paid.		Total Number Transported.	Pupils Enrolled Who Have Attended Public Schools in Other Districts in the State During the Present School Year	Number of Cases of Suspension or Expulsion During the School Year.
			High School.	Below High School.	High School.	Below High School.			
Atlantic.....	583	57,770½	21	313	211	40	585	406	113
Bergen.....	1,126	205,509	.....	640	1,035	2	1,677	1,494	146
Burlington.....	2,981½	186,232½	576	980	561	97	2,214	718	81
Camden.....	5,855	79,915	309	.....	442	3	754	891	188
Cape May.....	71	40,285	55	121	113	15	304	178	53
Cumberland.....	646	117,067½	136	530	213	12	891	534	65
Essex.....	12,372	84,829½	109	598	43	4	754	2,337	196
Gloucester.....	115	88,295½	.....	175	469	43	687	457	67
Hudson.....	12,246½	19,349	111	39	13	.....	163	2,433	38
Hunterdon.....	12	56,696½	.....	10	364	17	391	579	25
Mercer.....	1,902	105,891½	47	634	356	63	1,100	706	50
Middlesex.....	3,470	126,748	15	858	48	399	1,320	980	189
Monmouth.....	431	210,074½	99	726	757	91	1,673	1,089	145
Morris.....	334	145,914	108	490	396	69	1,063	951	69
Ocean.....	68	72,069	51	289	237	19	596	300	21
Passaic.....	1,913½	25,847	12	223	333	.....	568	1,418	30
Salem.....	367	57,528	9	305	215	52	581	456	38
Somerset.....	170	63,961	53	128	317	78	576	488	39
Sussex.....	94	65,711	8	172	296	.....	476	481	28
Union.....	2,072	20,857½	23	137	42	.....	202	902	100
Warren.....	150	65,019½	10	141	173	166	490	558	43
Total.....	46,979½	1,895,572	1,752	7,509	6,634	1,170	17,065	18,356	1,724

TABLE 22.

PUPILS FOR WHOM TRANSPORTATION AND TUITION IS PAID AND RECEIVED.

COUNTIES.	Number of Pupils Attending Approved High Schools in Other Districts for Whom Tuition is Paid by the Districts.	Number of Pupils Attending Schools in Other Districts Below High School Grade for Whom the Tuition is Paid by the Districts.	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.	Number of Pupils Attending Approved High Schools in Districts for Whom the Tuition is Paid by Other Districts.	Number of Pupils Attending Schools in Districts Below High School Grades for Whom the Tuition is Paid by Other Districts.	Amount Paid for Transporting All Pupils to High Schools Within the Districts.	Amount Paid for Transporting All Pupils Below High School Within the District.	Total Amount Paid for Transportation Within the District.
Atlantic.....	200	102	\$6,282 47	\$3,580 00	\$9,862 47	111	137	\$5,735 14	\$3,478 74	\$9,213 88
Bergen.....	1,348	206	21,970 23	13 20	21,983 43	1,079	170	10 90	6,275 41	6,286 31
Burlington.....	619	379	17,870 24	549 52	18,419 76	607	337	810 00	15,673 81	16,483 81
Camden.....	500	384	9,391 11	.....	9,391 11	489	287	.....	4,785 67	4,785 67
Cape May.....	130	55	4,851 75	640 06	5,491 81	103	57	5,138 73	2,018 43	7,157 16
Cumberland.....	155	126	4,941 16	1,104 59	6,046 75	230	115	3,752 35	10,106 03	13,858 38
Essex.....	47	17	2,997 11	2,612 75	5,609 86	42	31	3,738 95	6,251 78	9,990 73
Gloucester.....	451	352	12,196 54	566 61	12,763 15	503	374	150 00	2,963 34	3,113 34
Hudson.....	838	3	1,770 66	.....	1,770 66	616	37	585 45	1,109 81	1,695 26
Hunterdon.....	441	495	18,948 95	440 00	19,388 95	390	605	.....	440 00	440 00
Mercer.....	292	208	5,916 86	109 07	6,025 93	398	234	932 49	11,202 55	12,135 04
Middlesex.....	558	559	15,536 14	1,172 62	16,708 76	299	402	787 30	14,732 47	15,519 77
Monmouth.....	911	605	19,356 06	1,581 25	20,937 31	911	584	2,614 15	13,610 94	16,225 09
Morris.....	462	361	16,672 18	406 00	17,078 18	537	351	5,527 58	14,230 88	19,758 46
Ocean.....	214	114	8,068 47	605 38	8,673 85	238	165	1,984 73	7,710 69	9,695 42
Passaic.....	393	41	7,859 17	.....	7,859 17	430	63	.....	4,562 35	4,562 35
Salem.....	300	196	11,829 80	480 00	12,309 80	237	179	196 41	5,761 50	5,957 91
Somerset.....	324	440	11,382 11	970 60	12,352 71	313	118	2,070 00	6,208 37	8,278 37
Sussex.....	320	228	18,376 18	.....	18,376 18	284	288	280 00	5,564 71	5,844 71
Union.....	183	72	1,934 14	901 50	2,835 64	463	123	461 28	1,059 32	1,520 60
Warren.....	290	379	15,267 80	1,035 00	16,302 80	382	306	1,217 20	2,723 25	3,940 45
Total.....	8,976	5,322	\$233,419 13	\$16,768 15	\$250,187 28	8,662	4,963	\$35,992 66	\$140,470 05	\$176,462 71

TABLE 23.
EVENING SCHOOLS.

REGULAR EVENING SCHOOLS—NOT INCLUDING FOREIGN-BORN, MANUAL TRAINING OR VOCATIONAL.

COUNTIES	Number of Evenings the Schools were Maintained, Including Legal Holidays and Institute Days.	Number of Male Pupils Under 14 Years of Age.	Number of Male Pupils Between 14 and 20 years of Age.	Number of Male Pupils Over 20 Years of Age.	Total Number of Male Pupils.	Number of Female Pupils Under 14 Years of Age.	Number of Female Pupils Between 14 and 20 years of Age.	Number of Female Pupils Over 20 Years of Age.	Total Number of Female Pupils.	Total Number of Pupils Under 14 Years of Age.	Total Number of Pupils Between 14 and 20 Years of Age.	Total Number of Pupils Over 20 Years of Age.
Atlantic.....	64		122	274	396		138	422	560		260	696
Bergen.....	70		363	180	543		175	122	297		538	302
Burlington.....	64		23	18	41						23	18
Camden.....	61		269	116	385		112	56	175		488	172
Cape May.....	64		11	56	66		15	1	16		26	56
Cumberland.....												
Essex.....	78	593	5,823	3,139	9,555	373	3,909	2,584	6,866	966	9,732	5,723
Gloucester.....												
Hudson.....	69		2,811	2,679	5,490		1,750	1,043	2,793		4,561	3,722
Hunterdon.....												
Mercer.....	91		796	652	1,448		379	230	609		1,175	882
Middlesex.....	93		126	241	367		70	50	120		196	291
Monmouth.....	67		129	117	246		19	25	44		148	142
Morris.....	66		76	117	193		53	45	98		129	162
Ocean.....												
Passaic.....	66		744	757	1,501		627	580	1,207		1,371	1,337
Salem.....												
Somerset.....												
Sussex.....												
Union.....	70		649	560	1,209		371	266	637		1,020	826
Warren.....												
Total.....	71	593	12,042	8,905	21,540	373	7,625	5,424	13,422	966	19,667	14,329

TABLE 23—Continued.
EVENING SCHOOLS.

COUNTIES.	Total Number of Pupils Enrolled in Evening Schools.	Number of Men Teachers in Evening Schools.	Number of Women Teachers in Evening Schools.	Total Number of Teachers Employed in Evening Schools.	Total Amount Expended for Men Teachers in Evening Schools.	Total Amount Expended for Women Teachers in Evening Schools.	Total Amount Paid Teachers in Evening Schools.	Average Salary Per Night Paid to Men Teachers.	Average Salary Per Night Paid to Women Teachers.
Atlantic.....	956	16	15	31	\$3,136 00	\$2,400 00	\$5,536 00	\$3 06	\$2 50
Bergen.....	840	14	15	29	2,354 50	2,545 14	4,899 64	2 40	2 42
Burlington.....	41	1	1	2	164 00	240 00	404 00	2 56	3 75
Camden.....	660	19	3	22	3,239 01	484 00	3,723 01	2 79	2 64
Cape May.....	82	3	1	4	240 00	80 00	320 00	1 25	1 25
Cumberland.....									
Essex.....	16,421	204	202	406	58,843 45	52,104 80	110,948 25	3 70	3 31
Gloucester.....									
Hudson.....	8,283	64	116	180	14,675 50	13,447 50	34,123 00	3 32	2 44
Hunterdon.....									
Mercer.....	2,057	21	37	58	4,412 25	5,995 50	10,407 75	2 38	2 16
Middlesex.....	487	2	9	11	529 00	1,343 60	1,872 60	2 84	1 61
Monmouth.....	290	6	2	8	1,065 40	216 00	1,281 40	2 65	1 61
Morris.....	291	3	8	11	494 00	1,182 00	1,676 00	2 50	2 25
Ocean.....									
Passaic.....	2,708	23	19	42	5,590 00	2,905 50	8,495 50	3 68	2 32
Salem.....									
Somerset.....									
Sussex.....									
Union.....	1,846	36	32	68	7,704 00	5,575 50	13,279 50	3 05	2 48
Warren.....									
Total.....	34,962	412	460	872	\$102,447 11	\$94,519 54	\$196,966 65	\$3 50	\$2 89

*Includes 6 men, 5 women, total 11, and expenditure of \$2,557.00 for manual training teachers, evening school as amount taken from current expense fund to pay these teachers.

TABLE 24.
APPORTIONMENT OF RESERVE FUND FOR YEAR BEGINNING JULY 1, 1916.

COUNTIES.	Number of Teachers.	Total Days' Attendance.	Amount Apportioned from \$250,000 State School Fund Appropriation.	Amount Apportioned from \$100,000 State Fund Appropriation.	Amount Allotted from Railroad Tax.*	Amount Apportioned 90% State School Tax.
Atlantic.....	535	2,291,264	\$7,241 95	\$2,896 78	\$139,413 93	\$289,987 06
Bergen.....	1189	5,890,143	18,616 84	7,446 74	177,608 48	369,433 40
Burlington.....	382	1,785,207	5,642 46	2,256 99	42,066 28	87,499 69
Camden.....	839	4,019,915	12,705 66	5,082 26	121,159 59	252,017 24
Cape May.....	173	864,613	2,100 63	840 25	43,552 78	90,591 68
Cumberland.....	330	1,730,760	5,470 38	2,188 15	32,351 03	67,291 55
Essex.....	3382	17,187,701	54,324 79	21,729 91	758,184 55	1,577,056 94
Gloucester.....	251	1,161,555	3,671 30	1,468 52	32,749 81	68,121 03
Hudson.....	2597	15,560,183	49,180 73	19,672 29	664,071 25	1,381,297 19
Hunterdon.....	199	863,971	2,730 73	1,092 29	26,503 60	55,128 64
Mercer.....	735	3,456,500	10,924 88	4,369 95	136,176 71	283,253 49
Middlesex.....	631	3,483,753	11,011 02	4,404 41	98,156 34	204,169 47
Monmouth.....	618	3,023,505	9,556 33	3,822 53	131,272 12	273,051 73
Morris.....	441	2,110,829	6,671 65	2,668 66	63,673 00	132,442 62
Ocean.....	170	643,166	2,032 84	813 14	24,575 29	51,117 69
Passaic.....	1214	6,948,607	21,962 31	8,784 92	223,553 60	465,001 23
Salem.....	176	785,494	2,482 69	993 08	22,694 72	47,206 02
Somerset.....	271	1,241,259	3,923 22	1,569 29	42,099 61	87,569 02
Sussex.....	166	705,078	2,228 52	891 41	20,332 46	42,292 39
Union.....	928	4,404,819	13,922 21	5,568 89	199,767 62	415,525 37
Warren.....	231	1,138,635	3,598 86	1,439 54	31,360 73	65,231 68
Total.....	15,458	\$79,096,957	\$250,000 00	\$100,000 00	\$3,031,323 50	\$6,305,285 13

SCHOOL REPORT.

TABLE 24—Continued.
 APPORTIONMENT OF RESERVE FUND FOR YEAR BEGINNING JULY 1, 1916.

COUNTIES.	Amount Apportioned Out of 10% Reserve Fund by State Board of Education.	Total Amount Apportioned by State.	Amount Out.	Amount In.	Amount Per Teacher.
Atlantic.....	\$22,220 78	\$461,760 50	\$10,000 00		\$863 10
Bergen.....	41,048 16	614,153 62			516 52
Burlington.....	30,722 19	168,187 61		\$21,000 00	440 28
Camden.....	28,001 91	418,966 66			499 36
Cape May.....	8,065 74	145,151 08	2,000 00		839 02
Cumberland.....	30,476 84	137,777 95		23,000 00	417 50
Essex.....	143,228 55	2,554,524 74	32,000 00		755 32
Gloucester.....	15,569 00	121,579 66		8,000 00	484 38
Hudson.....	127,477 46	2,241,698 92	26,000 00		863 18
Hunterdon.....	14,125 40	99,580 66		8,000 00	500 40
Mercer.....	31,472 62	466,197 65			634 28
Middlesex.....	22,685 50	340,426 74			539 50
Monmouth.....	27,339 08	445,041 79	3,000 00		720 13
Morris.....	14,715 85	220,171 78			499 25
Ocean.....	6,679 74	85,218 70		1,000 00	501 28
Passaic.....	51,666 81	770,968 87			635 06
Salem.....	13,245 11	86,621 62		8,000 00	492 16
Somerset.....	9,729 89	144,891 03			534 65
Sussex.....	13,699 16	79,443 94		9,000 00	478 57
Union.....	37,169 49	671,953 58	9,000 00		724 08
Warren.....	11,247 96	112,878 77		4,000 00	488 65
Total.....	\$700,587 24	\$10,387,195 87	\$82,000 00	\$82,000 00	

*Subject, prior to distribution, to any further deductions required.

TABLE 25.
APPORTIONMENT OF SCHOOL MONEYS FOR YEAR BEGINNING JULY 1, 1916.

Amount of State School Tax.....	\$7,005,872 37
Amount of State Appropriation.....	100,000 00
Amount of State School Fund Appropriation.....	250,000 00
Amount of Railroad Tax.....	3,031,323 50

COUNTIES.	Number of Teachers.	Total Days' Attendance.	Amount Apportioned from \$250,000 State School Fund Appropriation.	Amount Apportioned from \$100,000 State Fund Appropriation.	*Amount Allotted from Railroad Tax.	Amount Apportioned 90% State School Tax.	Amount Apportioned out of 10% Reserve Fund by State Board of Education.	Total Amount Apportioned by State.
Atlantic.....	535	2,291,264	\$7,241 95	\$2,896 78	\$139,413 93	\$289,987 06	\$22,220 78	\$461,760 50
Bergen.....	1189	5,890,143	18,616 84	7,446 74	177,608 48	369,433 40	41,048 16	614,153 62
Burlington.....	382	1,785,207	5,642 46	2,256 99	42,066 28	87,499 69	30,722 19	168,187 61
Camden.....	839	4,019,915	12,705 66	5,082 26	121,159 59	252,017 24	28,001 91	418,966 66
Cape May.....	173	664,613	2,100 63	840 25	43,552 78	90,591 68	8,065 74	145,151 08
Cumberland.....	330	1,730,760	5,470 38	2,188 15	32,351 03	67,291 55	30,476 84	137,777 95
Essex.....	3382	17,187,701	54,324 79	21,729 91	758,184 55	1,577,066 94	143,228 55	2,554,524 74
Gloucester.....	251	1,161,555	3,671 30	1,468 52	32,749 81	68,121 03	15,569 00	121,579 66
Hudson.....	2597	15,560,183	49,180 73	19,672 29	664,071 25	1,381,297 19	127,477 46	2,241,698 92
Hunterdon.....	199	863,971	2,730 73	1,092 29	26,503 60	55,128 64	14,125 40	99,580 66
Mercer.....	735	3,456,500	10,924 88	4,369 95	136,176 71	283,253 49	31,472 62	466,197 65
Middlesex.....	631	3,483,753	11,011 02	4,404 41	98,156 34	204,169 47	22,685 50	340,426 74
Monmouth.....	618	3,023,505	9,556 33	3,822 53	131,272 12	273,051 73	27,339 08	445,041 79
Morris.....	441	2,110,829	6,671 65	2,668 66	63,673 00	132,442 62	14,715 85	220,171 78
Ocean.....	170	643,166	2,032 84	813 14	24,575 29	51,117 69	6,679 74	85,218 70
Passaic.....	1214	6,948,607	21,962 31	8,784 92	223,553 60	465,001 23	51,666 81	770,968 87
Salem.....	176	785,494	2,482 69	993 08	22,694 72	47,206 02	13,245 11	86,621 62
Somerset.....	271	1,241,259	3,923 22	1,569 29	42,099 61	87,569 02	9,729 89	144,891 03
Sussex.....	166	705,078	2,228 52	891 41	20,332 46	42,292 39	13,699 16	79,443 94
Union.....	928	4,404,819	13,922 21	5,568 89	199,767 62	415,525 37	37,169 49	671,953 58
Warren.....	231	1,138,635	3,598 86	1,439 54	31,360 73	65,231 68	11,247 96	112,878 77
Total.....	15,458	79,096,957	\$250,000 00	\$100,000 00	\$3,031,323 50	\$6,305,285 13	\$700,587 24	\$10,387,196 87

*Subject, prior to distribution, to any further deductions required.

COMMISSIONER OF EDUCATION.

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SECTION B.

ATTENDANCE BY COUNTIES AND DISTRICTS

FOR YEAR ENDING JUNE 30, 1917.

TOTAL ATTENDANCE FOR STATE.

COUNTIES.	Total Attendance.	Loss.	Gain.
Atlantic	2,313,082	46,520	.....
Bergen	6,433,750	.....	280,988
Burlington	1,851,574	.....	50,376
Camden	4,333,831	.....	142,516
Cape May	614,945	34,941	.....
Cumberland	1,809,260	340	.....
Essex	18,304,095	.....	193,691
Gloucester	1,237,018	.....	21,026
Hudson	15,915,095	243,625	.....
Hunterdon	833,744	32,001	.....
Mercer	3,731,747	.....	183,125
Middlesex	3,981,748	.....	347,574
Monmouth	3,075,895	16,281	.....
Morris	2,163,596	.....	51,973
Ocean	646,519	.....	4,776
Passaic	7,184,374	.....	105,276
Salem	935,157	.....	59,569
Somerset	1,323,856	.....	64,653
Sussex	717,033	.....	587
Union	4,921,462	.....	260,972
Warren	1,217,381	.....	52,975
Total	83,545,162	373,708	1,820,077

ATLANTIC COUNTY.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Absecon	24,522½	.....	2,849
Atlantic City	1,340,612	66,398	.....
Brigantine* .....	.....	183½	.....
Buena Vista	150,786½	4,049	.....
Egg Harbor City	76,241	3,216½	.....
Egg Harbor Township	37,654	956½	.....
Folsom	7,430½	2,584	.....

*No attendance.

SCHOOL REPORT.

ATLANTIC COUNTY—*Continued.*

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Galloway	45,565	.....	1,217
Hamilton Township	73,607½	70½	.....
Hammononton	229,291½	.....	9,533½
Linwood	11,521	.....	927½
Longport* .....	.....	.....	.....
Margate City	5,125	.....	978½
Mullica Township	19,876½	124½	.....
Northfield	21,068	464	.....
Pleasantville	186,173	.....	14,224½
Port Republic	9,195½	487	.....
Somers Point	14,459	713½	.....
Ventnor	41,467	.....	8,092
Weymouth	18,486½	5,095	.....
Total	2,313,082	84,342	37,822

BERGEN COUNTY.

Allendale	25,558	.....	279
Alpine	9,074½	.....	646
Bergenfield	115,673½	.....	7,110
Bogota	85,180½	6,226	.....
Carlstadt	151,604½	3,213	.....
Cliffside Park	218,464½	.....	21,940
Closter	61,554	.....	1,093½
Cresskill	29,322½	.....	4,928½
Delford	34,214½	.....	1,716½
Demarest	17,693	139½	.....
Dumont	105,059	.....	3,683½
East Paterson	66,799½	.....	66,799½
East Rutherford	190,295	.....	8,154½
Edgewater	104,332½	.....	4,647
Emerson	31,725	626	.....
Englewood	379,577½	.....	13,210½
Englewood Cliffs	7,117	777½	.....
Fairview	183,116½	.....	5,349½
Fort Lee	162,512½	.....	16,298
Franklin	33,791	.....	2,300½
Garfield	622,487½	.....	27,942
Glen Rock	55,156	.....	5,068
Harrington Park	14,622	.....	1,695½
Harrington Township* .....	.....	24,167	.....
Hasbrouck Heights	104,939	.....	11,794
Haworth	17,398	1,252	.....
Hillsdale	42,627	.....	2,255
Hohokus	18,952½	1,616
Hohokus Township	51,633½	1,634
Leonida	117,690	18,158½

*No attendance.

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BERGEN COUNTY—*Continued.*

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Lyndhurst	298,491½		298,491½
Little Ferry	103,215		1,272½
Lodi	285,454½		30,956
Lodi Township	25,366½		7,204½
Maywood	43,965		4,327½
Midland Township	37,806½	1,989½	
Midland Park	76,663		418½
Moonachie	37,758		3,186
Montvale	18,504	776½	
New Barbadoes	555,523	2,992	
North Arlington	40,148½		7,373
Northvale	22,692		22,692
Norwood	25,267½	1,048½	
Oakland	18,543½		290
Old Tappan	7,238		444
Orvil Township	32,386		1,748½
Overpeck	242,413		2,726
Palisades Park	82,138½		4,317½
Palisades Township	49,229		1,629½
Park Ridge	77,378½	2,552	
Ramsey	74,815½		1,534
Ridgefield	39,287		2,239½
Ridgewood	264,836		12,132½
Riverside	28,852½		1,051½
Rivervale Township	12,828		874½
Rutherford	250,279	30,174½	
Saddle River	8,585	1,515½	
Saddle River Township	66,994½	48,922	
Teaneck	122,942½		31,972
Tenafly	72,921		2,717½
Union Township*		285,752	
Upper Saddle River	3,365½	541½	
Wallington	178,000		8,569½
Washington	2,967½	619	
Westwood	90,562½		7,562
Woodcliff Lakes	14,587		2,683½
Wood Ridge	63,574½		7,539
Total	6,433,750	413,284	694,272

BURLINGTON COUNTY.

Bass River	16,068½		2,314½
Beverly City	55,600½		4,851
Beverly Township	65,110½		2,748½
Bordentown City	99,024		81½
Bordentown Township*			
Burlington City	208,930		7,207½
Burlington Township	29,276½		2,863½

*No attendance.

SCHOOL REPORT.

BURLINGTON COUNTY—*Continued.*

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Chester	194,753	.....	7,539½
Chesterfield	31,300½	1,394½	.....
Cinnaminson	37,940½	.....	1,777½
Delran	28,225½	2,028	.....
Easthampton	10,682	1,146	.....
Evesham	32,711	2,021½	.....
Fieldsboro Borough	14,134½	1,374½	.....
Florence	145,338	4½	.....
Lumberton	33,989	2,116½	.....
Mansfield	31,687	.....	1,139½
Medford	47,091	2,197	.....
Mount Laurel	39,578	.....	5,147
New Hanover	23,976½	.....	2,844
Northampton	182,715½	.....	7,473
North Hanover	9,410½	.....	798½
Palmyra	138,693½	.....	14,763½
Pemberton Borough	45,953	.....	5,388½
Pemberton Township....	25,827	3,183½	.....
Riverside	132,104	2,411½	.....
Riverton Borough	46,794	.....	3,684½
Shamong	9,072½	.....	337½
Southampton	35,525½	861	.....
Springfield	24,292	.....	106½
Tabernacle	10,298	.....	1,862½
Washington	10,145	2,067	.....
Westhampton	7,400½	41½	.....
Willingboro	12,224½	2,940	.....
Woodland	15,702	.....	1,234½
Total	1,851,574	23,787	74,163

CAMDEN COUNTY.

Audubon	94,202	.....	3,758½
Berlin	48,762½	4,613½	.....
Barrington	35,461½	.....	35,461½
Camden City	2,598,352½	.....	103,764
Centre	62,272	30,086½	.....
Chesilhurst Borough	5,838	1,615	.....
Clemmerton	76,158	.....	1,551
Collingswood Borough...	241,255	.....	22,273
Delaware	38,363	.....	1,302
Gloucester City	245,917	.....	717
Gloucester	61,622	.....	350½
Haddon	48,899	.....	4,306½
Haddonfield Borough	166,888½	6,280
Haddon Heights	91,211	138½
Laurel Springs Borough..	26,175	647½

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CAMDEN COUNTY—*Continued.*

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Magnolia	38,313	1,323
Merchantville Borough...	59,888½	.....	2,947½
Oaklyn Borough	21,031½	.....	705
Pensauken	169,261	.....	2,667½
Voorhees	31,861	1,419½	.....
Waterford	52,034½	.....	555
Winslow	86,712½	.....	2,144½
Woodlynne Borough	33,352	.....	3,490
Total	4,333,831	44,800½	187,316½

CAPE MAY COUNTY.

Avalon	5,490	.....	339
Cape May City.....	68,148	9,572½	.....
Cape May Point.....	5,208	.....	505½
Dennis Township	44,414½	.....	1,389
Lower Township	23,993	2,093½	.....
Middle Township	90,242½	6,504½	.....
North Wildwood	25,204½	2,048	.....
Ocean City	79,579½	5,293½	.....
Sea Isle City.....	13,389½	74½	.....
Stone Harbor	8,274½	.....	1,195½
South Cape May*.....	.....	.....	.....
Upper Township	34,828½	3,282½	.....
West Cape May.....	29,870½	2,188	.....
Wildwood City	108,445	4,994½	.....
Wildwood Crest* .....	.....	.....	.....
Woodbine	77,857	2,318½	.....
Total	614,945	38,370	3,429

CUMBERLAND COUNTY.

Bridgeton	450,265½	5,113	.....
Commercial Township...	65,794	4,652½	.....
Deerfield	85,473	9,909½	.....
Downe	34,030½	1,315½	.....
Fairfield	39,494	.....	376½
Greenwich	29,609	1,103	.....
Hopewell	60,967	825½	.....
Landis	505,578½	.....	23,483½
Lawrence	41,820½	248½	.....
Maurice River	48,701	3,534	.....
Millville	430,391½	.....	3,118½
Stow Creek Township...	17,135½	617	.....
Total	1,809,260	27,318½	26,978½

*No attendance.

SCHOOL REPORT.

ESSEX COUNTY.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Belleville	499,710½	.....	25,330½
Bloomfield	598,323½	.....	11,134
Caldwell Borough	130,718½	.....	10,153
Caldwell	17,328½	1,420	.....
Cedar Grove	34,911	.....	2,011½
East Orange	1,260,738½	.....	87,246
Essex Fells	9,939	1,041½	.....
Glen Ridge	128,827	.....	2,507
Irvington	707,334	.....	35,671½
Livingston	28,039½	.....	3,515
Milburn	112,566	.....	12,660
Montclair	738,769	.....	18,911½
Newark	11,985,838½	82,344½	.....
North Caldwell	5,426½	.....	232½
Nutley	328,504½	.....	27,990
Orange	893,747	9,622½	.....
Roseland	19,447½	.....	3,069½
South Orange	308,017	.....	33,575
Verona	71,047½	.....	5,922
West Orange	424,861½	.....	8,190½
Total	18,304,095	94,428½	288,119½

GLOUCESTER COUNTY.

Clayton	55,890	3,027½	.....
Deptford	31,675	3,668	.....
East Greenwich Township	32,060	393½	.....
Elk Township	13,184	1,393½	.....
Franklin	89,590	.....	4,864½
Glassboro	127,048½	.....	7,236½
Greenwich	27,674	.....	5,130½
Harrison Township	43,518	1,854	.....
Logan Township	39,839	.....	1,508½
Mantua	47,240	1,550½	.....
Monroe	96,092½	7,640½	.....
National Park	14,848	.....	2,708½
Paulsboro	114,641½	.....	17,699
Pitman	67,739½	.....	1,771
South Harrison	13,325½	680	.....
Swedesboro	78,442½	4,091½	.....
Washington Township	28,500½	506½	.....
Wenonah	20,973	.....	2,948½
West Deptford	33,108	187½	.....
Westville	63,021	.....	1,883½
Woodbury	188,919½	756½
Woodbury Heights	9,688	488
Total	1,237,018	25,481	46,507

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HUDSON COUNTY.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Bayonne	2,144,735½	52,410
East Newark	63,462	.....	4,149½
Guttenberg	188,401½	.....	1,556
Harrison	302,948½	5,593½	.....
Hoboken	1,739,026	24,960½	.....
Jersey City	7,032,687	209,418½	.....
Kearny	691,107½	.....	4,695
North Bergen	703,127½	.....	19,759
Secaucus	114,072	9,319	.....
Town of Union.....	720,689½	15,285½	.....
Weehawken	304,585½	.....	980½
West Hoboken	1,125,650½	3,146½	.....
West New York.....	784,602	.....	45,368½
Total	15,915.095	320.133½	76,508½

HUNTERDON COUNTY.

Alexandria	12,776½	2,089½	.....
Bethlehem	11,653	3,665	.....
Bloomsbury	22,836½	.....	1,092
Clinton, Town of.....	31,499½	3,300	.....
Clinton Township	34,873½	1,272½	.....
Delaware	31,801½	4,890	.....
East Amwell	15,788	4,665	.....
Flemington	111,999½	3,740	.....
Franklin	18,760½	1,566	.....
Frenchtown Borough....	24,740½	1,661½	.....
Hampton Borough	35,983	.....	1,876
High Bridge Borough....	79,619	1,206½	.....
Holland	23,147½	.....	1,117
Kingwood	21,277½	.....	265½
Lambertville City	125,403	2,333	.....
Lebanon	38,184½	21,584½	.....
Milford	19,584	.....	600½
Raritan	35,657½	.....	1,040½
Readington	55,777½	.....	1,170½
Stockton Borough	15,012½	727	.....
Tewksbury	18,600½	2,372	.....
Union	22,409½	.....	184½
Union Graded	15,202½	.....	15,202½
West Amwell	11,156½	.....	522½
Total	833.744	55,072½	23,071½

MERCER COUNTY.

East Windsor	112,735	.....	7,271½
Ewing	64,777½	.....	14,877½

SCHOOL REPORT.

MERCER COUNTY—*Continued.*

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Hamilton	368,156½	.....	35,028½
Hopewell	164,044	.....	10,060
Lawrence	91,442	.....	15,377
Princeton Borough	144,652½	.....	4,912½
Princeton Township	17,824	.....	2,415
Trenton	2,711,652½	.....	91,256
Washington	29,924	.....	1,123
West Windsor	26,539	.....	804
Total	3,731,747	.....	183,125

MIDDLESEX COUNTY.

Cranbury	39,607	.....	840½
Dunellen Borough	91,362	.....	10,147½
East Brunswick	62,409	.....	3,655½
Helmetta Borough.....	25,697	178½	.....
Highland Park Borough..	84,478½	.....	1,140
Jamesburg Borough	98,566	.....	1,830
Madison	36,262	716½	.....
Metuchen Borough	104,359	.....	16,095
Middlesex Borough	53,719	.....	12,882
Milittown Borough	62,281½	.....	3,832½
Monroe	37,889½	.....	1,722
New Brunswick	702,199	.....	63,628
No. Brunswick Township.	20,727	.....	5,703
Perth Amboy	1,224,506	.....	43,503
Piscataway	109,088½	.....	22,437½
Raritan	126,292½	.....	33,155½
Roosevelt Borough.....	259,265	.....	40,480½
Sayreville	76,263	.....	1,202
South Amboy	128,467	.....	3,012
South Brunswick	84,083	2,603	.....
South River Borough....	170,700½	.....	27,668
Spotswood	27,110½	.....	4,918½
Woodbridge	356,415½	.....	53,219
Total	3,981,748	3,498	351,072

MONMOUTH COUNTY.

Allenhurst* .....	.....	.....	.....
Asbury Park	400,641½	.....	5,852½
Atlantic	23,204	.....	1,024½
Atlantic Highlands	60,194	4,574½	.....
Avon	18,824½	1,458
Belmar	52,439½	8,033
Bradley Beach	57,626½	6,167
Deal*

*No attendance.

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MONMOUTH COUNTY—Continued.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Eatontown	52,952	5,368½
Fair Haven	32,859	989	.....
Farmingdale	18,115½	432	.....
Freehold Town	166,130½	.....	1,349
Freehold Township	33,466½	192½	.....
Highlands	47,031½	1,526½	.....
Holmdel	33,493½	.....	3,516
Howell	57,689	.....	650
Keyport	129,587½	.....	6,002
Keansburg	36,439½	.....	36,439½
Long Branch	494,052½	.....	8,605
Manalapan	51,235½	.....	563½
Manasquan	73,688½	.....	2,467½
Marlboro	41,124	1,158	.....
Matawan	89,463	.....	1,014
Middletown	167,722	3,733½	.....
Millstone	40,516	.....	1,375
Monmouth Beach	11,265½	521½	.....
Neptune City	16,849	.....	893½
Neptune Township	206,978½	6,097	.....
Ocean	32,330½	2,694	.....
Raritan	32,888	31,729	.....
Red Bank	258,857	3,643	.....
Rumson	55,642	855	.....
Sea Bright	29,357½	3,044½	.....
Shrewsbury	46,976	1,718	.....
Spring Lake	21,403½	3,472	.....
Upper Freehold	61,744½	.....	3,925½
Wall	102,588½	4,472½	.....
West Long Branch.....	20,518½	.....	1,920½
Total	3,075,895	91,879	75,598

MORRIS COUNTY.

Boonton Town	134,472	8,879	.....
Boonton Township	12,384	.....	1,479½
Butler Borough	98,311	.....	7,006
Chatham Borough	63,211	1,367½	.....
Chatham Township	24,308	1,782	.....
Chester	31,697	.....	2,729
Denville	23,506	1,955	.....
Dover Town	320,815	4,948½	.....
Florham Park Borough..	12,649	1,566	.....
Hanover	122,568	.....	7,429
Jefferson	41,297	.....	8,100½
Madison Borough	128,308	.....	4,306
Mendham Borough	33,643	499	.....
Mendham	17,198½	.....	606½

SCHOOL REPORT.

MORRIS COUNTY—Continued.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Montville	59,818½	.....	7,406
Morris	58,807½	.....	2,811
Morristown	285,100	.....	1,253½
Mt. Arlington Borough..	7,796	.....	1,350
Mt. Oliver	28,263	.....	756½
Netcong Borough	77,273	.....	2,166
Passaic	55,350	.....	3,650
Pequannock	51,370½	.....	2,572
Randolph	65,188	.....	3,160
Rockaway Borough	100,703	.....	11,206½
Rockaway Township	102,557	.....	520½
Roxbury	93,726	.....	9,502
Washington	42,957½	3,977½	.....
Wharton Borough	70,318½	1,063	.....
Total	2,163,596	26,037½	78,010½

OCEAN COUNTY.

Barnegat City	1,933	379½	.....
Bay Head	7,744	625	.....
Beach Haven	10,275	.....	709½
Berkeley	10,929½	740½	.....
Brick	50,028	1,539	.....
Dover	87,565	.....	1,610½
Eagleswood	13,169½	.....	680
Harvey Cedars	1,016	.....	1,016
Island Heights	9,777½	.....	1,873½
Jackson	32,684½	2,800	.....
Lacey	13,132	1,171	.....
Lakewood	181,312	884	.....
Lavalette Borough	3,616	.....	486
Little Egg Harbor.....	13,514	.....	1,630½
Long Beach	962	.....	474
Manchester	21,757½	2,088	.....
Mantoloking* .....	.....	.....	.....
Ocean	7,652	.....	1,025½
Plumstead	25,761	382	.....
Point Pleasant	50,720½	.....	4,935
Sea Side Heights.....	4,693½	.....	309½
Sea Side Park.....	5,907	56½	.....
Stafford	21,836	.....	1,599
Surf City	1,715	157½	.....
Tuckerton	42,941½	966
Union	25,877	1,716
Total	646,519	12,539	17,315

*No attendance.

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PASSAIC COUNTY.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Clifton City	765,731	25,236½
Haledon Borough	95,039	.....	2,451
Hawthorne Borough	132,831½	.....	5,279½
Little Falls	97,734½	.....	3,379
North Haledon Borough..	25,832	.....	1,758½
Passaic City	1,787,698	.....	33,009½
Paterson	3,745,609	13,993	.....
Pompton	170,061	.....	22,683
Pompton Lakes Borough.	46,634½	.....	6,253
Prospect Park Borough..	110,169	.....	6,057
Totowa Borough	49,187½	.....	3,913
Wayne	63,804	1,851½	.....
West Paterson	52,224½	.....	7,775
West Milford	41,818½	.....	3,325½
Total	7,184,374	15,844½	121,120½

SALEM COUNTY.

Alloway	41,806	2,760½	.....
Elmer	38,378½	4,127	.....
Elsinboro	7,194	1,274	.....
Lower Alloway Creek...	30,935	2,616	.....
Lower Penn's Neck.....	34,565	.....	6,138½
Mannington	30,453½	2,274½	.....
Oldman's	39,633	525	.....
Penn's Grove	134,405½	.....	20,778
Pilesgrove	114,443	.....	5,614½
Pittsgrove	54,760½	4,177	.....
Quinton	19,338	2½	.....
Salem	246,177	754	.....
Upper Penn's Neck.....	97,490	.....	47,519
Upper Pittsgrove	45,578	1,970½	.....
Total	935,157	20,481	80,050

SOMERSET COUNTY.

Bedminster	32,776	2,694	.....
Bernards	164,207½	3,991	.....
Bound Brook	220,197½	.....	15,137½
Branchburg	27,376	213½	.....
Bridgewater	154,816½	.....	14,789
East Millstone	11,817½	.....	1,532½
Franklin	45,296½	.....	2,860
Hillsborough	82,353½	.....	17,494½
Millstone	3,499½	.....	354½
Montgomery	23,957	126½	.....
North Plainfield Borough	201,068½	.....	858

SCHOOL REPORT.

SOMERSET COUNTY—*Continued.*

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
North Plainfield T'wnship	19,677	.....	3,939½
Peapack-Gladstone	41,705	.....	1,270½
Rocky Hill	14,466	120½ .....	.....
Somerville	216,090	.....	7,625½
South Bound Brook.....	39,549	.....	3,332
Warren	25,003	.....	2,605
Total	1,323,856	7,145½	71,789½

SUSSEX COUNTY.

Andover Borough	15,205½	6½ .....	.....
Andover Township	8,808	79 .....	.....
Branchville	20,301	.....	1,292
Byram	6,316	.....	325½
Frankford	19,489	2,412 .....	.....
Franklin Borough	87,592	.....	7,525
Fredon	5,849	1,314½ .....	.....
Green	10,312½	283 .....	.....
Hampton	13,096½	51 .....	.....
Hardystown	70,545	1,353 .....	.....
Hopatcong Borough	3,716½	.....	460
Lafayette	15,582	960 .....	.....
Montague	9,655½	637½ .....	.....
Newton	167,544	7,800 .....	.....
Ogdensburg	25,773½	.....	3,508
Sandyston	20,141½	.....	2,540
Sparta	22,284½	316½ .....	.....
Stanhope	35,553	.....	2,462½
Stillwater	20,788	2,509 .....	.....
Sussex Borough	53,501½	.....	5,490
Vernon	37,583	2,557½ .....	.....
Wallpack	5,536	86 .....	.....
Wantage	41,859½	2,650½ .....	.....
Total	717,033	23,016	23,603

UNION COUNTY.

Clark	15,435½	.....	3,270
Cranford	176,910	.....	15,300½
Elizabeth	2,001,794½	.....	30,976½
Fanwood	69,132	.....	742½
Garwood	71,913½	.....	6,628
Hillside	109,595½	.....	20,864
Kenilworth	43,485	.....	5,080½
Linden	264,723½	.....	51,923½
Mountainside	7,170½	1,515
New Providence Borough	43,098	1,600½

COMMISSIONER OF EDUCATION.

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UNION COUNTY—*Continued.*

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
New Providence Township	27,592	5,283½
Plainfield	707,953	.....	55,412½
Rahway	325,573½	.....	23,141½
Roselle	169,292	.....	20,397½
Roselle Park	194,556½	.....	17,115½
Springfield	50,058	.....	1,817½
Summit	247,604½	.....	2,646½
Union	121,666½	.....	9,955½
Westfield	273,908	9,498	.....
Total	4,921,462	11,098½	272,070½

WARREN COUNTY.

Allamuchy	12,211½	.....	3,409
Alpha	66,413½	.....	5,985½
Belydере	59,597	.....	5,777½
Blairstown	43,752½	.....	6,259
Franklin	33,939½	.....	1,187
Frelinghuysen	18,419½	.....	638½
Greenwich	22,940	3,086	.....
Hackettstown	99,893½	4,884½	.....
Hardwick	5,354½	.....	1,163
Harmony	34,649	.....	3,873½
Hope	17,458½	1,004½	.....
Independence	21,244½	.....	3,829½
Knowlton	27,259½	1,330	.....
Lopatcong	23,680½	.....	1,272
Mansfield	20,472	1,395½	.....
Oxford	55,633½	.....	1,838½
Pahaquarry	4,129½	.....	8½
Phillipsburg	451,928	.....	21,833½
Pohatcong	40,441	.....	246
Washington Borough ...	104,795	.....	8,915½
Washington Township...	23,739	2,800½	.....
White	29,429½	.....	1,239½
Total	1,217,381	14,501	67,476

SCHOOL REPORT.

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. KAYSER.....	Mount Holly (Kelsie & Killie Bldg)
<i>Camden</i>	CHARLES S. ALBERTSON..	Camden (Court House)
<i>Cape May</i>	AARON W. HAND.....	Cape May Court House
<i>Cumberland</i> ..	J. J. UNGER.....	Bridgeton (Court House)
<i>Essex</i>	OLIVER J. MORELOCK.....	Newark (Essex Bldg., Room 316)
<i>Gloucester</i> ...	DANIEL T. STEELMAN...	Woodbury (Court House)
<i>Hudson</i>	AUSTIN H. UPDYKE.....	Jersey City (Court House)
<i>Hunterdon</i> ...	JASON S. HOFFMAN.....	Flemington (Bloom Building)
<i>Mercer</i>	JOSEPH M. ARNOLD.....	Trenton (Court House)
<i>Middlesex</i> ...	H. BREWSTER WILLIS.....	New Brunswick (Co. Office Bldg.)
<i>Monmouth</i> ...	CHARLES J. STRAHAN.....	Freehold (Court House)
<i>Morris</i>	J. HOWARD HULSART.....	Morristown (Court House)
<i>Ocean</i>	CHARLES A. MORRIS.....	Toms River (Hyers Building)
<i>Passaic</i>	EDWARD W. GARRISON...	Paterson (Court House)
<i>Salem</i>	H. C. DIXON.....	Salem (Court House)
<i>Somerset</i>	HENRY C. KREBS.....	Somerville (Court House)
<i>Sussex</i>	RALPH DECKER	Newton (Court House)
<i>Union</i>	A. L. JOHNSON.....	Elizabeth (Court House)
<i>Warren</i>	HOWARD E. SHIMER.....	Belvidere (Court House)

CITY SUPERINTENDENTS

<i>Asbury Park</i> ..	AMOS E. KRAYBILL	<i>New Brunswick</i> ..	IRA T. CHAPMAN
<i>Atlantic City</i>	C. B. BOYER	<i>Newark</i> ..	DAVID B. CORSON (act.)
<i>Bayonne</i>	P. H. SMITH	<i>North Bergen</i>	M. F. HUSTED
<i>Bloomfield</i>	GEORGE MORRIS	<i>Ocean City</i>	JAMES M. STEVENS
<i>Bordentown</i>	H. V. HOLLOWAY	<i>Orange</i>	W. B. PATRICK
<i>Bridgeton</i>	D. C. PORTER	<i>Passaic</i>	FRED S. SHEPHERD
<i>Camden</i>	JAMES E. BRYAN	<i>Paterson</i>	J. R. WILSON
<i>Cape May City</i> ...	E. R. BRUNYATE	<i>Perth Amboy</i>	S. E. SHULL
<i>East Orange</i>	E. C. BROOME	<i>Phillipsburg</i>	H. J. NEAL
<i>Elizabeth</i> ..	RICHARD E. CLEMENT	<i>Plainfield</i>	HENRY M. MAXSON
<i>Englewood</i> ...	ELMER C. SHERMAN	<i>Pleasantville</i> ..	WILLIAM WHITNEY
<i>Gloucester City</i> ..	WILMER F. BURNS	<i>Rahway</i>	WILLIAM F. LITTLE
<i>Hoboken</i>	A. J. DEMAREST	<i>Salem</i>	WALTER B. DAVIS
<i>Irvington</i>	R. LEE SAUNDERS	<i>South Amboy</i>	OSCAR O. BARR
<i>Jersey City</i>	HENRY SNYDER	<i>Summit</i>	CLINTON S. MARSH
<i>Kearny</i>	HERMAN DRESSSEL	<i>Town of Union</i>	N. C. BILLINGS
<i>Long Branch</i> ...	CHRIS. GREGORY	<i>Trenton</i>	EBENEZER MACKEY
<i>Millville</i>	WARREN N. DRUM	<i>West Hoboken</i> ..	ARTHUR O. SMITH
<i>Montclair</i>	DON C. BLISS		

PART IV

REPORTS OF
EDUCATIONAL INSTITUTIONS AND
TEACHERS' RETIREMENT FUND

FOR YEAR ENDING JUNE 30, 1917

PART IV

REPORTS OF EDUCATIONAL INSTITUTIONS AND TEACHERS' RETIREMENT FUND

For Year Ending June 30, 1917

STATE NORMAL SCHOOL AT TRENTON.

W. B. SECOR, *Acting Principal.*

Owing to prolonged ill health Dr. Green was unable to continue the active duties of the principalship of the school and your Board appointed W. B. Secor, at that time Supervisor of the Model School, as acting principal for the year 1916-17.

RETIREMENT OF DR. GREEN.

The retirement of Dr. James M. Green June 30, 1917, as principal of the State Normal School at Trenton, brought to a close a long and useful term of service. It seems fitting at this time to call to your attention some of the larger services rendered the people of the state during his connection with the school.

When Dr. Green came to the institution, February 11, 1889, the school plant consisted of the original two wings constructed in 1855 and 1857 respectively, housing the Normal and Model Schools. Since that time there have been added the central building, the wing including the two gymnasiums and the wing opposite the gymnasiums. The dormitories have been enlarged from the Boys' Hall and Centre Hall by North and South Halls, making a capacity and equipment sufficient to take care of four hundred fifty boarding students.

When Dr. Green came to the school he found an enrollment of 255 in the Normal School and 445 in the Model School. During his administration these enrollments increased to 668 and 641 respectively.

(415)

At once upon assuming the principalship of the schools Dr. Green proposed to the State Board of Education a plan of approving high schools in order that students might come to the Normal School from these institutions without an examination. The plan was accepted and the result has been that 132 public high schools and 51 private institutions have been enrolled on the list of approved schools, and are now sending students to the normal schools.

As the Normal School grew in numbers, the facilities for student teaching afforded by the Model School became more and more inadequate. In 1898, consequently, Dr. Green proposed the present plan of sending students to centres throughout the state to do part of their student teaching. It was adopted by the Board and in practice has worked out most successfully.

Aside from the services that have been mentioned Dr. Green profoundly influenced the educational thought throughout the state through his addresses and writings on educational topics. He knew the needs of the state in educational matters better than almost any other man of his time, and in satisfying these needs he gave evidence of true educational leadership.

ELECTION OF THE NEW PRINCIPAL.

Dr. Green was succeeded on July 1, 1917, by Dr. J. J. Savitz, Superintendent of Schools at Westfield, New Jersey. Dr. Savitz brings to the principalship of the school an unusually broad and varied experience in educational matters. Born and reared in Pennsylvania, his elementary education was obtained in the schools of that state. He later attended the Kutztown Normal School and Lafayette College. He received his Bachelor's, Master's and Doctor's degrees from New York University.

To show Dr. Savitz's unusual preparation for the position to which he has been appointed I can do no better than to quote from an editorial in the Newark Evening News: "The selection of Dr. J. J. Savitz, Superintendent of Schools of Westfield, as principal of the State Normal School at Trenton is a wise choice by the State Board of Education. Dr. Savitz, to an unusual degree in his educational career in New Jersey, has familiarized himself with the needs of both city and rural schools in the way of prepared teachers. As County Superintendent of Union, Assistant State Commissioner, a position from which he voluntarily retired for purely personal reasons, and twice as Superintendent at Westfield, Dr. Savitz, essentially an organizer, has had the opportunity to learn the ins and outs of the problem that he will have to undertake. Combined with this special knowledge, he possesses a personality that makes him popular with subordinates and pupils, and augurs well for a successful and inspiring administration at Trenton."

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RESOLUTIONS CONCERNING MODEL SCHOOL, HIGH SCHOOL TEACHERS AND
MUSIC COURSES.

On February 3, 1917, the State Board of Education passed the following resolutions:

"Whereas, The number of applicants for the four year course for teachers as at present maintained in the Normal School at Trenton does not warrant the expense of its continued operation, therefore be it

"Resolved, That it is the policy of this Board to discontinue this four year course at as early a date as may be practicable."

"Whereas, The Model School operated in connection with the Normal School at Trenton is maintained for the purpose of furnishing practice teaching for the Normal School students; and

"Whereas, the High School course as at present maintained is of no value for the great body of students composing the enrollment in the Normal School; therefore, be it

"Resolved, That it is the policy of this Board to discontinue the High School Department of the Model School at as early a date as may be practicable."

"Whereas, There is at present maintained in connection with the operation of the Normal School at Trenton a Department of Music, comprising special instruction for the voice and for proficiency upon various instruments; and

"Whereas, These courses of instruction are in excess of the needs of a school maintained solely for the preparation of teachers in the elementary grades, and for instruction for similar purpose as maintained at the other State Normal Schools at Montclair and Newark; therefore be it

"Resolved, That it is the sense of this Board that at the close of the present school year such courses of instruction shall be discontinued and the work in Music confined to voice instruction as at present maintained by Miss Howard and her assistant, along the lines enforced at the Normal Schools at Montclair and Newark."

April 7, 1917:

"It was regularly moved, seconded and carried that all departments of the Model School at Trenton be terminated at the end of the present year."

In compliance with these resolutions the Model School was abolished and the High School Teachers Course terminated at the end of the school year 1917. A plan was worked out, however, whereby students having already completed two years or more of the High School

SCHOOL REPORT.

Teachers Course could remain and receive the diploma on completing the requirements of the course.

The music courses in piano, voice and violin have been abolished in compliance with the above resolution, and the rooms in the dormitory set aside for the use of this department are now available for students.

HONOR ASSOCIATION.

In response to a questionnaire submitted to the student body by the faculty of the school the students almost unanimously expressed a desire to assume larger responsibility in the control of those matters that have to do with student honesty and honor in school life than they formerly had. Accordingly representative students, in conjunction with members of the faculty worked out a plan of student control which was adopted by the school.

FINANCING STUDENT ACTIVITIES.

With the increase in the number of students enrolled in the Normal School there has naturally come an increase in the number of student organizations. Each of these organizations had formerly administered its own finances independently. It was deemed wise to adopt a plan which should concentrate and facilitate the control of the finances of the various student organizations. A scheme was adopted and became operative February 13, 1917.

From that time until June 30, 1917, there was received from all organizations \$2,173.57 and paid out by check \$1,772.88, leaving a balance of \$400.69.

The working out of the scheme has accomplished the following results: prestige among the various business houses of the city; absolute correctness as to the money received and paid; absolute check upon the funds of each organization and its members; the means of knowing what sum was spent at each of several stores, giving a basis upon which to solicit advertisements for the school paper, The Signal.

EXTENSION OF PRACTICE TEACHING.

To the end that our graduates on leaving the institution shall have had the maximum amount of practical training in actual teaching, it seemed wise to extend the period spent in the work of teaching at the student teaching centres. The time was accordingly increased from five to six weeks.

EMERGENCY COURSES.

Toward the end of the school year the State Department of Education and the State Department of Agriculture appealed to the schools

COMMISSIONER OF EDUCATION.

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of the state to do all in their power to assist in the production and conservation of food. In response to these appeals the departments of nature study and domestic science prepared two courses entitled Emergency Course in Gardening and Club Management, and Preparation of Food in the Home. They were given to volunteer classes of students after school hours, the girls paying for their own materials. These courses were popular, and the results obtained very satisfactory.

FREE SUPPLIES.

In order that the students in the Normal School might be furnished with pencils, paper, note books and school supplies in the same manner that the pupils in the high and elementary schools of the state are, the board asked the Legislature for a special appropriation of \$4,000. The Legislature granted the request but as an item in the regular appropriation bill. For this reason the money did not become available until the first of November of the present year. We are now about to make use of it for the purpose designated.

REPAIRS AND PROTECTION AGAINST FIRE.

During the summer months the usual repairs and replacements have been made, and in addition contracts have been made for the installation of fire escapes in the dormitories and smoke doors at the entrances of the stairways on each side of the auditorium in the Normal School building.

One of the battery of boilers in the heating plant was condemned by the State Inspector. During the school year 1916-17 the school was seriously handicapped in its work because of the inefficiency of the heating plant, owing to the absence of this boiler. The last Legislature appropriated \$2,500 for the installation of a new boiler. The work of installation is going on at the present time, and it is to be hoped that it will be completed in the near future.

ENROLLMENT.

NORMAL SCHOOL.

	Men	Women	Totals
First quarter	24	643	667
Second quarter	24	623	647
Third quarter	25	608	633
Fourth quarter	23	597	620
Number of students enrolled during the year	26	680	706
Number of new students who entered Normal during the year:			
High school graduates.....			334
College graduates			2
Returned after a period of absence.....			5
Total			341

SCHOOL REPORT.

MODEL SCHOOL.

	Boys	Girls	Totals
First quarter	208	294	502
Second quarter	203	287	490
Third quarter	203	281	484
Fourth quarter	198	276	474
Number of students enrolled during the year	217	303	520
Average number enrolled per quarter.....	203	285	488

GRADUATES.

	Men	Women	Totals
The number graduated from the Normal School during the year.....	7	278	285
The number graduated from the Model School during the year.....	14	22	36
Of this number 6 entered the Normal School			
8 entered college			
8 are in other institutions of learning			
6 are in business			
1 is in the army			
7 are at home.			

The following table will be of interest, showing our relation to the different counties:

Counties	Number in Normal 1916-17	Number of graduates of the Normal School, Trenton, employed.
Atlantic	24	99
Bergen	17	277
Burlington	61	117
Camden	35	166
Cape May	18	33
Cumberland	64	83
Essex	3	273
Gloucester	26	52
Hudson	36	245
Hunterdon	24	52
Mercer	136	274
Middlesex	53	259
Monmouth	65	203
Morris-Ocean	20-26	101-28
Passaic	2	92
Salem	16	39
Somerset	14	72
Sussex	15	27
Union	21	106
Warren	21	36

FACULTY.

The closing of the Model School and the organization of a Training School composed of pupils of elementary school age living in the vicin-

ity of the Normal School made necessary a number of changes in the faculty.

Mr. W. B. Secor, Supervisor of the Model School, was retained as Principal of the Training School, and appointed head of the department of pedagogy in the Normal School.

Miss Sarah R. Budd, a teacher in the high school department of the Model School, was transferred to the Normal School as assistant supervisor of practice.

Mrs. Thomas, formerly Miss Agnes B. Hummer, a critic teacher in the Model School, remains an instructor in the Normal School as assistant supervisor of practice.

Miss Alice L. Brewster, a teacher of English in the high school department of the Model School, was made instructor in English in the Normal School.

Miss Rachel W. Taylor, a teacher of drawing and hand work in the Model School, was appointed instructor in the art department of the Normal School.

Miss Eleanor B. Parmenter, a teacher of history in the high school department of the Model School, was transferred to the history department in the Normal School.

The following new teachers were appointed:

Miss Charlotte Herckner, instructor and critic in industrial arts.

Miss Herckner was graduated from the Millville High School and Teachers College, Columbia University. She received the diploma from the New York School of Fine and Applied Arts, and credit from New York University for all work offered by Dr. Haney in supervision, public speaking, methods and applied design for the elementary grades and high school.

She has been supervisor of industrial education in the schools of Hackensack, New Jersey, for the past nine years, during which time she lectured at institutes in New Jersey and was instructor in industrial education in Cape May and Ocean City summer schools.

During the year 1916-17 she took post graduate work in supervision at Teachers College. Five months were spent in field work investigating conditions for Dr. Dean in vocational education, Dr. Bonser in industrial education, Dr. Bowman in junior high school work, and Dr. McMurry in supervision. She visited many of the large cities in the West where unusual work in the departments named above is attempted.

Miss Herckner is also assistant principal of the Training School.

Miss Margaret E. Wells, assistant supervisor of practice.

Miss Wells is a graduate of Teachers College, and has taught in the State Normal School, Indiana, Pa., and Warrenburg, Missouri, and as critic teacher in the Speyer School, the practice department of Teachers College, Columbia University. She is the author of a series of histories entitled "How the Present Came from the Past."

Miss Mary M. Reed, assistant supervisor of practice.

Miss Reed is a graduate of Lock Haven, Pa., Normal School, and of Columbia University. In addition she has taken summer courses at Harvard and lecture courses at New York University. Miss Reed has taught successfully in elementary and high school grades, and for the past three years has been director of the training department of the Normal School of Gorham, Maine.

At her own request, Miss Grace A. Wood, assistant supervisor of practice, and instructor in Kindergarten methods, was granted leave of absence for the year.

Miss Edna V. Hughes was appointed to take Miss Wood's place. Miss Hughes was graduated from the State Normal School at Trenton and has taken extension work given by Teachers College and the University of Pennsylvania. She was a resident student at Teachers College in 1910 and 1915. She has taught successfully in the kindergarten and primary grades of the Trenton public schools, and was instructor in Kindergarten and primary methods, and supervisor in the Carroll Robbins Training School. During the summers of 1916 and 1917 Miss Hughes served as demonstration teacher in the Collingswood summer school.

Miss Anna S. Cressman, instructor in physical education.

Miss Cressman is a graduate of the West Chester, Pa., Normal School, of the New Haven Normal School of Gymnastics, and has completed lecture and summer courses in private schools, in Yale University, and the University of Pennsylvania. She has taught successfully in private and public schools, as well as in the State summer schools and comes to us after six years of work as instructor in physical education in the Philadelphia high schools.

Upon the retirement of Miss Margaret I. Wade as assistant preceptress at the Boarding Halls, Miss Sophie Shepard Hogan was appointed to the position.

Miss Hogan is a graduate of the New York Normal School of Physical Education and has studied at Teachers College, New York University and the University of California. She has been director of physical education in Kent Place School, Summit, N. J., National Cathedral School, Washington, D. C., Plainfield Seminary, Cumnoch School of Expression, Los Angeles, and Cumnoch Academy. Miss Hogan was the founder and principal of the Hollywood School for Girls, Los Angeles.

Miss Charlotta Woodhouse, associate in domestic science;

Miss Frances E. Reimann, associate in biology;

Miss Isabel W. Clark, associate in psychology;

Mr. Jesse Love, associate in chemistry.

LECTURES.

A number of lectures and recitals were given before the school, most of them designed to supplement departmental work, as follows: Bright Eyes and Wild Hearts of Our Northern Woods, by Mr. Chauncey J.

Hawkins, Jamaica Plain, Mass.; England To-day, by Mr. S. K. Ratcliffe, of the London University Extension Board; Latin America and the United States, by Mr. John William Slaughter, Philadelphia, Pa.; Preparation for Old Age, by Dr. Jeremiah W. Jenks, New York University; Child Expression in Music, by Evelyn Fletcher-Copp, Brookline, Mass.; How New Jersey Serves Its Citizens, by Mr. Uriah McClinchie, President of the Board of Education, Irvington, N. J.

MISCELLANEOUS ENTERTAINMENTS.

Suitable entertainments were conducted in recognition of the various holidays. Notable among these was the one in honor of Thanksgiving day, by the department of history, a playlet dealing with the origin of Thanksgiving and tracing it to the Puritan days; a Christmas program written and arranged by the department of German; and the memorial day celebration, a patriotic pageant, followed by an address by Col. E. C. Stahl.

In recognition of arbor day the school took up a collection, with a part of which a silk flag for the auditorium platform was purchased, the balance being donated to the students' sweater fund for the Trenton soldiers at Camp Dix.

The Philharmonic Orchestra, of the violin department, gave a complimentary concert, assisted by Carl Kneisel, cellist, and Ruth Greenwood, pianist, and the pupils of the Department of Music gave their usual spring recital. These two concerts were the last from their respective departments, which were discontinued at the close of the school year.

SOCIETIES, ORGANIZATIONS, ETC.

There are eleven societies and clubs in the school, viz., the Normal Dramatic, the Normal Pedagogical and the Philomathean clubs, the Shakespeare, Arguromuthos, Gamma Sigma, Theta Phi, Ionian and Round Table societies, the Manual Training Club, and the Philomela Glee Club; and the Y. W. C. A. of Girls Hall.

The general program of the literary societies at their weekly meetings includes oration, recitation, reading and debate. The glee club holds weekly rehearsals and contributes music for various school activities and festivals.

A number of the societies gave somewhat informal Friday evening programs for the entertainment of the boarders during the recreation hour. In addition to these entertainments more formal programs were given in the auditorium as follows: concert by the Orpheus Glee Club, assisted by Mr. George Rasely, tenor, and Mr. Paul Ambrose, accompanist; The Gipsy Girl of Hungary, an operetta in two acts, presented by the Philomathean Club; The Ladies of Cranford, by the Theta Phi Society; the annual Gamma Sigma minstrel show; and a concert by the

Philomela Glee Club, assisted by Miss Mabel Stephenson, soprano, and the school orchestra.

All of the literary societies enter into a series of trial contests. The final contest was between the Arguromuthos Society and the Shakespeare Society. It consisted of orations, recitations, short stories and debates,—the latter on the subject, Resolved, That the city manager form of municipal government should be adopted in all New Jersey cities. The contest was won by the Arguromuthos Society, which took the affirmative side in the debate.

The Eastern Interscholastic Oratorical Association held its fourteenth annual contest at the Pennington School. The contest was won by Peddie Institute. Conrad H. Mumper represented the Thencanic Society.

The fourth public debate between Swarthmore College Freshmen and the New Jersey State Schools Contest Association was held in the auditorium of the Normal School on the subject,—Resolved, That Congress should enact legislation providing for compulsory arbitration of disputes between organized labor and capital. (Constitutionally waived.) The Contest Association took the negative and won the debate.

COMMENCEMENTS.

The awarding of diplomas to the February class of the Normal School took place in the auditorium on the morning of Friday, February 9th.

The Grammar A promotion exercises were held Monday, June 18th. Among the leading features of the program were a demonstration in first aid,—dressing, bandaging and carrying, and an original dialogue by four boys entitled "In a Printer's Shop."

The senior day exercises of the Normal School consisted of folk dances in national costumes, marching, etc.

The graduating classes gave no formal class day programs. Instead, the Model class tendered a reception to their relatives and friends in the gymnasium, and the Normal class spent the day usually devoted in part to class day in Red Cross work.

The Model School commencement was held June 21st, and the Normal School commencement June 22d.

ALUMNI.

The Alumni Association held its twenty-ninth annual meeting Saturday, June 23d. A business meeting was held in the auditorium, followed by luncheon in the gymnasium. Here a program was given consisting of greetings by Acting Principal W. B. Secor, addresses by President Charles A. Philhower. Dr. W. N. Mumper, and Principal-elect J. J. Savitz; responses by Karl Mautz, president of the Model graduating class, and Mildred Stults, vice-president of the Normal graduating class; soprano solos by Miss Mabel Stephenson, and the presentation by Mr.

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Philhower of the newly elected President of the Association, Miss Alice F. Wyckoff.

Resolutions were passed expressing appreciation of Dr. Green's devotion and long service to the educational interests of the State, and his active interest in the welfare of the Alumni Association, which he founded.

At the business meeting the following officers were elected for the ensuing year:

President, Miss Alice F. Wyckoff, Normal and Model, Lawrenceville.

Model Vice-President, Mr. Charles C. Hewitt, Normal and Model, State Normal School, Trenton.

Normal Vice-President, Mrs. Charles H. Cooley, 21 Lenape Avenue, Trenton.

Corresponding Secretary, Miss Helen P. Hutchinson, Normal, State Normal School, Trenton.

Recording Secretary, Mrs. Albert T. Stretch, Normal and Model, 207 Academy Street, Trenton.

SCHOOL REPORT.

STATE NORMAL SCHOOL AT MONTCLAIR.

CHARLES S. CHAPIN, *Principal*.

The number of students registered at the opening of the fall term 1916 was 658; 50 more entered at the beginning of the spring term 1917, making a total of 708 different persons enrolled during the school year ending June 30, 1917.

The number of graduates in February, 1917 was 96 and in June, 1917, 145, a total of 241 teachers, of whom 3 are men. All but two are now teaching in New Jersey. Although this is the largest number of teachers graduated in any year since the opening of the school in 1908, we received scores of requests for teachers in excess of our output.

From the opening of this school, there has been a steady gain in enrollment, as per the following table:

Sept. 15, 1908.....	189	students
1908-09	218	"
1909-10	349	"
1910-11	427	"
1911-12	415	"
1912-13	477	"
1913-14	483	"
1914-15	545	"
1915-16	531	"
1916-17	658	"

The number of applications for admission in September, 1917, was 286 and we had every reason to expect a total enrollment of over 700. The sudden decrease in attendance to 600 is not to be interpreted as an indication that Montclair has reached the high-water mark in membership but is only a temporary condition easily explained and understood. In the first place, for various reasons an unusually large number of students in the upper classes did not return in September. Some of the men enlisted in the U. S. Army, several were dropped for poor scholarship, some retired voluntarily on account of illness of themselves or members of their families, and a considerable number were needed at home as wage-earners in place of brothers who had gone into the military or naval service of the country by conscription or enlistment. So far as our present membership is concerned, the economic pressure of the war has spent its force and is not likely to reduce attendance further. The other cause for the decrease was the failure of 86 applicants to register. One-third of these could not meet the conditions of admission or failed to pass our careful physical examination; over one-half of the rest, i. e., 31, had applied for rooms in the dormitory and had made a deposit with their applications but were rejected for lack of rooms, which probably accounts for their failure to enter the school.

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As several of our former students will return during the year, as the class to graduate in February, 1918, is smaller than usual, and as the number of applications for admission next term is entirely normal, it is conservative to expect an enrollment of over 700 in September, 1918 and of at least 750 in September, 1919, which dates are covered by the appropriations requested of the Legislature of 1918. If we should receive as many applications for September, 1918, as for September, 1916, when they totalled 371, our membership will exceed 750. An educational institution must provide for its usual normal increase in attendance and cannot measure its needs by an unknown future predicated on the continuance of the disturbing influences of war.

The Montclair State Normal School has suffered seriously during the past three years from lack of sufficient appropriations to purchase necessary supplies. We have been able to expend on an average only \$400 per year for library books and, in consequence, our library is altogether inadequate for our needs. A comparative statement of the number of volumes in the libraries of representative normal schools throughout the United States shows that Montclair's library ranges among the very smallest. We have not been able to buy a sufficient number of text books, stationery, note books, and other ordinary school supplies to equip our classes properly. Our supply closets were empty from February to June. We have been obliged to practice excessive economy for a period of years and have at length reached the point where we must expend money with more liberality if we are to do our work effectively. The Legislature of 1918 will be asked to increase our appropriation for supplies by approximately \$10,000 for the purchase of necessary text books, library books and school stationery which we have been unable to buy in the past three years because each Legislature has cut our requests for appropriations. This increase is less than it appears because the considerable increase in the cost of school supplies of all kinds reduces the purchasing power of \$10,000 to not more than \$7500.

Moreover, the same increase in prices of general supplies and of coal will make a supplemental appropriation for the year beginning Nov. 1, 1917, absolutely necessary if we are to keep our students properly equipped with books and supplies. We hope that the Legislature will so deal with this school in the general appropriation bill as to make no supplemental bill necessary in future.

It is proper to consider also the salary schedule of the teachers and employees of the State Normal School with due regard to the higher cost of living. Requests for increase of salaries have been received from most of our force. Wages for skilled labor are so high that it is impossible to retain our engineer and firemen on the present salary schedule and it has been necessary to increase their wages by a total of \$550. Other requests from the classified service are now pending. Teachers do not change positions as readily as wage-earners, but they are made restless and dissatisfied by the knowledge that their salaries are lower than

those paid to teachers in the high schools of Newark and Jersey City and that the purchasing power of their dollars has decreased much and may decrease more. The lengthening of our school year by four weeks has deprived several of our instructors of the opportunity which they have had for years of earning an additional salary in the summer by teaching in colleges and schools. While it is impossible to maintain that a teacher's salary shall be increased on account of the lengthening of the school year, it is nevertheless a fact that this action has reduced the incomes of some of our teachers by sums varying from three to six hundred dollars.

It would appear that, without accepting all the arguments which teachers make for the increase of their salaries, a strong case can be made out for them on the simple proposition that the steady increase in prices is a corresponding reduction in their salaries.

The Legislature of 1918 will be asked to increase our appropriation for salaries and wages by \$7,410, of which \$4000 is intended to increase salaries of present teachers, \$3000 is necessary for two additional teachers to carry into effect the standardized course of study adopted by the State Board of Education in September, 1917, for all the Normal Schools, and \$410 for increases in wages in the classified service.

Educationally, the year has been most satisfactory. Our graduates have been in constant demand and superintendents and boards of education have asked us for many more teachers than we have been able to supply. The work of the teachers has been enthusiastic and efficient and all have worked in harmony with the principal and with each other.

The chief event of the year has been the report of the Normal School survey. Every facility was afforded the surveyors and they made their report in the full light of all the facts in the case. Their report is in the main complimentary and their strictures are directed at conditions which can be relieved only by the Legislature and not by the State Board of Education. They recommend that additional instructors be appointed to reduce the teaching loads; that more men be appointed on the faculty; that the salary schedules of teachers be revised and the maximum raised; and that vigorous attempts be made to secure increased appropriations for the State Normal Schools for these purposes. They criticise severely the slender libraries of the three State Normal Schools, recommend that trained librarians be placed in charge of the Normal School libraries, and that dormitories be erected at Montclair. They call attention to the fact that all these recommendations necessitate increased appropriations.

The Russ Memorial Dormitory has been filled during the entire year and the waiting list has seldom fallen below one hundred. The building has proved its adequacy and convenience, the administration of the matron has been unusually successful, and our only serious difficulty has been to adjust ourselves to the rising market. It has been found necessary to increase the annual price of board from \$200 to \$250 per student and our future plans are based upon the probability that this

price must be increased to \$275 for the year beginning September 1, 1918. The Legislature will not be asked for an appropriation for the Boarding Hall which will be supported entirely by receipts from student boarders. The State Purchasing Act is assisting to keep down expenses. The buying of meats and staple groceries in quantity is a real economy. However, unless the increase in the cost of living is checked and wages of employees can be held at present levels, it may be necessary to increase the charge to our student boarders even above the amount named above or to reduce our table, neither of which alternatives is pleasant to contemplate.

It is a question for serious consideration whether the State should not adopt the policy of making Montclair a great boarding school for the training of teachers. The location is very beautiful, sightly and healthful; there are more than twenty-five acres of well-graded grounds, with an ample athletic field, tennis courts and other facilities for outdoor sports; the site has all the advantages of the country while the opportunities of New York City are less than an hour distant. The number of applications for admission to Russ Hall from all parts of New Jersey is increasing rapidly and many who would enter Montclair are debarred by the inadequacy of dormitory accommodations. Mothers wish their daughters to enjoy the opportunities of dormitory life and prefer to place them under the kindly but firm restrictions of school authorities rather than in private families where no regulation of their time, study habits, or food is possible.

The Russ Memorial Dormitory, the gift of the late Edward Russ, accommodates only ninety-seven roomers; at least two hundred more will board on our campus if additional dormitories are provided. A request for such a building was made of the Legislature of 1917 but was not granted on account of lack of funds. Owing to the exigencies of war conditions, no similar request will be made at present. However, as the State will soon be operating four Normal Schools, a consideration of the best utilization of the plants and of the wisest administration of the system will raise the question whether it is not cheaper and more efficient to provide facilities for one thousand students at Montclair by the erection of self-supporting dormitories than to increase further the number of schools. This is the view taken by the Commission on Normal School Survey and is forced on my mind by the almost daily necessity of refusing requests for rooms in the dormitory to applicants from nearly every county in the State.

It is an axiom of school administration that an increase in the number of students reduces the per capita expenses of a school. Overhead charges are not considerably greater for one thousand students than for six hundred. Repairs, improvements, insurance and upkeep of the plant are entirely independent of the enrollment. When the time comes to make a further extension of our State Normal School systems, the State

of New Jersey can save money by enabling the Montclair Normal School to develop into a large boarding school for teachers.

The coal situation is so serious as, in my opinion, to call for the earliest attention of the State government. Since April first, 1917 we have never been more than seven days beyond the necessity of closing down for lack of coal. Our local dealers are having the utmost difficulty in keeping our bunkers supplied from day to day and inform us that they are powerless to keep their own stock at a proper level. It is to be hoped that the State of New Jersey may be able to bring assistance in this regard to the State institutions.

The following teachers have been added to the faculty and are now in service.

Ethel L. Fennell, M. A., Associate teacher of English. Miss Fennell is a graduate of Syracuse University and has had several years of very successful experience in the public schools of Westfield, N. J.

Mrs. Edith Tufts Bridge, B. S., instructor in pedagogy and supervisor of practice teaching. Mrs. Bridge was at the head of this department until her marriage and has now returned for part time service.

Irene E. Hoyt, A. B., takes the place of Miriam Cragin, A. B., an associate instructor in the kindergarten training department. Miss Hoyt is a graduate of Smith College and of Teachers College in the kindergarten training department. She is associated also with the head of the department in the supervision of practice students.

Emma K. Pierce, head of the physical training department, is on leave of absence as a candidate for the B. S. degree at Teachers College. Her place is occupied most successfully by the first assistant in the department, Marion J. Weston, B. S. Miss Grace E. Scatchard, a graduate of the Oneonta Normal School and of the Physical Training Department of Wellesley College is substituting for Miss Weston. Miss Gertrude D. King, is substituting in the same department for Miss Lida V. Curtis who is on leave of absence for study at Teachers College. Miss King is also a graduate of the Wellesley College Department of Physical Training and has been a successful teacher in one of the Gary schools of Passaic, New Jersey.

In conclusion, it is a pleasure to record the splendid spirit of patriotism which has pervaded the school. Under the supervision of one of the teachers, many students have knitted sweaters, wristlets, scarves and helmets for the Red Cross; the students in the manual training department are engaged in knitting comfort blankets for the soldiers; many took part in the drive for the Second Liberty Loan most successfully; a considerable donation was made to the Chocolate Fund for the American soldiers in France. One hundred comfort bags for Christmas gifts to the soldiers and sailors were made and filled; and, in addition, there is much unorganized activities of all kinds for the same patriotic ends. Of our men, eight graduates and three under-graduates are now engaged in the military service of the United States. A service flag bearing

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eleven stars will soon be placed in the Assembly Hall. The future teachers of the State, now students in the State Normal Schools, may be counted upon as loyal and efficient supporters of the great war for democracy.

FINANCIAL STATEMENT FOR FISCAL YEAR ENDING
OCTOBER 31, 1917.

Appropriation for Maintenance.....	\$68,000.00
Expended (some bills not yet rendered).....	67,725.00
Appropriation for Practice Teaching and for supervision of the	
same	12,500.00
Expended	12,331.27
Appropriation for Repairs, Insurance and Improvements.....	6,000.00
Expended	5,851.18

SCHOOL REPORT.

STATE NORMAL SCHOOL AT NEWARK.

W. SPADER WILLIS, *Principal*.

The State Normal School at Newark opened September 4, 1917, with the largest enrollment in its history. Nine hundred and ninety-four students representing sixteen counties were enrolled; the entrance class numbered four hundred, and it is gratifying to state that applicants from all counties were admitted. Trolley and railroad facilities enable a great majority of the students to commute. Only fifty students are boarding in the city. These students have found excellent accommodations at the Young Women's Christian Association and at private homes recommended by the principal.

BENEFITS OF THE LENGTHENED SCHOOL DAY.

For two years the sessions of the school have commenced at 8:50 A. M. and closed at 3:50 P. M., with a forty-five minute luncheon period. This permits of eight possible teaching periods a day of forty-five minutes each, and affords extra time for library preparation, opportunity to make up conditioned subjects, conferences with principal and teachers, and above all enables students who commute from long distances to commence their work at 9:35 in the morning instead of 8:50. This plan has solved a difficult problem of administration and meets with the general approval of parents and students.

ATTENDANCE.

The attendance for the year, 97.7, indicates two significant facts, namely, the general good health of the student body and the interest manifested in their work. Health conditions have been carefully looked after by two physicians, the teachers of hygiene and the physical training instructors. The building itself has been an important factor as it is well lighted, well ventilated and kept in perfect sanitary condition. A number of cases have been found by the physicians where students needed the removal of adenoids and tonsils, proper eye glasses, and ear and throat treatment. It is unfortunate that some cases of curvature of the spine have been discovered, which have been neglected for a long time. The State cannot make a better investment than by securing competent physicians for the purpose of examining all students who desire to become teachers. Good health is a fundamental essential for successful teaching.

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FACULTY.

Five years ago when the school opened the faculty numbered twenty-six; it now numbers fifty-eight. The spirit of cooperation by members of the faculty is apparent. The policy of the school is to create good working conditions and to establish mutual understanding and helpfulness between faculty and students. This has been accomplished and is a source of gratification. Definite periods outside of regular class recitations are used for the purpose of conferences between instructors and students. This has proven an important factor in bringing about a fine spirit of friendship and helpfulness. It is absolutely imperative that in schools of this character teachers should know more about students than can be gained in regular class room recitations. Teachers and students are traveling the same road. It is unfortunate if they should become so widely separated as to lose that personal touch which expresses itself in so many valuable ways.

UNIFORM TIME PERIODS.

One of the important measures accomplished during the past year was the amount of time that should be spent on each subject to be taught in the Normal Schools. This was brought about through the initiative of the Hon. M. A. Rice, President of the State Board of Education, who held conferences with the three Normal School principals, and as a result the following schedule was agreed upon and adopted by the State Board of Education:

160	Periods of	Physical Training
60	"	" Hygiene
240	"	" English
120	"	" Music
120	"	" Arithmetic
120	"	" History and Civics
120	"	" Geography
140	"	" Psychology
30	"	" History of Education
80	"	" Manual Training
40	"	" Penmanship
160	"	" Science
100	"	" Drawing
80	"	" Principles of Education

Sewing, Cooking and Library Work will be special subjects.

240 periods of English includes Spelling, Story-telling, Reading Methods, Literature and Public Speaking.

The number of periods for the Jr. B. Class will be 27; Jr. A, 27; Sr. B, 26; Sr. A, 26.

SCHOOL REPORT.

PHYSICAL TRAINING.

The recently enacted Pierson Law has created renewed interest in physical education, as it has placed the stamp of approval upon the value of physical training in the public schools. Great interest is manifested in this work and the gymnasium is occupied from 8:50 in the morning until 5 o'clock in the afternoon. The aim of the instructors is not to train a winning team, but to promote the general good health of the student body in an intelligent, sympathetic and happy manner. The State Monograph on physical training is closely followed, and students are given careful preparation in the subject matter and methods of presenting the same. Besides the regular grade work special emphasis is placed upon class-room and out-door games, folk dances, supervision of recesses and athletic meets, all of which promote vigor, alertness and cheerfulness. The out-door play grounds are constantly used for these purposes and special classes are formed for students requiring corrective exercises. It seems unfortunate that these classes are so large, as it indicates previous neglect. No physical training department is meeting its true function unless it gives individual attention to students based upon thorough medical examination. The close connection existing between the two school physicians and the teachers of hygiene and physical training makes it possible to point out and demonstrate such topics as lighting, ventilation, temperature, furniture, class room equipment and general sanitary conditions directly connected with the health and progress of children. The course of study is designed to meet the needs of children in a scientific manner.

PRACTICE DEPARTMENT.

The growth of this department has been a rapid one. Ninety students are now given their first ten weeks of practice in the Webster Training School, and two hundred and fifteen students are given their second ten weeks of practice in the various school systems of the State. Five supervisors of practice follow up the work of the practice students. Frequent conferences are held with critic teachers and students, and special help is given to those requiring it. Monthly reports are made to the principal of the Normal School by the supervisors of practice regarding the number of visits they have made and general information regarding the success or failure of the students. The critic teachers employed by the school meet once a semester for a round-table conference, and other helpful meetings are scheduled from time to time, such as conferences with county superintendents, helping teachers and supervising principals. The supervisors of practice also follow up the work of the graduates, and the reports received from both supervisors and school authorities indicate that there are few failures among the one thousand graduates who are teaching in various parts of the State.

LIBRARY EQUIPMENT.

The library was established three years ago and has on its shelves eleven thousand carefully selected reference books covering all departments of the school; five thousand text books for general use, an unusual collection of illustrated books for children which is doubtless one of the finest collections in the State, and a varied list of periodicals, government reports and educational journals. The library room is spacious, well lighted, well ventilated and equipped with modern furniture. It seats one hundred and fifty students at one time, and is in charge of two trained librarians and one helper. Regular library periods are arranged so that all students have an opportunity to prepare their lessons in the library under the supervision of trained instructors. Students are given a course in library methods which enables them to use the library to good advantage, to know the cost and care of books and how to train children to handle books in an economical manner. They are also given carefully selected lists of good reading material for the various grades with special reference to the one-room rural school. A feature of the work is to acquaint students with the cost of books, pamphlets, educational publications and other school material. From two to three hundred reference books are given out daily to students in connection with hundreds of other books used in the preparation of lessons. All books received at the school are taken to the library where they are stamped, numbered and catalogued. A complete index system is used. Last year only six books were lost. This speaks well for librarians, teachers and students.

HOW TO DRESS WELL AND EAT WISELY.

The courses of study in the sewing and cooking departments are very practical. The aim of the sewing course is to acquaint students with the value of textile materials, how to judge them and how to cut, make and care for suitable clothing and household furnishings at reasonable cost. The June graduating class demonstrated their ability to make attractive, up-to-date clothing at a minimum expense. A feature emphasized in the sewing department is keeping an accurate account of the cost of a student's own clothing. We find that the average cost of clothing for a student in this school is \$150 per year; the minimum cost being about \$50. Students are required to appear in class dressed as they would appear before the children in their own class rooms. They are judged as to harmony and suitability of costume, and general care of person. Exhibits loaned by stores and by students are used to illustrate the quality of goods that can be purchased for the entire years' clothing at an expense of \$110 which is the largest amount a beginning teacher can afford to spend on the average salary of \$550 for the first year.

The aim of the cooking department is to teach food values and how to plan well balanced, nourishing diet. Students are trained to buy, prepare and serve meals at a cost at the present time of twenty cents a piece for

a group of twelve people. This work has been made very practical and helpful and enables our students to use good judgment in preparing school lunches and refreshments for various social occasions.

PATRIOTIC ENDEAVORS.

The principal cannot refrain from expressing his appreciation of the services rendered by faculty and students in response to their country's call. As soon as war was declared by our Government the school was organized for actual service. Thousands of articles were made and turned over to the various Red Cross units, the activities of the students being continued throughout the summer. Three hundred and fifty students are paying members of the Red Cross, and two hundred and fifty belong to the Girls' Patriotic League. \$10,500 worth of the first Liberty Loan Bonds were taken, and \$64,500 subscribed for the second Liberty Loan. This remarkable showing is the result of the loyalty, devotion and earnestness of the student body who carried out a well defined program with heroic purpose and boundless enthusiasm. This spirit of service has developed a kinship of thought and feeling which will bear noble fruitage in the years to come.

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NEW JERSEY SCHOOL FOR THE DEAF.

ALVIN E. POPE, *Superintendent.*

Following is the report of the disbursements of the New Jersey School for the Deaf for the fiscal year from November 1, 1916, to October 31, 1917.

Appropriation for the fiscal year ending Oct. 31, 1917.....	\$65,000.00
Receipts from Silent Worker, sale of bones, fats, etc.....	1,254.98
	<hr/>
	\$66,254.98
Total disbursements	64,248.13
	<hr/>
Balance	\$2,006.85

	Teachers' Pay Roll.	Household Pay Roll.	Administrative Expenses.	Table Supplies.	House Supplies.	Clothing and Clothing Material.	Repairs.	Farm, Stable and Grounds.	Heat, Light and Power.	Miscellaneous.	School Supplies.	Betterments.	Totals.
1916													
November. . .	\$2,096 50	\$999 21	\$71 85	\$1,164 51	\$17 54	\$155 85	\$44 28	.....	\$116 54	\$154 55	\$26 74	\$206 60	\$5,054 17
December. . .	1,952 00	1,161 04	43 05	1,934 02	84 40	19 15	89 41	\$28 47	641 06	54 19	84 91	.....	5,991 70
1917													
January . . .	2,156 50	964 07	40 97	2,020 87	23 13	323 85	19 75	9 50	1,016 91	70 10	12 03	20 30	6,677 98
February . . .	2,153 50	943 22	29 89	1,438 55	80 87	130 32	48 45	16 94	801 04	38 80	144 88	53 75	5,880 21
March	2,156 50	968 04	46 04	1,940 30	103 40	119 75	30 57	12 20	663 33	288 10	92 22	165 52	6,585 97
April	2,290 66	956 91	35 07	2,722 79	34 67	521 56	28 58	4 00	351 08	40 12	103 38	.....	7,088 82
May	2,153 85	935 07	28 87	1,435 76	78 03	151 53	.....	46 56	304 54	55 95	46 61	.....	5,236 77
June	2,151 50	919 28	51 81	1,192 55	50 34	22 56	30 65	12 25	226 17	121 20	65 77	1 25	4,845 83
July	485 00	499 74	.....	34 18	05	.....	.....	15 00	34 49	117 40	31 22	.....	1,217 08
August	276 66	484 16	37 50	492 96	75 32	18 84	356 70	21 50	545 84	5 00	99 24	.....	2,413 72
September. . .	2,125 61	982 82	1 99	1,819 31	173 16	6 16	680 97	22 61	29 46	40 46	19 49	10 00	5,912 04
October	2,169 50	1,285 92	147 84	1,698 24	104 43	3 74	695 84	29 77	138 48	151 40	211 35	707 83	7,344 34
Total.	\$22,167 78	\$11,099 48	\$534 88	\$17,894 04	\$825 34	\$1,473 31	\$2,025 20	\$218 80	\$4,768 94	\$1,137 27	\$937 84	\$1,165 25	\$64,248 13

Mr. Walter M. Kilpatrick was superintendent during the greater part of the fiscal year ending October 31, 1917. His resignation took effect July 1, 1917. For over two months there was no superintendent. The present superintendent was appointed September 12, 1917.

The total enrollment last June was 210; the average attendance 200. The present enrollment is 190.

There has been such a great demand for the large boys and girls that few of them returned this fall. Positions are now awaiting the pupils as fast as they can qualify. The greatest demand is for linotype workers and pressmen. There is also a good demand for carpenters and dress-makers.

Notwithstanding this increasing demand it is very essential that the pupils remain in school not only until they qualify in the industrial department but until they acquire sufficient academic knowledge.

The deaf child comes to school with no knowledge of speech or of the English language. To teach him the rudiments of speech and English requires the greatest skill in pedagogy. By these two means he is able to communicate with the world at large and his future success to a great extent depends upon his ability to master them. His backwardness in these accomplishments is such a handicap that he stands little chance in life's competition unless he masters a trade. Only those trades should be taught which are suitable to the deaf and which have a future. The success of the pupils of this school has depended largely upon printing, carpentry, sewing and cooking.

Military drill was introduced this year. In addition to its disciplinary value it teaches the deaf to walk properly. Not being able to hear, they easily acquire the habit of dragging their feet.

FUTURE POLICY.

The grounds are far too small and the buildings inadequate to meet the growing needs of the school. It has been proposed to purchase a suburban site near a large industrial city and to erect thereon cottages for the accommodation of the small children. Then year by year add other cottages and in this way gradually remove the institution to the new site and sell the old grounds and buildings.

The committee for the school and the State Board of Education have adopted the above policy in order to make suitable provisions for the increasing demands of the future.

INSTITUTION IS EDUCATIONAL.

The functions of the School for the Deaf are strictly educational. On account of the loss of hearing, which deprives the deaf also of speech and language, their education demands the work of specialists. As they are widely scattered throughout the community, it becomes necessary

to bring them from all parts of the state to some central point where they can receive this specialized education in connection with industrial training. This necessarily makes the institution a boarding school where the state must provide the necessities. For this reason, many people have the impression that the School for the Deaf is a charitable institution. On the contrary, it is a purely educational institution. The deaf child is entitled to an education the same as any other child and the fact that it is necessary to board him does not make him an object of charity. He responds to educational treatment so readily that the results of the labor and money spent on him are very marked. For example, a deaf child without an education would become a charge upon the state with little more intelligence and capacity than an imbecile. If educated, he becomes a prosperous, industrious citizen successfully competing with his hearing brothers and sisters, often excelling all other members of his family.

COMMISSIONER OF EDUCATION.

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MANUAL TRAINING AND INDUSTRIAL SCHOOL
FOR COLORED YOUTH.W. R. VALENTINE, *Principal.*

I herewith submit the following report of the Manual Training and Industrial School for Colored Youth at Bordentown, New Jersey, for the school year ending August 17, 1917. The statement concerning the farm and shop production covers the fiscal year ending October 31, 1917.

During the last school year the school had a total enrollment of 188 students and an average daily attendance of 165 students, which was the utmost capacity of our housing facilities. The attendance cannot be larger than this until our dormitory facilities are increased. The fact that the normal capacity of our plant is only 96 students should give some idea of the crowded condition under which our students lived. For the first time in its history the school has had a waiting list of prospective students. It has been possible, therefore, to be more careful in the selection of students and to eliminate those who might be sent for correctional purposes. An effort is being made to dispel the notion that the school is primarily a place for bad boys and girls to be reformed. It is an educational institution in New Jersey such as Hampton and Tuskegee in the South where a colored boy or girl may learn some form of manual activity by which he may earn a living and at the same time receive such an academic background as to make his service intelligent. His training will be intensive; for the school will react upon him 24 hours of the day instead of five hours and will be able to affect every phase of his life. We constantly receive letters from parents testifying to the rapid improvement of their children in conduct, habits, studies and work. The students who visit home at vacation times have been the important factor in crowding our facilities to the utmost. If the school can send back into the various communities of New Jersey a large number of colored boys and girls, fired with ambition, prepared for some useful occupation, it will amply justify its service to the state. This can be done if the state is willing to provide the housing facilities and the equipment with which to train them.

The school is a boon to a large portion of the colored population of the state for the reason that economic conditions force both mother and father away from home into industry. It means that the children, therefore, in eight families out of ten are left to their own devices and are at home without supervision every day before and after public school hours. There are enrolled about 15 students whose parents have recently come from the South.

One half of each day is given to academic work and one half day to industrial work. At present two years of the academic work is sec-

SCHOOL REPORT.

ondary. Girls have domestic science, domestic art and laundry. The work is kept practical. The boys have carpentry, agriculture, printing and operating machine work. A new trade building, to be well equipped, is in process of construction which will greatly enhance the value of the trade work for boys and will increase the attendance of purposeful boys. The opening of the new trade building will mark the real beginning of the growth of the school. The trade work will then become really effective for the first time. It is to be regretted that because of the advance in cost of building materials the building will not be as large as planned nor the equipment as complete. It is hoped that the Legislature of 1918 will grant an emergency appropriation to cover the need. Industrial conditions have so changed on account of the war that many industries formerly closed to colored men have been opened to them. Colored boys should be well prepared industrially in order that their services may be utilized and that they may become desirable members of society.

Boys pay \$7 a month board and in addition must give two hours of work daily for the upkeep of the school. In this way the school is saved the expense of hiring janitors and caretakers. Rating a student's labor at 8 cents an hour he pays about \$11.80 a month for board. In addition to this he pays an entrance fee of \$2.50 and clothes himself. Students are not accepted under 14 years of age; the work is so graded that a student may advance as fast as his abilities will allow.

The school, by reason of the increased salaries and improved housing accommodations, is securing a better prepared corps of teachers who are devoted to their work and spending themselves freely to the service of the students. The school is well disciplined and becoming better organized from year to year.

The public is **brought in closer contact** with the school; public confidence and faith is growing rapidly as evidenced by the cooperation extended by individuals and church organizations. For example, one organization has pledged to construct a gateway as an appropriate entrance to the grounds. A colored florist has taken over the supervision of the greenhouse without compensation. Groups of ladies gave service last summer in canning vegetables for the school. The school is being known as desirable by the public. The school, on the other hand, cooperates freely in movements for the uplift of colored people in the state. For example, the teachers of the school supervised the home gardens in the town of Bordentown; solicited from colored people funds for the Red Cross work; are now taking part in the work of providing recreation for colored soldiers at Camp Dix. A Farmers' Conference will be held for the colored farmers of the state during the month of January, 1918. A colored state teacher's association met at the school last April and was addressed by the Commissioner of Education. An organization of colored teachers from Princeton, Trenton, Burlington, Florence and Bordentown holds its meetings at the school the second Saturday in each

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month. It is hoped, thereby, to emphasize the importance of the social aspects of their school work. A pamphlet was issued and circulated on the value of Parents' Meetings and the best methods of conducting them. A large meeting was held at the school August 16th, 1917, with an attendance of about 400 colored people from all parts of the state, which was addressed by experts on the subject of the Negro Exodus. Canning demonstrations were given at various churches by the teacher of domestic science. The school has thus far contributed eight men to the army.

The school farm has greatly improved. For example, the gross proceeds from our farm and shops amounted to \$15,976.95.

Net value of farm and shop production.....	\$4,968.56
Cash earnings from board, etc.....	9,301.42

Total net earnings.....	\$14,269.98
Maintenance appropriated by state.....	37,000.00

Total cost of maintenance.....	\$51,267.98
--------------------------------	-------------

The state, therefore, contributed for the support of the school for the fiscal year ending October 31, 1917, \$37,000 of the \$51,269.98 which it actually cost to maintain it. In other words the state, by reason of the earnings of the school, contributed only 72 per cent of the total cost of maintenance, or in other words saved \$76 per capita; this, too, in spite of the fact that the farm has not yet reached its maximum of productivity. As the property is improved the earnings will increase. The farm has provided food supplies for the State Prison and the School for the Deaf. The canned goods now on hand are valued at \$1,410.90. The farm in appearance, productivity and management, is winning the admiration of the people in the vicinity.

The Bordentown School can become a great civic center for the advancement of the colored people in the state. Its influence, through its extension work and graduates, can permeate the life of the people and become a leavening force. It can do for the colored people of New Jersey what Tuskegee and Hampton have done for the South. It will become tangible evidence of the interest of the state in its growing Negro population. Nothing can prevent it unless the Legislature fails to provide the funds needed for its growth and improvement.

I wish to express here my appreciation of the active and sympathetic cooperation at all times accorded me by the Bordentown School Committee through its chairman, Colonel D. Stewart Craven. He is thoroughly interested, giving freely of his time to the supervision of the work. Dr. C. N. Kendall, Commissioner of Education, has given during the year many tangible evidences of his interest. There has been manifested by the members of the State Board of Education and the various State Departments a desire to help which has inspired the maximum of endeavor on the part of the teaching force to make the work a success.

SCHOOL REPORT.

SCHOOL OF INDUSTRIAL ARTS OF TRENTON.

ROBERT C. BELVILLE, *Secretary Board of Trustees*; FRANK F. FREDERICK, *Director School of Industrial Arts*.

I submit herewith statement of the enrolment in this school for the school year 1916-17.

ENROLLMENT OF STUDENTS 1916-17.

Total number enrolled.....		1015
Males	633	
Females	382	
	<hr/>	1015
Attending evening only	847	
Attending day only	143	
Attending both day and evening.....	25	
	<hr/>	1015

ENROLLMENT IN DEPARTMENTS.

Fine Art	189	
Art Crafts	42	
Mechanical	260	
Architectural	88	
Electrical	46	
Chemical	64	
Dressmaking and Millinery.....	229	
Children's (Saturday only)	35	
Woodworking	33	
Day Technical Department	46	
	<hr/>	1032
In more than one Department.....	17	
	<hr/>	1015

SUMMARY OF TRADES AND PROFESSIONS REPRESENTED
IN THE SCHOOL.

Employed in Shops, Mills and Factories.....	111	
Machinists and Machinists' Apprentices.....	84	
Potters	46	
Building and Woodworking Trades.....	86	
Electrical Trades	18	
Draftsmen and Designers	22	
Clerks, Stenographers, etc.	154	
Housekeepers	37	
School Teachers	103	
Other Trades and Professions.....	91	
No occupation reported.....	26	
At Home	81	
Students from other schools.....	100	
Students of S. I. A. only.....	56	
	<hr/>	1015
Total Enrolment Year 1916-17.....	1015	
Total Enrolment Year 1915-16.....	990	
	<hr/>	
Increase over last year.....	25	

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This year the standards set for graduation in all departments have been raised.

The city has purchased additional land for the school to provide for its future growth.

Respectfully submitted,

FRANK F. FREDERICK,

Director.

SCHOOL REPORT.

FINANCIAL REPORT OF BOARD OF TRUSTEES OF SCHOOLS
FOR INDUSTRIAL EDUCATION OF TRENTON FOR YEAR
ENDED JUNE 30, 1917.

RECEIPTS.

City Appropriation	\$18,000.00	
State Appropriation	10,000.00	
Tuition Fees	3,444.09	
Interest on Deposits	94.09	
Rents	792.00	
Prize Money	245.00	
Materials sold to pupils.....	3,080.98	
Shop Building Fund.....	3,045.09	
H. C. Taylor Legacy	500.00	
Lantern Fund	50.00	
	<hr/>	
	\$39,251.25	
Balance on hand July 1, 1916.....	885.09	
	<hr/>	\$40,136.34

DISBURSEMENTS.

Teachers' Salaries	\$22,019.58	
General Salaries	1,924.92	
Janitors' Salaries	1,216.00	
Fuel	853.69	
Light and Power	909.68	
Furniture and Equipment	1,599.33	
Printing	562.60	
Materials	3,485.40	
Advertising	191.41	
Repairs	856.20	
Miscellaneous	867.83	
Models	317.20	
Library	143.10	
Insurance	32.19	
Prizes	245.00	
Athletics	144.58	
H. C. Taylor Legacy	500.00	
	<hr/>	
	\$35,868.71	
Cash Balance June 30, 1917.....	4,267.63	
	<hr/>	\$40,136.34

ROBERT C. BELVILLE,
Secretary Board of Trustees.

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BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL
EDUCATION, HOBOKEN.

SHOWING NUMBER OF BOYS IN THE INDUSTRIAL CLASSES.

	Shop Practice		Electricity	Total
	City School	Ind. School	City School	
No. 1	524		36	560
No. 2	74	84	89	247
No. 3	97			97
No. 4	46	31	111	188
No. 5	56			56
No. 6		275		275
No. 7	85		20	105
No. 8	327			327
No. 9	231			231
High	154			154
Vocational	37*			37
Total	1631	390	256	2277

*One teacher furnished by the Industrial School.

SHOWING NUMBER OF GIRLS IN THE INDUSTRIAL CLASSES.

	Sewing		Cooking		Millinery		Total
	City Sch.	Ind. Sch.	City Sch.	Ind. Sch.	City Sch.	Ind. Sch.	
No. 1	360			390			750
No. 2	182	51	116				349
No. 3	90	14					104
No. 4	96	59	123				278
No. 5		40					40
No. 6	150	19	140				309
No. 7	31	88					119
No. 8	224		98				322
No. 9	205		68				273
High		4		4		4	12
Vocat'l		35		35		35	105
Total	1338	310	545	429		39	2661

RICHARD A. BEYER,
Director.

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SCHOOL REPORT.

FINANCIAL STATEMENT.

RECEIPTS.

Balance of fund on hand beginning of year.....		\$15 50
Appropriation:		
City of Hoboken.....	\$7,000 00	
State of New Jersey.....	7,000 00	
Interest:		
Hoboken Bank for Savings.....	6 38	
Second National Bank.....	37 68	
Total receipts for year.....		14,044 06
Total receipts and balance on hand.....		<u>\$14,059 56</u>

DISBURSEMENTS.

(1) GENERAL ADMINISTRATION.		
Secretary, salary	\$400 00	
Clerk to Director, salary.....	612 50	
Printing and Stationery.....	95 00	
Diplomas	25 00	
Printing annual report.....	75 50	
Advertising	44 50	
Telephone service	39 70	
Total		\$1,292 28
(2) SCHOOL ADMINISTRATION AND INSTRUCTION.		
Supervisor, salary	\$800 00	
Teachers, salaries	2,702 70	
Teachers, salaries	3,784 02	
Total		7,286 72
(3) SUPPLIES AND MATERIAL.		
Clay modeling and drawing.....	\$35 22	
Cooking—Domestic science	180 48	
Sewing	202 63	
Vocational supplies	163 72	
General supplies	74 73	
Total		656 78
(4) OPERATION AND MAINTENANCE.		
Janitor, salary	\$1,000 00	
Repairs and supplies.....	156 06	
Light and power.....	484 89	
Water	16 20	
Total		1,657 15
(5) MISCELLANEOUS.		
Petty cash fund for groceries.....	\$25 00	
Incidentals	103 94	
Total		134 34
Total cost of operating day school.....		\$11,027 27
(6) EVENING SCHOOL.		
Teachers, salaries	\$2,362 50	..
Supplies:		
groceries	69 89	
Millinery	40 29	
Dressmaking	45 12	
Sewing	501 92	
Total cost of operating Evening school..		3,019 72
Total disbursements for year.....		\$14,046 99
Balance of fund on hand at close of year..		12 57
Total disbursements and balance at close of year		<u>\$14,059 56</u>
MEMORANDA OF PETTY CASH ACCOUNT		
Cash advanced by Board of Trustees.....	\$25 00	
Incidental expenses June, 1917.....	\$5 34	
Groceries June, 1917.....	14 00	
Balance of account.....	5 66	25 00

Respectfully submitted,
BERNARD VEZZETTI,
Treasurer.

*One Teacher furnished by the Industrial School.

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NEWARK TECHNICAL SCHOOL.

CHARLES A. COLTON, *Director*.

For the year 1916-17 a day course in Municipal and Highway Engineering was announced in the Book of Information and extensively advertised to begin in September, 1916. This was to be a four year course equivalent to that of other institutions giving courses in civil and electrical engineering, with all the academic as well as technical subjects usually given in such courses, and specific subjects which seemed to be pertinent to the course proposed. As no degree to be awarded on graduation from the course was announced, no applications were received and the course had to be abandoned.

That there is a field for such a course of engineering I am fully convinced, but in these times an academic degree of some kind seems to be essential to induce students to enter upon a four year day course of study.

The day courses in electricity and toolmaking, two years in length, are gaining in the number of students each year, and it is hoped a parallel course in industrial chemistry can be added in 1918.

The recent advances in industrial chemistry have created a demand for chemical instruction which would seem to warrant the addition of a course in industrial chemistry, two years in length, for day students.

The evening classes increased in numbers, in spite of the drawback due to night and overtime work in many of the shops and factories. This affected the regular attendance of many of the students and caused a number to withdraw before the close of the school year.

On account of the disturbed condition of the country, the outlook for students for the year 1917-18 seems uncertain, yet it is believed the lower classes, made up largely of the younger men, will not be smaller than heretofore.

Appended is the financial statement for the year ending April 30, 1917.

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SCHOOL REPORT.

FINANCIAL STATEMENT

For year ending April 30, 1917.

CASH—GENERAL FUND

RECEIPTS.

Appropriation State of New Jersey.....	\$10,000 00
Appropriation City of Newark.....	20,000 00
Interest from Martin Endowment Fund.....	228 45
Interest from Amortization Fund.....	125 00
Interest on bank deposits.....	596 96
Donation from Mr. Ernest Adam.....	32 00
Tuition Fees.....	4,067 00
Rent and Telephone from Newark Institute.....	840 30
Merchandise sold.....	2,003 75
Chemical Apparatus sold.....	73 62
Locker rents.....	17 25
Interest on deposits for lockers (17 years).....	20 74
Total Receipts.....	\$38,005 07
Balance on hand May 1, 1916.....	31,005 06
	<hr/>
	\$69,010 13

DISBURSEMENTS.

Amortization Fund.....	\$13,000 00
Bonds purchased from Martin Fund.....	6,109 05
Paid on Mortgage.....	5,000 00
General Expense.....	1,809 57
Salaries.....	23,564 28
Merchandise purchased.....	1,982 39
Heat and Power.....	1,300 62
Lighting.....	805 52
Advertising.....	304 40
Equipment—new.....	1,191 72
Furniture and fixtures.....	110 92
Library.....	205 22
Chemical Laboratory.....	95 13
Mechanical Laboratory.....	185 55
Plumbing Laboratory.....	93 92
Electrical Laboratory.....	79 52
Department of Design.....	103 30
Repairs.....	669 75
Total Disbursements.....	\$55,610 86
Balance on hand April 30, 1917.....	13,399 27
	<hr/>
	\$69,010 13
	<hr/>
	\$69,010 13

MARTIN ENDOWMENT FUND.

5 Essex County 4% bonds.....	\$5,000 00
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GENERAL AMORTIZATION FUND.

5 Public Service General Mortgage 5% bonds.....	\$5,000 00
5 Buffalo, Rochester and Pittsburg 4½% bonds.....	5,000 00
3 Penn. R. R. General Mortgage 4½% bonds.....	3,000 00
Total.....	<hr/>
	\$13,000 00

REPORT OF THE BOARD OF TRUSTEES OF THE TEACHERS' RETIREMENT FUND

For the Year Ending June 30th, 1917

LEGISLATIVE RECORD.

From the beginning, the Teachers' Retirement Fund has been a part of the School Law of the State of New Jersey. The Legislative enactments are as follows:

Chapter 32, page 58, Laws of 1896—approved March 11th.

Chapter 178, page 475, Laws of 1899—approved March 24th.

Chapter 96, page 270, Laws of 1900; Article XXIII., School Law—approved March 23rd.

Chapter 36, page 150, Laws of 1902; Article XXVII., School Law—approved March 26th.

Chapter 1, page 80, Laws of Second Special Session, 1903; Article XXV., School Law—approved October 19th.

Chapter 95, page 194, Laws of 1905—approved April 3rd.

Chapter 314, page 689, Laws of 1906—approved June 13th.

Chapter 139, page 365, Laws of 1907; Article XXV., School Law—approved May 7th.

APPROPRIATION TO PAY ADMINISTRATIVE EXPENSES.

The first Act by which the State appropriated money toward the expense of administering the Fund was Chapter 95, page 194, Laws of 1905, approved April 3rd, which allowed \$1,500.00, and became effective November 1, 1906. Prior to said date, administrative expenses were taken from the Fund.

MEMBERSHIP UNDER ACT OF 1907.

Less than 150 of the present 15,000, or more, members are under Acts prior to that of 1907.

SCHOOL REPORT.

REPORT.

Report of the Board of Trustees of the Teachers' Retirement Fund of the State of New Jersey for the fiscal year 1916-1917; presented to the Annual Convention of the Teachers' Retirement Fund, held in the Assembly Chamber, State House, Trenton, New Jersey, at twelve o'clock, noon, on Saturday September 29, 1917.

September 29th, 1917.

To the Members of the Teachers' Retirement Fund of the State of New Jersey:

In compliance with the law, I have the honor to submit the report of the Board of Trustees for the fiscal year which ended June 30, 1917.

Respectfully,

ELIZABETH A. ALLEN, Secretary.

STATE TREASURER'S REPORT FOR THE FISCAL YEAR 1916-1917.

(*Note.*—In presenting the State Treasurer's Report, the Secretary has taken the liberty of inserting in the schedule of securities held by the Fund, the net interest-yield of bonds on which premium was paid. In this connection it should be stated that Premium and Accrued Interest are paid out of the "Current Expense Account," and are not charged to the "Investment Account.")

The State Treasurer's Report is as follows:—

STATE TREASURER'S OFFICE.

Trenton, N. J., July 16, 1917.

To the Board of Trustees, Teachers' Retirement Fund,

GENTLEMEN:—The following is the annual statement of receipts and disbursements of the Teachers' Retirement Fund for the year ending June 30, 1917.

RECEIPTS.

Balance in bank, July 1, 1916.....		\$184,975.89
Members dues	\$254,908.12	
Interest on investments.....	12,967.08	
Interest on deposits in bank.....	4,177.91	
Annuity	719.54	
Interest on arrearage of dues.....	100.56	
		<hr/>
		272,873.21
		<hr/>
		\$457,849.10

COMMISSIONER OF EDUCATION.

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DISBURSEMENTS.

Annuities	\$256,542.67	
Dues (deducted in error).....	83.80	
Expenses on Arvine H. Phillips property.....	1,389.35	
		<u>258,015.82</u>
Balance in bank, June 30, 1917.....		\$199,833.28

PERMANENT PRINCIPAL.

RECEIPTS.

Balance in bank, July 1, 1916.....		\$13,584.04
Duplicate certificates	\$11.00	
Donations	4,069.20	
Investments (Securities paid off).....	37,000.00	
		<u>41,080.20</u>
		\$54,664.24

DISBURSEMENTS.

Investments—		
Bond and mortgage Lewis T. and Mary L.		
Bryant, additional, rate 5%.....	\$5,000.00	
Ralph Bernhardt, rate 6%.....	30,000.00	
		<u>35,000.00</u>
Balance in bank June 30, 1917.....		\$19,664.24

ASSETS.

The following is the condition of the Fund at the close of business June 30, 1917:

Investments	\$264,750.00
Balance in bank, Investment Account.....	19,664.24
Balance in bank, General Account.....	199,833.28
	<u>\$484,247.52</u>

SCHOOL REPORT.

THE FOLLOWING ARE THE SECURITIES OF THE TEACHERS'
RETIREMENT FUND.

BONDS AND MORTGAGES.

Trustees of the Olivet Presbyterian church, Atlantic City, N. J.; rate 5%.....	\$7,000.00
Katherine H. Scholl; rate 5%.....	4,500.00
Atlantic City Loan and Building Association, Atlantic City; rate 5%	10,000.00
Lewis T. and Mary L. Bryant; rate 5%.....	20,000.00
Sarah and Morris Abrams; rate 5%.....	4,000.00
Mutual Land Impt. Co. of Plainfield, N. J.; rate 5%.....	3,750.00
Samuel Ginsburg, (Simon Senville), rate 6%.....	7,500.00
Samuel Ginsburg, (Peter & Annie Heck), rate 6%.....	5,000.00
Morris and Sarah Abrams, and Abraham and Annie Kunz- man; rate 5%.....	10,500.00
Sophie B. and Peter R. Watson; rate 6%.....	6,000.00
Joseph Perry et ux.; rate 5%.....	4,000.00
Wolf and Fannie Levien; rate 6%.....	5,000.00
Hyman and Annie Kramer; rate 6%.....	6,000.00
Max and Rose Slaff; rate 6%.....	4,000.00
Abraham and Sarah Kanter; rate 6%.....	4,000.00
William G. Godstrety, et ux.; Net 5%.....	14,000.00
Ralph Bernhardt; rate 6%.....	30,000.00
	<hr/>
	\$145,250.00

REAL ESTATE.

Arvine H. Phillips—B. & M. foreclosed.....	\$8,000.00
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BONDS.

Board of Education of Borough of Lodi, Bergen County School Bonds; rate 5%.....	\$3,000.00
Borough of Haddon Heights, Camden County School Coupon Bonds; rate 4½%.....	10,000.00
Margate City, Atlantic County Water Bonds; rate 5%.....	15,000.00
Margate City, Atlantic County Sewerage Bonds; rate 5%..	5,000.00
Margate City, Atlantic County, School Bonds; rate 5%.....	20,000.00
*Boro. of Holly Beach City, Coupon Bonds; rate 5%; yield 4.675%	5,000.00
*Twp. of Bernards, Somerset Co., School Coupon Bonds; rate 5%; yield 4.375%	10,000.00
*Board of Education of Twp. of Overpeck, Bergen Co., Coupon Bonds; rate 5%; yield 4.40%.....	20,000.00
*Board of Education of Twp. of Overpeck, Bergen Co., Coupon Bonds; rate 5%; yield 4.40%.....	5,000.00
Margate City, Atlantic Co., Beach Improvement Bonds, rate 5%.....	6,500.00
Margate City, Atlantic Co., Fire Station Bonds, rate 5%....	5,000.00
Margate City, Atlantic Co., Improvement Bonds, rate 5%...	7,000.00
	<hr/>
	\$111,500.00

COMMISSIONER OF EDUCATION.

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RECAPITULATION OF INVESTMENTS.

Bonds and Mortgages.....	\$145,250.00
Real Estate	8,000.00
Bonds	111,500.00
	<hr/>
	\$264,750.00
Cash in bank.....	219,497.52
	<hr/>
Total assets June 30, 1917.....	\$484,247.52

Respectfully submitted,

W. T. READ,
Treasurer.

COMPARATIVE ABSTRACT OF STATE TREASURER'S REPORTS
FOR 1914-'15, 1915-'16 AND 1916-'17.

	1914-1915	1915-1916	1916-1917
*Receipts	\$246,390.22	\$278,628.86	\$313,953.41
**Disbursements	221,163.82	249,502.48	293,015.82
Net surplus on year's business...	28,726.40	33,126.38	18,937.59
Assets at close of fiscal year....	432,183.55	465,309.93	484,247.52
Liabilities on the year's business, none; annuities and expenses paid in full to midnight of June 30th.			

*Receipts include "securities paid off":—1914-'15, \$10,500.00; 1915-'16, \$14,500.00; 1916-'17, \$37,000.00.

**Disbursements include "investments":—1914-'15, \$14,000.00; 1915-'16, \$18,870.49; 1916-'17, \$35,000.00.

LIST OF BENEFICIARIES TO JUNE 30th, 1917.

The following is a schedule of all members who have been retired on annuity from the beginning to June 30, 1917, and shows; (1) The annuity and membership numbers; (2) Name, with district and county retired from; (3) Net annual value of annuity,—see "Note"; (4) Date annuity began to accrue,—see "Note"; (5) Total received to June 30, 1917. The 1916-1917 annuities begin with Number 673.

NOTE.—The first annuity was granted December 3, 1897; numbers 1, 2 and 3 began to accrue December 1, 1897. Annuities granted under Acts prior to that of 1907 are subject to one per cent. deduction for the Fund,

*Premium paid.

and are indicated by a dagger—†. All annuities granted under Acts prior to that of 1907 began to accrue on the first day of the quarter succeeding the date of granting, except Nos. 1, 2 and 3, which began to accrue December 1, 1897. Under the latest Act, that of 1907, annuity begins to accrue from the date it is granted, and no deduction is made for the Fund. The Act of 1906 raised dues from a flat one per cent. to two, two and one-half and three per cent., (based on total years of public school teaching service prior to date of originally becoming a member,) for all old members who in writing should accept the Act of 1906, prior to Jan. 1, 1907, and for all teachers who should join voluntarily prior to Jan. 1, 1908; and made membership part of the contract of all teachers who should be appointed to New Jersey's public school system on or after Jan. 1, 1908. Annuities granted under the Act of 1906 are indicated by a double dagger—††. The Act of 1907 retained the aforesaid 1906 provisions, except that it extended to January 1, 1909, inclusive, the period during which old members and teachers appointed prior to Jan. 1, 1908, might accept the new provisions. All annuities below-scheduled were granted under the Act of 1907, except those indicated by a single dagger—†—(Act prior to 1906,) or a double dagger—††—(Act of 1906). All annuities to No. 134, inclusive, were granted under Acts prior to that of 1906. The date given for each annuity is the date on which the annuity began to accrue, irrespective of the Act under which it was granted. The amount of annuity stated is the net amount; i. e., the amount actually received by the annuitant. Net is less than gross for all annuities granted under Acts prior to 1907, because one per cent. is deducted for the Fund. Net is less than gross for some of the 1907-Act annuities, because the quarters total a few cents less than the gross.

Deceases are indicated by an asterisk—*. Annuities which deceased before the deficit to the Fund was paid are indicated by a double asterisk—**; these are charged with the amount of accrued annuity, (amount Recd. from Fund,) and same is credited under amount paid to Fund, (amount paid on account of deficit). The amount of annuity charged to decedents includes balance due estate on June 30, 1917; where such a balance exists, it is indicated by ‡*. Annuities granted under all acts prior to 1907 are half the average of the last five years' salary; minimum \$250.00, maximum \$600.00, with one per cent. deducted for the Fund, and begin to accrue on the first day of the quarter next following the granting. Annuities granted under the Act of 1907 are six-tenths the average of the last five years' salary; minimum \$250.00, maximum, \$650.00; nothing deducted for the Fund, and begin to accrue from the date of granting.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
† 1— 131: Joseph P. Leighton, Washington Township, Morris Co....		\$247 48	Dec. 1, 1897	\$1,292 78
† 2—2132: Almira Walker, Orange, Essex Co.		247 48	" " "	2,355 38
†*† 3—2131: Abby M. Munn, Montclair, Essex Co.		371 24	" " "	5,700 01*
† 4— 3: Jacob Moench, Carlstadt, Bergen Co.		247 48	Jan. 1, 1898	95 13
† 5—2130: Helen F. Hall, Maurice River Township, Cumberland Co....		247 48	Apr. 1, 1898	948 88
† 6— 510: Phebe Hancock, Newark, Essex Co.		495 00	" " "	9,528 73
† 7—1596: Phoebe A. Brigham, Jersey City, Hudson Co.		504 88	" " "	2,603 06
† 8—1553: Imogene L. Colvin, Jersey City, Hudson Co.		308 88	July 1, 1898	866 53
† 9—1238: Sarah J. Reynolds, Paterson, Passaic Co.		265 80	Jan. 1, 1899	4,335 99
† 10—2211: Clara Bonham, Kingwood Township, Hunterdon Co....		217 48	" " "	1,325 79
† 11—1060: Mrs. Helen S. Donkersley, Paterson, Passaic Co.		321 76	" " "	5,952 66
† 12—2118: Thamer Snover, Stillwater Township, Sussex Co....		247 48	Apr. " "	1,237 40
† 13—2264: Anna Marshall, Millville, Cumberland Co.		247 48	" " "	223 91
† 14— 478: Louise Chedister, Newark, Essex Co.		396 00	" " "	2,542 32
† 15— 840: Sallie T. Brown, Camden City, Camden Co.		371 24	" " "	2,227 45
† 16— 838: M. Jennie Wood, Camden City, Camden Co.		371 24	" " "	5,870 43
† 17—2210: James Corkery, Lacey Township, Ocean Co.		297 00	" " "	470 25
† 18—1383: Jennie Hutchinson, Trenton, Mercer Co.		247 48	" " "	4,516 51
† 19—1155: Annie M. Atkinson, Paterson, Passaic Co.		247 48	Jan. 1, 1900	4,330 90
† 20— 347: Mrs. E. Jennie Wortman, Ruthersford Borough, Bergen Co.		311 84	" " "	1,046 48
† 21—2127: Mrs. Harriet J. Strang, Monroe Township, Gloucester Co.		247 48	" " "	3,319 22
† 22—2038: Anna R. Burr, Northampton Township, Burlington Co. . .		247 48	" " "	4,330 90
† 23—2021: Hattie F. Hoffman, Penn's Grove Borough, Salem Co. .		247 48	" " "	247 48
† 24—2187: Samantha Wheeler, Bloomfield, Essex Co.		272 24	" " "	4,764 21
† 25—2230: Mrs. Hannah A. Collins, Commercial Township, Cumberland Co.		247 48	" " "	164 86
† 26— 223: Ella Hazard, Rahway, Union Co.		247 48	Apr. " "	2,041 71
†*† 27—1417: Janet F. Wright, Trenton, Mercer Co.		247 48	" " "	3,123 76*
† 28— 64: Emily S. Sayre, Woodstown Borough, Salem Co.		350 68	" " "	185 09
† 29— 935: Hanna Oven, Orange, Essex Co.		247 48	July 1, 1900	4,207 16
† 30—2243: Mrs. Mary S. Bond, Delaware Township, Hunterdon Co....		\$247 48	July 1, 1900	\$2,041 71
† 31— 199: Carrie B. Runyon, Plainfield, Union Co.		371 24	Oct. 1, 1900	1,922 18
† 32— 416: Mrs. Esther J. Crosby Parker, Newark, Essex Co.		495 00	Jan. 1, 1901	8,167 50
† 33— 14: Sarah R. Bowne, Princeton Borough, Mercer Co.		292 04	" " "	4,818 66

†Granted under Act prior to 1906.

*Deceased.

†Balance due estate of deceased annuitant.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
† 34—122:	Mary G. Lindsley, Morristown, Morris Co.	284 60	Jan. 1, 1901	388 13
† 35—655:	Laura C. Delano, Newark, Essex Co.	321 76	Apr. " "	884 84
† 36—268:	Kate G. Focer, Glassboro Township, Gloucester Co....	247 48	" " "	4,021 55
† 37—32:	Nathaniel Kiser, Mendham Township, Morris Co.	247 48	" " "	3,543 54
† 38—841:	Helen Bamber, Camden City, Camden Co.	247 48	" " "	3,804 53
† 39—2353:	Ellen Smith, New Brunswick, Middlesex Co.	247 48	" " "	3,384 98
† 40—2354:	Harriet E. Smith, New Brunswick, Middlesex Co....	247 48	July " "	1,845 97
† 41—1906:	Helen E. Tift, Hoboken, Hudson Co.	415 80	" " "	2,113 65
† 42—673:	Alice E. Johnson, Newark, Essex Co.	396 00	" " "	6,336 00
† 43—397:	Jane E. Johnson, Newark, Essex Co.	594 00	Oct. 1, 1901	3,201 00
† 44—1314:	Mrs. Orrell F. Elwell, Trenton, Mercer Co.	247 48	" " "	1,535 99
† 45—12:	Mrs. Hattie A. Lindabery, Lebanon Township, Hunterdon Co.	247 48	Jan. 1, 1902	3,835 94
† 46—28:	Noah E. Jeffery, Howell Township, Monmouth Co....	247 48	" " "	3,774 07
† 47—377:	Ellen Couenhoven, Passaic City, Passaic Co.	316 80	" " "	1,900 80
† 48—2345:	Sarah Rankinback, New Brunswick, Middlesex Co....	356 40	Apr. " "	143 86
† 49—2191:	Kate F. Hubbard, Bloomfield, Essex Co.	272 24	" " "	4,151 66
† 50—217:	Minnie Whitehead, Rahway, Union Co.	247 48	" " "	2,696 84
† 51—61:	Mrs. Jennie L. Morris, Long Branch, Monmouth Co.	297 00	July " "	123 75
†† 52—2256:	Emma L. Hodgkins, Boonton Town, Morris Co.	247 48	" " "	3,603 38*
† 53—1728:	Emma Johnson, Jersey City, Hudson Co.	401 92	Jan. 1, 1903	5,827 84
† 54—1534:	Florence M. Coppinger, Jersey City, Hudson Co.	323 12	" " "	4,685 24
† 55—761:	Margaret A. Rasch, Newark, Essex Co.	321 76	" " "	4,665 52
† 56—139:	Emily A. Davis, Lambertville, Hunterdon Co.	247 48	" " "	3,588 46
† 57—321:	Priscilla H. Redfield, Gloucester City, Camden Co.	346 48	Apr. " "	464 15
† 58—2034:	Jeremiah Kelly, Hoboken, Hudson Co.	594 00	Jan. " "	8,613 00
† 59—1475:	Mrs. Eliza J. Eveland, Jersey City, Hudson Co.	534 60	" " "	164 83
† 60—319:	William Dougherty, Gloucester City, Camden Co.	495 00	" " "	1,894 75
† 61—134:	Ida F. Stout, Lambertville, Hunterdon Co.	247 48	" " "	3,588 46
† 62—42:	Rachel H. Strong, Waterford Township, Camden Co.	297 00	" " "	2,823 11
† 63—601:	Eunice A. McLeod, Newark, Essex Co.	\$441 52	Apr. 1, 1903	\$6,291 66
† 64—2049:	Ephraim M. Shadinger, Howell Township, Monmouth Co....	247 48	" " "	3,526 59
† 65—97:	Mrs. P. K. Hendrickson, Freehold Township, Monmouth Co.	247 48	" " "	2,326 85
† 66—2194:	Jane Eliza Baird, Bloomfield, Essex Co.	254 92	" " "	3,632 61

†Granted under Act prior to 1906.

*Deceased.

**Deceased before deficit to Fund was paid.

‡Balance due estate of deceased annuitant.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Re- tired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
† 67—2102:	Sanford S. White, Byram Township, Sussex Co.	247 48	Apr. 1, 1903	3,526 59
† 68—1982:	Rev. Samuel D. Quigg, Bever- ly Township, Burlington Co.	247 48	" " "	2,088 11
† 69— 858:	Anita A. Wright, Camden City, Camden Co.	349 96	" " "	4,986 93
† 70—2383:	Nehemiah Reece Whitaker, Lumberton Township, Burl- ington Co.	247 48	Oct. 1, 1903	3,402 85
† 71—2188:	Edith E. Hulin, Bloomfield, Essex Co.	272 24	" " "	2,419 82
† 72— 634:	M. Adelaide Healy, Newark, Essex Co.	321 76	" " "	4,424 20
† 73—2346:	Annie B. Stelle, New Bruns- wick, Middlesex Co.	336 60	" " "	1,053 48
† 74—1393:	Lydia V. Marden, Trenton, Mercer Co.	257 40	" " "	1,179 60
† 75—1422:	Marcia M. Wright, Trenton, Mercer Co.	356 40	" " "	3,251 18
† 76— 301:	Jacob B. Maxwell, South Orange, Essex Co.	594 00	" " "	362 20
† 77—1354:	George H. Voorhis, Trenton, Mercer Co.	594 00	Jan. 1, 1904	4,378 22
† 78—2099:	John M. Sullivan, Washington Township, Burlington Co. . .	247 48	" " "	1,326 47
† 79— 5:	Mrs. Deborah J. Bateman, Commercial Township, Cum- berland Co.	247 48	" " "	3,340 98
† 80—2094:	Elias L. Dalrymple, Franklin Township, Hunterdon Co. . .	247 48	" " "	3,340 98
† 81—2041:	Anna R. Johnson, Lumberton Township, Burlington Co. . .	247 48	" " "	1,017 12
† 82—2493:	Mrs. Jennie Lunger, Clinton Town, Hunterdon Co.	247 48	July 1, 1904	852 73
† 83—2251:	Mary E. Bergen, Cranbury Township, Middlesex Co. . .	247 48	" " "	779 84
† 84—1403:	Rachel D. Rowland, Trenton, Mercer Co.	257 40	" " "	3,346 20
† 85—1375:	Sarah Gaston, Trenton, Mercer Co.	267 32	" " "	1,023 91
† 86—1255:	Frances O. Crane, Elizabeth, Union Co.	284 64	" " "	3,700 32
† 87—1647:	Mary J. Vail, Jersey City, Hudson Co.	351 64	" " "	4,571 32
† 88—2057:	Mrs. Harriet M. Hall Ayres, Deerfield Township, Cumber- land Co.	247 48	Oct. 1, 1904	3,155 37
† 89— 95:	Lue J. Mershon, Franklin Township, Gloucester Co. . .	247 48	" " "	3,155 37
† 90—2071:	C. Josephine Sliker, Phillips- burg, Warren Co.	247 48	" " "	3,155 37
† 91—2304:	Harriet P. Boyle, Bernards Township, Somerset Co. . . .	247 48	" " "	3,155 37
† 92— 474:	Emma A. Issler, Newark, Es- sex Co.	351 44	Jan. 1, 1905	4,260 57
† 93— 675:	Mary E. Ward, Newark, Es- sex Co.	495 00	" " "	6,187 50
† 94— 784:	Irene A. Brockway, West Ho- boken, Hudson Co.	353 40	" " "	4,417 50
† 95— 582:	Lizzie M. Bingham, Newark, Essex Co.	\$410 84	Apr. 1, 1906	\$5,032 79
† 96—1144:	Metta Schuyler, Paterson, Pas- saic Co.	272 24	" " "	3,334 94
*† 97—2050:	Peter M. Mechling, Union Township, Hunterdon Co. . .	247 48	" " "	21 69**
† 98—1433:	Mrs. Kate S. Durrie, Jersey City, Hudson Co.	594 00	July 1, 1905	1,413 11

†Granted under Act prior to 1906.

*Deceased.

‡Balance due estate of deceased annuitant.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
† 99—3333:	Mrs. Mary M. P. Fritz, Lebanon Township, Hunterdon Co.	247 48	July 1, 1905	2,510 05
†100—2969:	Abraham Leach, Pequannock Township, Morris Co.	247 48	" " "	179 43
†101—2719:	Sarah Cullum, Jersey City, Hudson Co.	485 08	Oct. 1, 1905	5,699 69
†102— 56:	Olive M. Ewing, Long Branch, Monmouth Co.	396 00	July 1, 1905	4,752 00
†103—2310:	Sarah M. Cooke, Rockaway Township, Morris Co.	247 48	" " "	2,969 76
†104—2189:	R. Anna Baird, Bloomfield, Essex Co.	272 24	" " "	1,225 08
***†105—865:	Mrs. Emma P. Stavers, Camden City, Camden Co.	263 32	" " "	***
†106—1204:	William J. Rogers, Paterson, Passaic Co.	594 00	" " "	7,128 00
†107—2349:	Elizabeth L. Heward, New Brunswick, Middlesex Co.	351 44	Oct. 1, 1905	4,129 42
†108—1946:	Emma L. Lefman, Hoboken, Hudson Co.	398 00	" " "	1,431 15
†109—1049:	Agnes E. Felsner, Paterson, Passaic Co.	495 00	" " "	5,816 25
†110—3024:	Cunningham Harris, New Hanover Township, Burlington Co.	247 48	Jan. 1, 1906	2,846 02
†111— 103:	Sarah E. Ayars, Alloway Township, Salem Co.	247 48	" " "	2,846 02
†*†112—1968:	Emily B. Fithian, Bridgeton, Cumberland Co.	247 48	" " "	2,616 17*
†113— 111:	Mrs. Anna A. Robbins, Upper Freehold Township, Monmouth Co.	247 48	Apr. 1, 1906	2,784 15
†114— 272:	Lizzie McCaughan, Glassboro Township, Gloucester Co.	247 48	" " "	2,784 15
†115—1953:	Charles H. Platts, Bridgeton, Cumberland Co.	495 00	" " "	968 24
†116— 746:	Flora E. Smalley, Newark, Essex Co.	341 52	" " "	3,842 10
*†117—2703:	Mrs. Mary Louise Keating, Jersey City, Hudson Co.	380 16	" " "	497 86
†118—2581:	Jeremiah Fruttchey, North Bergen Township, Hudson Co.	371 24	" " "	1,057 63
†119—2163:	Rae A. Hinchman, East Greenwich Township, Gloucester Co.	247 48	July 1, 1906	2,722 28
†120— 67:	Annie Bradway, Pilesgrove Township, Salem Co.	247 48	" " "	2,722 28
†121—1050:	Frances A. Gilbert, Paterson, Passaic Co.	445 48	" " "	4,900 28
†122— 425:	Eliza A. Brookfield, Newark, Essex Co.	383 60	" " "	4,219 60.
†123— 902:	Jennie H. James, Camden City, Camden Co.	273 24	" " "	3,005 64
†*†124— 740:	Anna A. Baldwin, Newark, Essex Co.	321 76	" " "	3,410 20*
†125— 115:	Augustus M. T. Flandreau, Farmingdale Borough, Monmouth Co.	318 76	" " "	3,506 36
†*†126— 166:	Lucinda I. Ellis, Salem City, Salem Co.	\$247 48	July 1, 1906	\$2,049 16*
†127—2026:	Mary V. L. Hageman, South Brunswick Township, Middlesex Co.	247 48	" " "	2,722 28

†Granted under Act prior to 1906.

*Deceased.

**Deceased before deficit to Fund was paid.

***Deceased before annuity began to accrue.

†*Balance due estate of deceased annuitant.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Re- tired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
†128—3915:	Susan M. Stiles, Elizabeth, Union Co.	346 48	July 1, 1906	3,132 75
†129— 911:	Martha L. Gould Williams, (Mrs.) Orange, Essex Co.	321 76	Oct. 1, 1906	3,458 92
†130— 27:	Lizzie S. Van Kirk, Montgom- ery Township, Somerset Co.	247 48	" " "	2,660 41
†131—1103:	Margaret E. Atkinson, Pater- son, Passaic Co.	321 76	Jan. 1, 1907	3,378 48
†132—1061:	Mary Graham, Paterson, Pas- saic Co.	321 76	" " "	3,378 48
†133—3325:	Austin H. Lester, Montville Township, Morris Co.	247 48	" " "	167 96
†134— 58:	Clara F. Hancock, Long Branch, Monmouth Co.	247 48	" " "	2,598 54
††135—1302:	Emma M. Bodine, Trenton, Mercer Co.	366 23	" " "	3,845 94
††136— 427:	Virginia R. Reeve, Newark, Essex Co.	351 44	" " "	3,690 12
†137—2576:	Mrs. Sophie M. Decker, Wan- tage Township, Sussex Co.	247 48	" " "	2,598 54
††138—1932:	Catherine C. Attwell, Hoboken, Hudson Co.	433 60	" " "	4,661 20
†139— 467:	Lydia W. Hand, Newark, Essex Co.	366 23	" " "	1,281 98
††140—1502:	Edward Kelly, Jersey City, Hudson Co.	594 00	" " "	3,144 61
††141—1465:	Alice M. Bellows, Jersey City, Hudson Co.	403 92	" " "	1,370 44
††142— 770:	Annie E. Curtis, Newark, Es- sex Co.	363 84	" " "	3,820 32
†143— 554:	Frances V. Gould, Newark, Es- sex Co.	363 84	" " "	3,820 32
††144— 509:	Eliza H. Pierson, Newark, Es- sex Co.	363 84	" " "	1,353 52
††145—2200:	Mrs. Mary L. Ellenwood, Bloomfield, Essex Co.	311 84	" " "	3,274 32
††146—2179:	Georgia K. Wright, Pennsau- ken Township, Camden Co.	247 48	" " "	759 63
††147—1965:	Sara B. Wilson, Bridgeton, Cumberland Co.	247 48	" " "	777 50
††148— 639:	Fannie Steele, Newark, Essex Co.	420 76	" " "	2,803 54
††149—2005:	Ella L. Powell, Beverly City, Burlington Co.	247 48	" " "	2,598 54
††150— 638:	Susie Steele, Newark, Essex Co.	574 20	" " "	1,374 11
†151— 140:	Rachel F. Scarborough, Lam- bertville, Hunterdon Co.	253 92	" " "	2,666 16
††152—1543:	Nellie M. Walsh, Jersey City, Hudson Co.	356 40	" " "	3,742 20
††153— 827:	Clara A. Bamber, Camden City, Camden Co.	270 28	" " "	2,837 94
154—2093:	Mrs. Ella Hiner, Franklin Township, Hunterdon Co.	250 00	June 14, 1907	2,510 96
155—1355:	Sarah R. Wallington, Trenton, Mercer Co.	352 80	" " "	3,543 52
†*156— 219:	Martha M. Putnam, Rahway, Union Co.	253 00	" " "	1,394 80*
157—1588:	Lizzie S. Ranken, Jersey City, Hudson Co.	633 60	" " "	124 90
158— 132:	Alex P. Kerr, Lambertville, Hunterdon Co.	650 00	" " "	4,452 42
159— 955:	M. Elizabeth Habberton, Orange, Essex Co.	\$606 00	June 14, 1907	\$6,099 16
†160—2528:	Amanda R. Dobbins, North- ampton Township, Burling- ton Co.	247 48	July 1, 1907	1,707 78

†Granted under Act prior to 1906.

*Deceased.

†Balance due estate of deceased annuitant.

††Granted under Act of 1906.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
161—2316:	Mary J. M. Murray, Atlantic City, Atlantic Co.	319 20	June 14, 1907	1,459 08
162—2035:	Jesse G. Grier, Pleasantville Borough, Atlantic Co.	302 40	" " "	3,037 28
163— 598:	Eliza Murphy, Newark, Essex Co.	650 00	" " "	2,303 48
164—1810:	Louise Bailey, Hoboken, Hudson Co.	650 00	" " "	6,528 48
165—2090:	Isabella J. Stanger, Monroe Township, Gloucester Co.	250 00	" " "	2,514 38
†*166—2795:	Mary Louise Vreeland, Newark, Essex Co.	564 00	" " "	4,846 61*
167—2023:	Maggie B. Ditmars, Raritan Township, Hunterdon Co.	250 00	" " "	2,510 96
168— 306:	Mrs. Emma J. Ely, Camden City, Camden Co.	354 60	" " "	949 30
169—1467:	Kate Gregory, Jersey City, Hudson Co.	493 92	Sept. 20, 1907	4,829 22
170—1908:	Kate Bovington, Hoboken, Hudson Co.	538 56	Oct. 1, 1907	5,250 96
171—2166:	Georgiana Stevenson, East Orange, Essex Co.	558 00	Sept. 20, 1907	5,455 80
172—1980:	Mary E. Foster, Bridgeton, Cumberland Co.	360 08	" " "	2,860 66
173—1971:	Hannah More Riley, Bridgeton, Cumberland Co.	250 00	" " "	2,444 40
174—4045:	Elizabeth M. Schuyler, Camden City, Camden Co.	540 00	" " "	5,279 80
175— 435:	Mrs. Catherine B. Cory, Newark, Essex Co.	606 00	" " "	5,925 10
176— 432:	Mrs. M. Louisa Johnson, Newark, Essex Co.	458 40	" " "	4,482 00
177— 410:	Mrs. Isadore M. Sherwood, Newark, Essex Co.	650 00	" " "	6,355 30
178— 697:	Harriet W. Mullison, Newark, Essex Co.	424 80	" " "	4,153 40
179— 780:	Robert Waters, West Hoboken, Hudson Co.	650 00	Oct. 12, 1907	2,034 11
180—1290:	Lucretia H. Sayre, Elizabeth, Union Co.	600 00	" " "	5,831 20
181—1382:	Kate Houghtaling, Trenton, Mercer Co.	480 00	" " "	2,281 25
182—3678:	Mrs. Lydia M. Hendrickson, Middletown Township, Monmouth Co.	342 00	" " "	3,324 20
183—1928:	Mrs. Sarah M. Van Den Berg, Hoboken, Hudson Co.	538 56	Nov. 1, 1907	5,208 08
184— 200:	Ellen E. Niles, Plainfield, Union Co.	522 00	Dec. 13, 1907	4,984 74
185— 270:	Mrs. Mary M. S. Latham, Glassboro Township, Gloucester Co.	250 00	" " "	2,387 90
186— 236:	Sarah E. Beam, Newark, Essex Co.	650 00	" " "	6,207 04
187—2109:	Mary A. Dougall, Newark, Essex Co.	650 00	" " "	6,207 04
188—2424:	Jennie B. Canfield, Newark, Essex Co.	537 00	" " "	5,127 96
189— 767:	Margaret A. Bogan, Newark, Essex Co.	402 00	" " "	3,838 80
190—1154:	Eunice E. Mann, Paterson, Passaic Co.	576 00	" " "	4,458 90
†††191—755:	Harriet E. Ball, Newark, Essex Co.	\$321 76	Jan. 1, 1903	\$4,935 45
†192—1291:	Susan C. Martin, Elizabeth, Union Co.	391 04	Apr. 1, 1908	2,202 78
193— 55:	Phebe A. Smalley, Long Branch, Monmouth Co.	396 00	Mar. 20, 1908	3,674 88

†Granted under Act prior to 1906.

*Deceased.

‡Balance due estate of deceased annuitant.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Re- tired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
194—1805:	Eva L. Potts, Jersey City, Hudson Co.	455 52	Mar. 20, 1908	800 59
195— 906:	Henry Boyer, Camden City, Camden Co.	462 00	" " "	4,287 36
196—1318:	Olive Green, Trenton, Mercer Co.	396 00	" " "	3,674 88
197—2032:	Heman Allen Leach, Sparta Township, Sussex Co.	259 48	" " "	2,408 37
198— 521:	Sarah N. Branum, Newark, Essex Co.	608 40	" " "	529 39
199—1066:	Mrs. Lucinda Fleming, Pater- son, Passaic Co.	354 00	Apr. 16, 1908	1,157 84
†200—1811:	Mrs. Elmira V. Christie, Ho- boken, Hudson Co.	455 00	July 1, 1908	119 66
†201—2385:	Edward J. Bell, Vernon Town- ship, Sussex Co.	247 48	" " "	2,227 32
202— 415:	Katherine Cottrell, Newark, Essex Co.	451 20	June 12, 1908	4,083 12
203— 87:	Peter Tilton, Ocean County Superintendent	650 00	" " "	5,881 50
204—2006:	Anna Margaret Morton, Bev- erly City, Burlington Co. . .	270 00	Oct. 16, 1908	1,203 74
205— 847:	George E. Fry, Audubon Bor- ough, Camden Co.	480 00	" " "	4,179 94
206—2284:	Silas C. Smith, Millville, Cum- berland Co.	552 00	" " "	390 76
207—2174:	Mary D. Baldwin, East Orange, Essex Co.	471 00	" " "	4,101 54
208— 932:	Eva A. Joyce, Orange, Essex Co.	372 00	" " "	3,239 52
209— 573:	Sarah A. Avery, Newark, Es- sex Co.	453 60	" " "	3,949 84
210— 724:	Elizabeth H. Belcher, Newark, Essex Co.	650 00	" " "	5,660 28
211— 635:	Emma Finter, Newark, Essex Co.	607 80	" " "	5,292 84
212— 556:	Gertrude E. Ryer, Newark, Essex Co.	435 00	" " "	3,787 94
213— 640:	Edwin Shepard, Newark, Es- sex Co.	650 00	" " "	5,660 28
214— 928:	Laura M. Reed, Orange, Essex Co.	650 00	" " "	5,660 28
215—1464:	Mrs. Anna A. Brown, Jersey City, Hudson Co.	650 00	" " "	4,413 68
216—2347:	Sarah Hoagland, New Bruns- wick, Middlesex Co.	441 00	" " "	27 78
217—2253:	Alice L. Norris, Boonton Town, Morris Co.	393 00	" " "	3,414 28
218—1073:	Louisa E. Vanderbeek, Pater- son, Passaic Co.	548 40	" " "	4,775 59
219— 186:	Mrs. Sarah S. Higgins, North Plainfield Township, Somer- set Co.	267 00	" " "	2,324 98
220—2336:	Mrs. Rilla J. Brink Beach, Sandyston Township, Sus- sex Co.	250 00	" " "	2,177 06
221— 193:	Lydia Haviland White, Roselle Park Borough, Union Co. . .	375 00	" " "	3,265 78
222—1447:	Mary A. Anness, Jersey City, Hudson Co.	650 00	Dec. 11, 1908	5,560 60
223—2608:	Nancy Jane Cone, Springfield Township, Burlington Co. . .	\$252 00	" " "	\$2,155 80
224— 156:	William N. Bortie, Cedar Grove Borough, Essex Co. . .	498 00	" " "	1,590 72

†Granted under Act prior to 1906.

*Deceased.

**Deceased before deficit to Fund was paid.

††Granted under Act of 1906.

†††Miss Ball's annuity, No. 191, was in litigation several years; was granted March 20, 1908; by order of Court began to accrue January 1, 1902, with interest at 6 per cent.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Re- tired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
225—1119:	Anna E. Vreeland, Paterson, Passaic Co.	496 48	Dec. 11, 1908	4,246 88
226—1419:	Thomas M. White, Trenton, Mercer Co.	650 00	" " "	5,560 60
227—1883:	Letitia E. Robinson, Hoboken, Hudson Co.	650 00	Apr. 2, 1909	5,360 72
228—2783:	Louisa Howell, Ewing Town- ship, Mercer Co.	305 16	" " "	954 05
229— 351:	Charles P. DuBois, Fort Lee Borough, Bergen Co.	600 00	" " "	3,982 15
230—1887:	Mary L. Lawler, Hoboken, Hudson Co.	580 32	" " "	4,786 05
231—2061:	Mary Louise Mack, Phillips- burg, Warren Co.	492 00	" " "	1,664 17
232—1997:	Rose A. Stewart, Bordentown, Burlington Co.	330 00	" " "	2,721 60
233— 921:	Mary Alice Matthews, Orange, Essex Co.	381 00	" " "	3,140 56
234—3339:	Ina G. Aiken, Landis Town- ship, Cumberland Co.	265 20	" " "	2,187 17
†235—1910:	Maria T. Hedges, Hoboken, Hudson Co.	493 00	July 1, 1909	3,944 00
236—2418:	Ida J. Bush, Newark, Essex Co.	491 04	June 11, 1909	3,953 98
237— 123:	Emma L. Babbitt, Morristown, Morris Co.	540 00	Sept. 17, 1909	4,204 11
238— 171:	Anna F. Fogg, Salem City, Salem Co.	303 00	" " "	2,359 04
239— 314:	Mary M. Tomlin, Merchant- ville Borough, Camden, Co.	402 00	" " "	3,129 80
240— 417:	M. Lizzie Kerns, Newark, Es- sex Co.	553 20	" " "	4,307 32
241— 670:	Flora I. Glover, Newark, Es- sex Co.	465 60	" " "	3,624 35
242— 716:	Laura B. Sayre, Newark, Es- sex Co.	639 60	" " "	4,979 05
243— 744:	Emma L. Hutchings, Newark, Essex Co.	650 00	" " "	5,060 64
244—1051:	Isabella Scott, Paterson, Pas- saic Co.	650 00	" " "	5,060 64
245—1052:	Anna F. M. Thorp, Paterson, Passaic Co.	650 00	" " "	2,716 75
246—1064:	Jennie H. Berdan, Paterson, Passaic Co.	480 00	" " "	3,737 03
247—1058:	Mary Chiswell, Paterson, Pas- saic Co.	486 00	" " "	3,783 79
248—1132:	Elizabeth S. Eakins, Pater- son, Passaic Co.	649 20	" " "	5,054 44
249—1141:	Hattie Franklin, Paterson, Passaic Co.	402 00	" " "	3,129 80
250—1164:	Martha Hollingsworth, Pater- son, Passaic Co.	410 40	" " "	2,032 65
251—1468:	Daisy L. Kennedy, Jersey City, Hudson Co.	650 00	" " "	5,060 64
252—1469:	Emeline Hyatt, Jersey City, Hudson Co.	573 12	" " "	4,462 09
253—1492:	Georgia F. Mount, Jersey City, Hudson Co.	650 00	" " "	5,060 64
254—1905:	Marie C. Gourlie, Hoboken, Hudson Co.	650 00	" " "	3,476 58
255—1926:	Marie Howard Vose, Hoboken, Hudson Co.	580 32	" " "	4,518 15
256—1970:	Mary A. Walker, Bridgeton, Cumberland Co.	372 00	" " "	2,896 00
257—2068:	Emmel Lommasson, Phillips- burg, Warren Co.	384 00	" " "	796 25
258—2069:	Helen Gallagher, Phillipsburg, Warren Co.	\$384 00	Sept. 17, 1909	\$2,989 65

†Granted under Act prior to 1906.

*Deceased.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
259—2085:	Mary Caffrey, Phillipsburg, Warren Co.	384 00	Sept. 17, 1909	2,989 65
260—2117:	Mrs. Alice P. Nichols, Woodbridge, Bergen Co.	366 00	" " "	2,849 50
261—2229:	Annie E. Prichard, Commercial Township, Cumberland Co.	250 00	" " "	1,946 34
262—2348:	Mrs. Sara Johnson Price, New Brunswick, Middlesex Co..	462 00	" " "	3,473 41
263—3042:	Melina A. Bosworth, State Normal and Model Schools.	650 00	" " "	5,060 64
264—3668:	Emma Reed, Galloway Township, Atlantic Co.	313 20	" " "	2,438 35
265—3669:	Mary Berdilla Lindsay, Atlantic City, Atlantic Co....	349 80	" " "	2,723 30
266— 910:	Mary Ella Swan, Orange, Essex Co.	532 00	Dec. 10, 1909	1,668 68
267— 144:	Fanny V. Sargent, West New York, Hudson Co.	429 76	" " "	3,247 98
268—2593:	Mrs. Lovie Blackman, Plumsted Township, Ocean Co....	250 00	" " "	1,889 38
269— 138:	Mary N. Purcell, Lambertville, Hunterdon Co.	297 60	" " "	2,249 22
270—3237:	Annette Hanna, Trenton, Mercer Co.	400 32	" " "	3,025 50
*271—1322:	Ida Herbert, Trenton, Mercer Co.	360 00	" " "	43 39**
272— 857:	Elizabeth Anderson, Camden City, Camden Co.	648 00	" " "	4,832 80
273—1578:	Emily L. Miegel, Jersey City, Hudson Co.	650 00	" " "	4,912 38
274—3323:	Emma Conover, Franklin Township, Somerset Co.	250 00	" " "	1,889 38
275—2465:	Annie McL. Eagles, Newark, Essex Co.	457 20	" " "	3,455 25
276— 737:	Mrs. Fannie W. Smith, Newark, Essex Co.	650 00	" " "	4,912 38
277— 730:	M. Augusta Sweasy, Newark, Essex Co.	650 00	" " "	4,912 38
278— 548:	Sarah G. Taylor, Newark, Essex Co.	650 00	" " "	1,390 48
279— 734:	Margaret G. Baird, Newark, Essex Co.	571 20	" " "	4,316 76
280— 914:	Margaret Hamilton McCulloch, Orange, Essex Co....	406 80	" " "	3,074 31
281—2110:	Esther M. Lull, Waterford Township, Camden Co....	250 00	" " "	1,889 38
282—5872:	Samuel Wilson, Hope Township, Warren Co.	250 00	" " "	1,889 38
283— 172:	Ida H. Kirby, Salem City, Salem Co.	270 00	" " "	2,040 33
284—2453:	Laura B. Conrow, Long Branch, Monmouth Co....	393 00	" " "	2,970 18
285—1888:	Jean Livingston, Hoboken, Hudson Co.	580 33	" " "	1,540 26
286— 232:	A. H. Skinner, Randolph Township, Morris Co....	237 40	" " "	1,398 26
287— 350:	James A. Coe, Wood Ridge, Bergen Co.	600 00	" " "	4,535 50
†288—4766:	Anna L. Holcomb, North Plainfield Borough, Somerset Co.	426 00	" " "	2,442 25*
289—2446:	Mrs. Annie R. Noltemeyer, Passaic City, Passaic Co....	480 00	Mar. 18, 1910	3,497 33
290—1089:	Maria Sipp, Paterson, Passaic Co.	553 80	" " "	4,035 04
291—1075:	Mary L. Warren, Paterson, Passaic Co.	\$508 20	" " "	\$3,448 70

*Deceased.

**Deceased before deficit to Fund was paid.

†Balance due estate of deceased annuitant.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
292—2923:	Mary Louisa Brokaw, Rahway, Union Co.	250 00	Mar. 18, 1910	1,821 53
293—2022:	Eleanor Compton, Millstone Borough, Somerset Co.	258 60	" " "	1,884 19
294—2014:	Augusta E. Wood, Mountain-side Borough, Union Co.	324 00	" " "	2,360 70
295—5968:	Martha L. Webb, Newark, Essex Co.	451 08	" " "	3,286 62
296— 647:	Mary Miranda Parker, Newark, Essex Co.	459 36	" " "	1,916 93
297—2532:	Celia H. Bluste, Northampton Township, Burlington Co.	250 00	" " "	1,821 53
298—4201:	Thomas Romans, Manchester Township, Ocean Co.	250 00	" " "	1,821 53
299—3492:	George A. Atwater, Bayonne, Hudson Co.	650 00	" " "	4,735 97
300—1034:	Ebenezer C. Earl, Bayonne, Hudson Co.	650 00	" " "	4,735 97
301—6754:	Peter Garabrant, Mendham Borough, Morris Co.	402 00	" " "	2,929 02
302—2012:	Franklin A. Stryker, Bridge-water Township, Somerset Co.	336 00	" " "	2,448 13
303—1000:	Philip G. Vroom, Bayonne, Hudson Co.	650 00	" " "	1,019 66
304—1338:	Mrs. Melvina Mitchell, Trenton, Mercer Co.	556 80	" " "	2,933 73
305—2113:	Harriet Katherine Ayres, Rockaway Township, Morris Co.	255 00	June 10, 1910	1,799 01
306—3304:	Anna D. Clark, Long Branch, Monmouth Co.	418 20	" " "	2,942 34
307—329:	Frances Julia Warner, Summit, Union Co.	588 00	" " "	4,148 00
308—1386:	Mary V. Keller, Trenton, Mercer Co.	393 16	" " "	2,773 72
309—3977:	Hanna F. Dilks, Lawrence Township, Cumberland Co.	250 00	" " "	1,763 74
310—2873:	Kate McLaughlin, New Brunswick, Middlesex Co.	562 20	July 1, 1910	3,935 40
311—2582:	Frances M. Cosine, Wallington Borough, Bergen Co.	288 00	Sept. 23, 1910	1,949 58
312—3283:	Mrs. Mary J. Mitchell, Beverly Township, Burlington Co.	264 00	" " "	1,737 02
313—3528:	Anna Farrell, Camden City, Camden Co.	650 00	" " "	4,399 86
314— 886:	Edith G. Heaney, Camden City, Camden Co.	540 00	" " "	3,655 27
315— 848:	Florence Hughes, Camden City, Camden Co.	650 00	" " "	4,399 86
316— 859:	Isabella Mayberry, Camden City, Camden Co.	396 00	" " "	2,680 53
317—4212:	Lillie H. Spence, Bridgeton, Cumberland Co.	279 00	" " "	1,888 56
318—1964:	Rle M. Whitaker, Bridgeton, Cumberland Co.	408 00	" " "	2,761 76
319— 35:	Mary H. Davis, Hopewell Township, Cumberland Co.	250 00	" " "	1,692 26
320—2929:	Margaret Anna Lutz, Newark, Essex Co.	536 40	" " "	3,630 90
321— 681:	Mary A. O'Rourke, Newark, Essex Co.	468 96	" " "	1,603 77
322— 641:	Kate Roche, Newark, Essex Co.	537 84	" " "	3,655 13
323— 292:	Nellie A. Wilkes, Montclair, Essex Co.	468 00	" " "	3,167 90
324—1448:	Judith Hollis Holden, Jersey City, Hudson Co.	614 16	" " "	4,157 26

*Deceased.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
325—1719:	Margaret Rowlands, Jersey City, Hudson Co.	\$650 00	Sept. 23, 1910	\$4,399 86
326—1547:	Isabella A. Scott, Jersey City, Hudson Co.	581 76	" " "	3,937 95
327—2306:	Andrew Lincoln Lyon, Manalapan Township, Monmouth Co.	250 00	" " "	1,692 26
†*328—2223:	Samuel D. Wiseman, Ocean Township, Monmouth Co. . .	402 00	" " "	2,530 06*
329—5686:	Roxie B. Southard, Upper Freehold Township, Monmouth Co.	252 00	" " "	908 87
330—154:	Irene Thompson, Wall Township, Monmouth Co.	385 20	" " "	2,607 43
331—4304:	Mrs. Eliza Caroline Saunders, Mt. Olive Township, Morris Co.	250 00	" " "	1,692 26
332—2217:	Mrs. Anna C. King, Dover Town, Morris Co.	309 00	" " "	573 49
333—2161:	Anson B. Cope, Stanhope Borough, Sussex Co.	650 00	" " "	2,333 64
334—5219:	Everitt L. Layton, Vernon Township, Sussex Co.	310 20	" " "	2,099 75
335—2441:	Annie E. Covell, Elizabeth, Union Co.	424 20	" " "	2,137 20
336—378:	Sara Deeths, Acquackanonk Township, Passaic Co.	399 96	Dec. 20, 1910	2,611 70
337—1074:	Mary Worden, Paterson, Passaic Co.	555 00	" " "	3,624 09
338—4324:	Charlotte S. Loag, Manasquan Borough, Monmouth Co. . .	326 40	" " "	2,131 36
339—1530:	Sarah K. Peck, Jersey City, Hudson Co.	588 24	" " "	925 51
340—1795:	Elizabeth A. Vernon, Jersey City, Hudson Co.	650 00	" " "	1,252 31
341—1529:	Emma V. Talson, Jersey City, Hudson Co.	650 00	" " "	449 68
342—459:	Mrs. Georgia Beers Crater, Newark, Essex Co.	650 00	" " "	4,244 43
343—4700:	Theodorus B. Hascall, Newark, Essex Co.	650 00	" " "	4,244 43
344—2765:	Marian G. Brown, Princeton Borough, Mercer Co.	306 00	" " "	1,993 15
345—93:	B. F. Mathews, Lacey Township, Ocean Co.	270 00	" " "	1,653 20
346—176:	Charles J. Major, Rutherford Borough, Bergen Co.	650 00	Apr. 1, 1911	4,062 50
347—1989:	Maude S. Eckhardt, Pitman Borough, Gloucester Co. . .	300 00	" " "	1,875 00
348—1813:	Adelaide Diana Sherwood, Hoboken, Hudson Co.	650 00	" " "	4,062 50
349—413:	Elizabeth W. Dougall, Newark, Essex Co.	650 00	" " "	4,062 50
350—733:	Rebecca McClure, Newark, Essex Co.	650 00	" " "	2,969 50
351—764:	Hattie Thompson, Newark, Essex Co.	556 20	" " "	56 53
352—1079:	Mrs. Margaret Marinus, Paterson, Passaic Co.	477 60	" " "	2,985 00
353—192:	Esther Maria Shilton, Roselle Park Borough, Union Co. . .	387 00	" " "	2,418 75
354—2196:	Mary M. Draper, Bloomfield, Essex Co.	608 40	June 9, 1911	3,685 50
355—2274:	Hannah D. Brandriff, Millville, Cumberland Co.	325 20	" " "	1,969 96
356—949:	Fanny E. Coeyman, Orange, Essex Co.	446 40	" " "	2,704 15
357—1889:	Georgina Kellett, Hoboken, Hudson Co.	635 04	" " "	3,846 88

*Deceased.

†Balance due estate of deceased annuitant.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
358—3494:	Cherrie B. Thomas, Kearny, Hudson Co.	\$489 00	June 9, 1911	\$591 62
359—2302:	William W. Case, Franklin Township, Hunterdon Co. . .	250 00	" " "	1,514 42
360—6861:	Nathan W. Pease, Elizabeth, Union Co.	650 00	" " "	3,937 50
361—189:	Julia Merrick, Roselle Borough, Union Co.	360 00	" " "	2,180 70
362—2129:	Maggie Vreeland, Ridge Wood Township, Bergen Co.	513 00	Sept. 15, 1911	2,970 66
363—1992:	Eliza Bloomsburg, Bordentown City, Burlington Co.	315 72	" " "	1,828 54
364—8:	Luther Corson, Medford Township, Burlington Co. . .	650 00	" " "	3,763 99
365—850:	Hannah C. Dungan, Camden City, Camden Co.	398 40	" " "	2,307 04
366—855:	Carrie C. Messier, Camden City, Camden Co.	394 80	" " "	2,286 19
367—871:	Maria Habliston, Camden City, Camden Co.	389 76	" " "	2,257 12
368—899:	Mary Emma Young, Camden City, Camden Co.	564 00	" " "	3,265 98
369—2265:	Harriet A. Evans, Millville, Cumberland Co.	250 00	" " "	1,447 69
370—4678:	Mary Josephine Goffe, Montclair, Essex Co.	624 00	" " "	3,613 47
371—513:	Cornelia L. Alyea, Newark, Essex Co.	546 24	" " "	3,163 14
372—2234:	Mary Louisa Karner, Newark, Essex Co.	518 16	" " "	3,000 54
373—2426:	Mrs. M. Augusta Gillott, Newark, Essex Co.	650 00	" " "	3,763 99
†374—1430:	Mrs. Caroline Cave Shepard, Jersey City, Hudson Co. . . .	650 00	" " "	3,631 75*
375—1551:	Mrs. Luise H. Stanley, Jersey City, Hudson Co.	650 00	" " "	3,763 99
376—1612:	Marguerita De Vanny, Jersey City, Hudson Co.	641 52	" " "	3,714 88
377—1748:	Anna M. Dalton, Jersey City, Hudson Co.	650 00	" " "	3,763 99
378—2355:	Mary Elizabeth Wakeman, New Brunswick, Middlesex Co.	336 00	" " "	1,946 00
379—128:	Emma Gray, Morristown, Morris Co.	459 00	" " "	2,658 37
380—9641:	Amelia H. Hanthorn, Weymouth Township, Atlantic Co.	253 80	Dec. 8, 1911	1,227 67
381—1186:	Annie M. Broome, Paterson, Passaic Co.	516 76	" " "	2,874 47
382—3457:	L. May Williams, Camden City, Camden Co.	384 72	" " "	2,140 00
383—5332:	George Eldredge, Dennis Township, Cape May Co. . . .	286 20	" " "	1,591 98
384—421:	Marian D. Camden, Newark, Essex Co.	650 00	" " "	3,615 62
385—2926:	Eva Myer, Newark, Essex Co. .	646 80	" " "	3,597 82
386—1450:	Jennie M. Levy, Jersey City, Hudson Co.	648 00	" " "	3,604 50
387—783:	Emma Neafie, West Hoboken, Hudson Co.	610 08	" " "	3,393 57
388—1344:	Sarah E. Poland, Trenton, Mercer Co.	546 00	" " "	3,037 12
389—2143:	Laura M. Pyott, Wall Township, Monmouth Co.	253 80	" " "	1,411 76
390—6671:	Mrs. Minerva Decker Harvey, Irvington, Essex Co.	534 00	" " "	2,970 27
391—2534:	Nettie D. Bayles, Hardyston Township, Sussex Co.	301 20	" " "	1,675 42

*Deceased.

†Balance due estate of deceased annuitant.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
392—3563:	C. Alberta Underwood, Atlantic City, Atlantic Co.	\$558 00	Mar. 15, 1912	\$2,954 02
393—1967:	Sara M. Westcott, Bridgeton, Cumberland Co.	351 00	" " "	1,858 13
394—431:	Harriet K. Jenkinson, Newark, Essex Co.	494 04	" " "	2,615 42
395—506:	Margaret D. Conover, Newark, Essex Co.	546 24	" " "	1,140 43
396—537:	Lydia A. Mills, Newark, Essex Co.	546 24	" " "	2,891 77
397—558:	Anna M. Howard, Newark, Essex Co.	572 64	" " "	1,215 92
398—668:	Sarah B. Scarlett, Newark, Essex Co.	650 00	" " "	3,441 07
399—1493:	Lillie M. Hyatt, Jersey City, Hudson Co.	650 00	" " "	3,441 07
400—1794:	Jane M. Lewis, Jersey City, Hudson Co.	650 00	" " "	3,441 07
401—135:	Belle Gallagher, Lambertville, Hunterdon Co.	354 00	" " "	1,874 06
402—1158:	Mary Elizabeth Bentley, Paterson, Passaic Co.	540 00	" " "	2,858 73
403—4269:	Mrs. Olive H. Donnell, Paterson, Passaic Co.	361 80	" " "	1,915 35
404—2611:	Robert Carter Godfrey, Salem City, Salem Co.	352 20	" " "	1,806 47
405—3028:	Sarah De M. Runyon, Bernards Township, Somerset Co.	250 00	" " "	1,323 48
†406—3502:	John Broderick, West Milford Township, Passaic Co.	247 48	Apr. 1, 1912	1,048 90*
407—2027:	Mary J. McCurdy, Holland Township, Hunterdon Co.	250 00	Mar. 15, 1912	1,323 48
408—5339:	Minnie Scott Blakie, Mansfield Township, Burlington Co.	270 00	June 14, 1912	1,021 89
409—2266:	Mrs. Dora Tuller, Millville, Cumberland Co.	250 00	" " "	1,260 98
410—515:	Cornelia S. Coe, Newark, Essex Co.	599 04	" " "	3,021 45
411—6029:	Hannah Moore, Newark, Essex Co.	650 00	" " "	3,278 57
412—3543:	Elizabeth Ricalton, South Orange Township, Essex Co.	491 16	" " "	2,477 38
413—11472:	Anna M. Hennessy, Town of Union, Hudson Co.	396 00	" " "	1,997 40
414—57:	Esther C. Todd, Long Branch, Monmouth Co.	615 00	" " "	3,102 03
415—2443:	Sara E. Nivison, Shrewsbury Township, Monmouth Co.	390 00	" " "	1,967 14
416—907:	Agnes Riley, Camden City, Camden Co.	522 00	Sept. 20, 1912	2,493 68
417—3468:	Charles K. Middleton, Camden City, Camden Co.	650 00	" " "	3,105 16
418—2315:	Mrs. Ella S. R. Dodge, Commercial Township, Cumberland Co.	250 00	" " "	1,194 39
419—6951:	Mrs. Lura Del Mayhew, Commercial Township, Cumberland Co.	250 00	" " "	1,194 39
420—1962:	Ida Virginia Fitz Randolph, Bridgeton, Cumberland Co.	265 20	" " "	1,266 90
†421—36:	Julia M. Davis, Stow Creek Township, Cumberland Co.	247 48	Oct. 1, 1912	1,175 53
422—3503:	M. Helen DuBois, East Orange, Essex Co.	510 00	Sept. 20, 1912	2,436 35
423—6985:	Randall Spaulding, Montclair, Essex Co.	650 00	" " "	2,660 38
424—448:	Mrs. Addie Beers Whittemore, Newark, Essex Co.	617 04	" " "	2,947 84
425—511:	Henry S. Anderson, Newark, Essex Co.	650 00	" " "	3,105 16

†Granted under Act prior to 1906.

*Deceased.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
426—753:	Elizabeth Moore, Newark, Essex Co.	\$528 00	Sept. 20, 1912	\$2,522 34
427—772:	Jessie B. Mikels, Newark, Essex Co.	650 00	" " "	1,994 36
428—2932:	Mary A. McNeill, Newark, Essex Co.	579 84	" " "	2,770 12
429—1885:	Mary Edith Lawler, Hoboken, Hudson Co.	650 00	" " "	3,105 16
430—1918:	Mrs. Alice S. Mills, Hoboken, Hudson Co.	650 00	" " "	3,105 16
431—1425:	Cornelia M. Wigent, Jersey City, Hudson Co.	650 00	" " "	3,105 16
432—141:	Mrs. Clara Miller, Lambertville, Hunterdon Co.	357 60	" " "	1,708 20
433—7478:	Mrs. Edna A. Davis Van Pelt, Hopewell Township, Mercer Co.	294 00	" " "	1,404 49
†434—3389:	Martha E. Lewis, Trenton, Mercer Co.	401 52	Oct. 1, 1912	1,907 22
435—3305:	Lulu E. Clark, Long Branch, Monmouth Co.	441 60	Sept. 20, 1912	2,109 60
436—2214:	Thomas H. Mahany, Netcong Borough, Morris Co.	564 00	" " "	2,694 32
437—1054:	Mary E. Berger, Paterson, Passaic Co.	636 00	" " "	3,038 28
438—1065:	Sarah Johnston Van Wyck, Paterson, Passaic Co.	510 00	" " "	2,436 35
439—359:	Joel Horton, North Bergen Township, Bergen Co.	650 00	Oct. 18, 1912	2,102 06
440—2268:	Priscilla Herckner, Rutherford Borough, Bergen Co.	442 20	Nov. 8, 1912	82 10
441—6:	Sarah E. Willson, Voorhees Township, Camden Co.	351 00	Dec. 20, 1912	1,589 99
442—450:	Jane E. Allen, Newark, Essex Co.	650 00	" " "	2,944 42
443—577:	Ann Eliza Sayre, Newark, Essex Co.	650 00	" " "	2,944 42
444—762:	S. Eveline Durand, Newark, Essex Co.	617 04	" " "	2,795 12
445—930:	Ida M. Quinby, Orange, Essex Co.	445 20	" " "	2,016 70
446—1546:	Mary E. Benton, Jersey City, Hudson Co.	650 00	" " "	2,944 42
447—786:	Mame E. Yates, West Hoboken, Hudson Co.	650 00	" " "	2,944 42
448—3836:	Chrissie Bunn, Union Township, Hunterdon Co.	259 20	" " "	1,174 14
449—1347:	Ella Schermerhorn, Trenton, Mercer Co.	650 00	" " "	2,944 42
450—9751:	Elizabeth Merrick, Trenton, Mercer Co.	415 20	" " "	1,880 81
451—3666:	Clara E. Ball, Hanover Township, Morris Co.	307 20	" " "	1,391 58
452—5191:	Joseph R. Steelman, Stafford Township, Ocean Co.			
†††453—2042:	Richard Martin Creed, Woodland Township, Burlington Co.	432 00	" " "	1,956 91
		247 48	Oct. 1, 1903	3,155 37
454—5509:	Kathryn Jay, Atlantic City, Atlantic Co.	441 60	Apr. 4, 1913	1,871 90
455—2148:	S. Fanny Haines, Medford Township, Burlington Co.	263 64	" " "	1,117 57
456—2899:	George E. Megargee, Chester Township, Burlington Co.	650 00	" " "	2,644 47

†Granted under Act prior to 1906.

*Deceased.

†††Mr. Creed's annuity, No. 453, was granted February 21, 1913, but dates from October 1, 1903, without interest. Mr. Creed had made application prior to October 1, 1903; his application was laid on the table; in 1913 the Board, after careful investigation, decided that Mr. Creed was permanently incapacitated when he applied prior to October 1, 1903, and therefore granted annuity to accrue from that date.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Re- tired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
457—845:	Frances J. Messler, Camden City, Camden Co.	\$421 92	Apr. 4, 1913	\$1,788 52
458—526:	David Maclure, Newark, Es- sex Co.	650 00	" " "	2,755 35
†459—532:	Emma J. Smith, Newark, Es- sex Co.	594 00	July 1, 1912	2,376 00
460—771:	Juliet Dettmer, Newark, Es- sex Co.	624 96	Apr. 4, 1913	2,649 21
461—1756:	Agnes Warwick, Jersey City, Hudson Co.	650 00	" " "	2,755 35
462—2307:	Anna H. Park, Tewksbury, Township, Hunterdon Co. ...	250 00	" " "	1,059 75
†*463—1047:	Mrs. Caroline E. Thomas, Pat- erson, Passaic Co.	601 96	" " "	2,533 14*
464—1118:	Anna B. Poole, Paterson, Pas- saic Co.	574 20	" " "	2,434 04
465—1172:	William H. Barry, Paterson, Passaic Co.	650 00	" " "	2,755 35
466—195:	Louise B. Runyon, Plainfield, Union Co.	459 00	" " "	1,945 70
467—3544:	Jeremiah D. Gray, Lopatcong Township, Warren Co.	378 00	" " "	1,602 34
468—3651:	Hon. Charles J. Baxter, former State Superintendent of Public Instruction.	650 00	June 13, 1913	1,655 35
469—399:	Sara E. Merry, Newark, Es- sex Co.	629 64	" " "	2,547 96
470—1812:	Laura Herbert, Hoboken, Hudson Co.	650 00	" " "	2,630 35
471—1945:	Clara V. Havens, Hoboken, Hudson Co.	650 00	" " "	1,014 25
472—1599:	Hannah E. Eltringham, Jersey City, Hudson Co.	650 00	" " "	2,630 35
473—2674:	William B. Du Ric, Jersey City, Hudson Co.	650 00	" " "	1,683 83
474—1364:	Sallie Callis, Trenton, Mercer Co.	504 00	" " "	2,039 53
475—1369:	Harriet S. Dickinson, Trenton, Mercer Co.	578 40	" " "	2,340 61
476—1387:	Joanna M. Krumholz, Tren- ton, Mercer Co.	486 72	" " "	1,969 61
477—1421:	Lewis C. Wooley, Trenton, Mercer Co.	650 00	" " "	1,251 51
†478—3324:	Anne Shotwell, Linden Town- ship, Union Co.	321 72	July 1, 1913	1,286 88
479—2152:	Mrs. Mary A. Heisler, Burling- ton Co.	288 00	Sept. 26, 1913	1,083 13
480—2153:	Annie Lockhart Phillips, Florence Township, Burling- ton Co.	300 00	" " "	890 58
481—852:	Bessie Laverty, Camden City, Camden Co.	450 00	" " "	1,692 39
482—880:	Clara E. McCully, Camden City, Camden Co.	650 00	" " "	2,444 56
483—894:	Alice C. Wentz, Camden City, Camden Co.	462 00	" " "	1,737 52
484—2449:	Mary Updyke Davis, Camden City, Camden Co.	456 00	" " "	1,714 95
485—2769:	Harriet A. LaPierre, Camden City, Camden Co.	650 00	" " "	2,444 56
486—2825:	Susanna Woolman, Camden City, Camden Co.	454 80	" " "	1,710 44
487—3118:	Elizabeth Van Kirk, Camden City, Camden Co.	504 00	" " "	1,895 47
488—3249:	Lizzie H. Kaighn, Camden City, Camden Co.	462 00	" " "	564 42
489—5614:	Mary Weir Davis, Hopewell Township, Cumberland Co. .	275 40	" " "	1,035 73

†Granted under Act prior to 1906.

*Deceased.

‡Balance due estate of deceased annuitant.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Re- tired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
490—4351:	Fannie D. Brineshults, Law- rence Township, Cumber- land Co.	\$276 60	Sept. 26, 1913	\$1,040 25
491—7827:	Mrs. Ann Eliza Cattell Mas- kell, Maurice River Town- ship, Cumberland Co.	250 00	" " "	9 59
492—2282:	Sallie Mulford, Millville, Cum- berland Co.	354 00	" " "	1,331 34
493— 453:	Annie C. Day, Newark, Essex Co.	650 00	" " "	2,444 56
494—6004:	Mrs. Chloe L. Day Smith, Newark, Essex Co.	650 00	" " "	2,444 56
495—1488:	Mrs. Annie L. Bubier, Jersey City, Hudson Co.	650 00	" " "	2,444 56
496—1734:	Miss A. Frank C. Smith, Jer- sey City, Hudson Co.	650 00	" " "	2,444 56
497—1766:	Mrs. Kate E. Foster, Jersey City, Hudson Co.	650 00	" " "	2,444 56
498—3646:	Emma M. Bolling, Jersey City, Hudson Co.	650 00	" " "	2,444 56
499— 15:	Cornelia V. Stonaker, Prince- ton Borough, Mercer Co....	512 40	" " "	1,927 06
†500—1326:	Spencer P. Irvin, Trenton, Mercer Co.	594 00	Oct. 1, 1913	2,227 50
501—1399:	Mrs. Rebecca C. R. O'Hara, Trenton, Mercer Co.	504 00	Sept. 26, 1913	1,895 47
502—3475:	Mary E. Coffin, Asbury Park, Monmouth Co.	650 00	" " "	1,233 56
503— 107:	Sara R. Everett, Eatontown Township, Monmouth Co....	333 00	" " "	1,252 36
504—2029:	Martha Kase, Mt. Olive Town- ship, Morris Co.	300 00	" " "	1,128 26
505—1121:	Margaret A. Wright, Paterson, Passaic Co.	540 00	" " "	2,030 86
506—2095:	Daniel A. Gormley, Lafayette Township, Sussex Co.	250 00	" " "	940 21
507—4307:	Bethuel Farrand Holly, Frank- ford Township, Sussex Co..	277 80	" " "	1,044 77
508—1294:	Bertha C. Mackey, Elizabeth, Union Co.	600 00	" " "	2,256 52
509—2543:	Margaret A. Clark, Elizabeth, Union Co.	492 00	" " "	844 36
510—3041:	Sarah Y. Ely, State Model School, Trenton	650 00	" " "	2,444 56
511—3045:	Louise Struble, State Model School, Trenton	528 00	" " "	1,985 73
512—5886:	Vernon L. Davey, East Orange, Essex Co.	650 00	Oct. 17, 1913	782 47
513—1490:	Elva A. Betts, Jersey City, Hudson Co.	650 00	" " "	226 35
514—5318:	Frederic S. Moore, Deerfield Township, Cumberland Co..	318 60	Dec. 12, 1913	1,131 68
515—4318:	George C. Munyan, Fairfield Township, Cumberland Co..	250 00	" " "	888 01
516— 92:	Phebe Smith Miller, Clayton Borough, Gloucester Co....	288 00	" " "	1,022 99
517— 585:	Charles H. Gleason, Sr., New- ark, Essex Co.	650 00	" " "	2,308 82
518—1028:	Elizabeth F. Allan, Bayonne, Hudson Co.	650 00	" " "	2,308 82
519—1816:	Helen Herbert, Hoboken, Hud- son Co.	650 00	" " "	2,308 82
520—1579:	Katherine T. McDonnell, Jer- sey City, Hudson Co.	650 00	" " "	2,308 82
521—6798:	Emma A. Holloway, Raritan Township, Monmouth Co....	309 00	" " "	1,097 58
522— 389:	Lillian A. Rusling, Passaic City, Passaic Co.	492 00	" " "	1,747 61

†Granted under Act prior to 1906.

**Deceased before deficit to Fund was paid.

*Deceased.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
††523—2987:	Margaret C. J. Titus, Frankford Township, Sussex Co..	\$313 80	Dec. 12, 1913	\$99 07
524—9644:	Eliza Elzira Snook, Montague Township, Sussex Co.	250 00	" " "	888 01
525—1257:	William D. Heyer, Elizabeth, Union Co.	650 00	" " "	1,397 91
526—2341:	Laura V. Fortiner, Collingswood Borough, Camden Co.	354 00	Mar. 20, 1914	1,161 16
527—454:	Margaret A. Day, Newark, Essex Co.	650 00	" " "	2,132 08
528—1531:	Sara B. Biddick, Jersey City, Hudson Co.	650 00	" " "	851 66
529—1692:	Mary B. Anderson, Jersey City, Hudson Co.	650 00	" " "	2,132 08
530—1712:	Kate Cringle, Jersey City, Hudson Co.	650 00	" " "	2,132 08
531—1797:	Jennie M. Fields, Jersey City, Hudson Co.	650 00	" " "	2,132 08
532—1199:	Mary J. Maloney, Paterson, Passaic Co.	547 20	" " "	1,794 88
533—2320:	Susie P. Struthers, Landis Township, Cumberland Co..	472 20	June 12, 1914	1,439 62
534—449:	Nellie B. Thompson, Newark, Essex Co.	650 00	" " "	1,982 04
535—726:	Caroline D. Schieck, Newark, Essex Co.	648 00	" " "	1,975 86
536—1440:	Lydia K. Ennis, Jersey City, Hudson Co.	650 00	" " "	1,982 04
537—1609:	Abner D. Joslin, Jersey City, Hudson Co.	650 00	" " "	1,982 04
538—1713:	Jane V. Horsley, Jersey City, Hudson Co.	650 00	" " "	1,982 04
539—1718:	Emma L. Ballou, Jersey City, Hudson Co.	650 00	" " "	1,982 04
540—6413:	Ella T. E. Schomp, Clinton Town, Hunterdon Co.	376 20	" " "	1,147 14
541—1348:	Maria M. Sherrad, Trenton, Mercer Co.	505 08	" " "	1,540 08
542—3331:	Lottie C. Slocum, Spring Lake Borough, Monmouth Co....	396 00	" " "	1,207 44
543—1184:	Albert F. Chadwick, Paterson, Passaic Co.	650 00	" " "	773 16
544—1226:	Carrie D. Bristol, Paterson, Passaic Co.	510 00	" " "	1,555 20
545—2303:	Mary L. H. Smick, Quinton Township, Salem Co.	250 00	" " "	762 24
546—1240:	Jennie S. Johnson, Elizabeth, Union Co.	650 00	" " "	1,982 04
547—203:	Alice W. Lansing, Plainfield, Union Co.	567 00	" " "	1,728 90
548—4330:	Grace F. Harned, Westfield Town, Union Co.	480 00	" " "	1,463 58
549—3036:	Mary C. Field, Trenton State Normal and Model Schools.	650 00	" " "	1,982 04
550—308:	Mrs. Abbie DuBois, Camden City, Camden Co.	468 00	Sept. 18, 1914	1,302 38
551—828:	Laura M. Fithian, Camden City, Camden Co.	438 00	" " "	1,218 90
552—863:	Hattie A. Lewis, Camden City, Camden Co.	438 00	" " "	123 90
553—895:	Mary N. Chambers, Camden City, Camden Co.	477 00	" " "	1,327 42
554—909:	Elizabeth F. Morris, Camden City, Camden Co.	468 00	" " "	1,302 38
555—3271:	Arabella Strang, Camden City, Camden Co.	650 00	" " "	1,808 86
556—403:	Elizabeth Leyden, Newark, Essex Co.	650 00	" " "	1,808 86

*Deceased.

†††No. 523 resumed teaching April 6, 1914, and payment of her annuity was suspended.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
557— 773:	Anna L. Garrabrant, Newark, Essex Co.	\$650 00	Sept. 18, 1914	\$1,808 86
558—2944:	Amy Simpson, Newark, Essex Co.	650 00	" " "	1,808 86
559—1592:	Grace Van Gelder, Jersey City, Hudson Co.	650 00	" " "	1,808 86
560— 969:	Marie Lutkemann, Town of Union, Hudson Co.	650 00	" " "	1,808 86
561—1377:	Sara E. Hagaman, Trenton, Mercer Co.	565 20	" " "	1,572 87
562—4350:	Everett C. Brainard, Denville, Morris Co.	370 20	" " "	1,030 21
563— 129:	Hattie C. Youngblood, Morris-town, Morris Co.	480 00	" " "	1,335 78
564—6751:	Ella C. Bloom, Passaic Town-ship, Morris Co.	414 00	" " "	1,152 10
565—2097:	Mary M. Vreeland, Cranford Township, Union Co.	582 00	" " "	1,619 62
566—1250:	Frances T. Mackey, Elizabeth, Union Co.	498 00	" " "	1,385 86
567—1767:	Mary H. von Gottschalck, Jersey City, Hudson Co. ...	650 00	Oct. 10, 1914	759 84
568—4038:	Mrs. Rose A. Grady, Jersey City, Hudson Co.	596 16	" " "	1,624 20
569—5522:	Florence Agnes Nelson, At-lantic City, Atlantic Co....	650 00	Dec. 17, 1914	1,649 92
570— 742:	Lurena Dey, Newark, Essex Co.	650 00	" " "	1,649 92
571—4681:	Ida Louise Wilcox, Montclair Town, Essex Co.	267 28	" " "	54 97
572— 967:	James W. Phelan, Town of Union, Hudson Co.	650 00	" " "	837 42
573—4023:	Elizabeth A. Brown, Trenton, Mercer Co.	547 20	" " "	1,388 98
574—2350:	Laura N. Wilson, New Bruns- wick, Middlesex Co.	447 00	" " "	1,134 63
575—1173:	Margaret C. Houston, Pater- son, Passaic Co.	600 00	" " "	1,523 00
576—7065:	Mrs. Harriet Evans, State Home for Girls, Trenton...	250 00	" " "	634 57
577—2947:	Helen Marie Bleakly, Camden City, Camden Co.	600 00	Mar. 19, 1915	1,369 71
578—2052:	Sarah H. Thompson, Oaklyn Borough, Camden Co.	430 20	" " "	982 08
579— 650:	Abbie J. Hopppaugh, Newark, Essex Co.	650 00	" " "	1,483 86
580— 738:	Joseph L. Terwilliger, New- ark, Essex Co.	650 00	" " "	1,483 86
†581—1933:	Nellie P. McCain, Hoboken, Hudson Co.	583 28	Apr. '1, 1915	1,312 38
582—1756:	Clara A. Pendleton, Jersey City, Hudson Co.	650 00	Mar. 19, 1915	1,483 86
583— 24:	Stephen Higginson, Raritan Township, Monmouth Co....	351 00	" " "	801 28
†584— 118:	Edgar W. Polhemus, Dover Township, Ocean Co.	247 48	Apr. 1, 1915	556 83
585—2314:	Elizabeth English, Atlantic City, Atlantic Co.	290 40	June 11, 1915	595 90
586—6931:	Thomas W. Hartman, Pleas- antville City, Atlantic Co..	650 00	" " "	358 82
587—2900:	Mrs. Ellen M. M. Aitken, Chester Township, Burling- ton Co.	525 60	" " "	1,078 56
588—2016:	Mrs. Laura A. McKalg, Sea Isle City, Cape May Co....	387 00	" " "	794 14
589—5321:	George W. Bowman, Downe Township, Cumberland Co..	570 00	" " "	1,169 65
590— 551:	Anna C. Dunnell, Newark, Es- sex Co.	650 00	" " "	1,333 82
591— 927:	Emma J. Baker, Orange, Es- sex Co.	474 52	" " "	973 74

†Granted under Act prior to 1906.

*Deceased.

COMMISSIONER OF EDUCATION.

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Annuity and Membership Numbers.	Name, District and County Re- tired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
†592—1886:	Clara M. Ward, Hoboken, Hudson Co.	\$585 68	July 1, 1915	\$1,171 36
593—1911:	Sophie G. Schrader, Hoboken, Hudson Co.	650 00	June 11, 1915	1,333 82
594— 259:	Edward Kernan, Weehawken, Hudson Co.	650 00	" " "	1,333 82
595—6787:	Mrs. Nellie Heisley, Red Bank, Monmouth Co.	445 20	" " "	212 47
596— 323:	David Davis, Shrewsbury Township, Monmouth Co. . .	550 92	" " "	1,130 51
597—5190:	Henry W. Sterner, Union Township, Ocean Co.	540 00	" " "	1,108 10
598—1273:	Louise E. Braun, Elizabeth, Union Co.	650 00	" " "	1,333 82
599—2051:	Anna Hudson, Galloway Town- ship, Atlantic Co.	327 40	Sept. 17, 1915	584 59
600— 312:	Mary Hawkins Locke, Camden City, Camden Co.	474 00	" " "	846 37
601— 825:	Clara R. Titus, Camden City, Camden Co.	650 00	" " "	1,160 64
602— 851:	Laura A. Pike, Camden City, Camden Co.	474 00	" " "	846 37
603— 869:	Alfarata B. Sharp, Camden City, Camden Co.	441 00	" " "	787 45
604—3472:	Clara Louise Mulliner, Camden City, Camden Co.	600 00	" " "	1,071 35
605—5590:	Lillian M. Thompson, Camden City, Camden Co.	474 00	" " "	846 37
606— 320:	Mary T. Whittington, Glou- cester City, Camden Co. . .	567 00	" " "	1,012 43
607—2379:	Charles Tomlin, Middle Town- ship, Cape May Co.	378 00	" " "	674 95
608— 512:	Fanny Lee Buchanan, Newark, Essex Co.	650 00	" " "	1,160 64
†609— 627:	Helen Herbst, Newark, Essex Co.	594 00	Oct. 1, 1915	1,039 50
610—2164:	John H. Tharp, Mantau Township, Gloucester Co. . .	448 96	Sept. 17, 1915	801 67
611— 276:	Lydia Gibson Pierson, Wood- bury, Gloucester Co.	321 00	" " "	573 17
612— 922:	Henry E. Harris, Bayonne, Hudson Co.	650 00	" " "	1,160 64
613—1521:	Edith L. Childs, Jersey City, Hudson Co.	650 00	" " "	1,160 64
614—1564:	Alida Outwater, Jersey City, Hudson Co.	650 00	" " "	1,160 64
615—1570:	Mrs. Susan Clarke, Marvin, Jersey City, Hudson Co. . . .	650 00	" " "	1,160 64
616—1697:	Nellie C. Dutch, Jersey City, Hudson Co.	650 00	" " "	1,160 64
617—1698:	Ida M. Falkenbury, Jersey City, Hudson Co.	650 00	" " "	1,160 64
618—1701:	Harriet A. Ward, Jersey City, Hudson Co.	650 00	" " "	1,160 64
619—1714:	Eva Hilton Lott, Jersey City, Hudson Co.	650 00	" " "	1,160 64
620—3128:	Fannie Powell, Hamilton Township, Mercer Co.	373 80	" " "	667 46
621—3627:	Frederic W. Eveleth, Jersey City, Hudson Co.	650 00	" " "	1,160 64
622—3673:	Langdon S. Thompson, Jersey City, Hudson Co.	650 00	" " "	1,160 64
623—5774:	Dena Clayton, Marlboro Town- ship, Monmouth Co.	318 00	" " "	567 82
624— 130:	Mary L. Lindabery, Wharton Borough, Morris Co.	360 00	" " "	642 81
625—2242:	Addie Mary Reilly, Wharton Borough, Morris Co.	390 00	" " "	696 38
626— 86:	Winfield Irons, Dover Town- ship, Ocean Co.	315 00	" " "	562 46

†Granted under Act prior to 1906.

*Deceased.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Re- tired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
627—3509:	Emma C. Spencer, Passaic City, Passaic Co.	\$498 00	Sept. 17, 1915	\$889 23
628—2895:	Myra E. Drake, Hardyston Township, Sussex Co.	312 00	" " "	557 10
629— 208:	Louise Wood (Mrs. Harmon Louise Wood Spear), Plain- field, Union Co.	558 00	" " "	996 36
630— 211:	Millicent E. Humpston, Plainfield, Union Co.	650 00	" " "	1,160 64
631— 337:	James E. Demarest, New Bar- badoes Township, Bergen Co.	650 00	Dec. 10, 1915	1,012 38
632—3116:	Lizzie H. Lummis, Camden City, Camden Co.	440 00	" " "	691 53
633—4671:	Maria Dupont Whitaker, Wins- low Township, Camden Co..	250 00	" " "	389 36
634— 544:	Mary R. Bird, Newark, Essex Co.	650 00	" " "	1,012 38
635— 644:	Evelyn S. Symons, Newark, Essex Co.	650 00	" " "	418 76
636—6633:	Cornelius S. Thacher, Newark, Essex Co.	650 00	" " "	1,012 38
637— 25:	Theodore Fleetwood, Westville Borough, Gloucester Co..	650 00	" " "	1,012 38
638—1001:	Hannah E. Wilson, Bayonne, Hudson Co.	650 00	" " "	1,012 38
639—1941:	Sarah H. Michell, Hoboken, Hudson Co.	650 00	" " "	1,012 38
640—1429:	Teresa Coppinger, Jersey City, Hudson Co.	650 00	" " "	1,012 38
641—1491:	Alice P. M. Ashhurst, Jersey City, Hudson Co.	650 00	" " "	1,012 38
642—1510:	Katharine A. Young, Jersey City, Hudson Co.	650 00	" " "	1,012 38
643—1528:	Julia A. Minihan, Jersey City, Hudson Co.	650 00	" " "	1,012 38
644—1678:	Mrs. Martha F. Coleman, Jer- sey City, Hudson Co.	650 00	" " "	1,012 38
645—1300:	Elizabeth R. Blair, Trenton, Mercer Co.	650 00	" " "	1,012 38
646—2913:	Mrs. Anna Williams, North Brunswick Township, Mid- dlesex Co.	324 00	" " "	504 62
647— 108:	Albert Robinson, Upper Free- hold Township, Monmouth Co.	600 00	" " "	934 50
648— 109:	Ella M. Newell, Upper Free- hold Township, Monmouth Co.	300 00	Dec. 10, 1915	467 24
649— 110:	Mrs. Elizabeth P. Ford, Upper Freehold Township, Mon- mouth Co.	300 00	" " "	467 24
650—4558:	Stacy B. Emmons, Roxbury Township, Morris Co.	477 00	" " "	742 92
651—1102:	Katharine C. Meegan, Pater- son, Passaic Co.	650 00	" " "	1,012 38
652—5859:	William J. Ayres, Franklin Township, Somerset Co. ...	273 60	" " "	426 12
653—2245:	Chauncey D. Greene, Harring- ton Township, Bergen Co..	522 00	Mar. 17, 1916	672 52
654— 743:	Isabel Hampton, Newark, Es- sex Co.	650 00	" " "	837 42
655— 754:	E. Jane Peer, Newark Essex Co.	650 00	" " "	837 42
656—3424:	Lucasta C. Baldwin, Newark, Essex Co.	650 00	" " "	837 42
†657—1914:	Mary C. Applegate Hoboken, Hudson Co.	591 00	Apr. 1, 1916	738 75
†658—1931:	Angelina Burnett, Hoboken, Hudson Co.	586 88	" " "	733 60
†659—1939:	Isabel E. Jackson, Hoboken, Hudson Co.	586 88	" " "	733 60

†Granted under Act prior to 1906.

*Deceased.

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Annuity and Membership Numbers.	Name, District and County Re- tired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
660—1672:	Isabella Westcott, Jersey City, Hudson Co.	\$650 00	Mar. 17, 1916	\$154 86
661—1800:	Barbara McGowan, Jersey City, Hudson Co.	650 00	" " "	282 76
†662—1057:	Martha T. Johnston, Paterson, Passaic Co.	594 00	Apr. 1, 1916	742 50
663— 704:	Alice M. Fletcher, Newark, Essex Co.	650 00	June 9, 1916	687 38
664—3100:	Annie Shreve Burgyes, New- ark, Essex Co.	650 00	" " "	687 38
665— 961:	Jennie S. Currey, Town of Union, Hudson Co.	650 00	" " "	62 30
666—7305:	Mary Phillips (Mrs. Louis La- baw), Hopewell Township, Mercer Co.	430 80	" " "	455 58
667—3983:	Mary Elizabeth Vaughan, Perth Amboy, Middlesex Co. 668—7497: Carrie O. Jacques, Roosevelt Borough, Middlesex Co.	650 00 393 00	" " " " " "	199 88 415 59
669—1120:	Adeline E. Smith, Paterson, Passaic Co.	612 00	" " "	647 19
670— 159:	Mrs. M. Virginia Bronson, Salem City, Salem Co.	300 00	" " "	317 24
671—2328:	Minnie L. Taylor, Summit City, Union Co.	650 00	" " "	687 38
672—2013:	Elizabeth Stryker, Westfield Town, Union Co.	580 20	" " "	613 56
673— 889:	Annie L. Morton, Camden City, Camden Co.	450 00	Sept. 15, 1916	355 98
674— 327:	Emma W. Middleton, Haddon- field Borough, Camden Co..	432 00	" " "	341 74
675— 300:	Eliza Howe Gilbert, Montclair Town, Essex Co.	650 00	" " "	514 20
676— 469:	Emma F. Woodward, Newark City, Essex Co.	650 00	" " "	514 20
677— 476:	Linda M. Geraghty, Newark City, Essex Co.	650 00	" " "	514 20
678— 680:	Emma F. Baldwin, Newark City, Essex Co.	650 00	" " "	514 20
679— 684:	Agnes B. Clarke, Newark City, Essex Co.	650 00	" " "	514 20
680— 948:	Amelia Douglas, Orange City, Essex Co.	480 00	" " "	379 72
681—2003:	Emma J. Bainbridge, Newark City, Essex Co.	650 00	" " "	514 20
682—2178:	Almeda M. Olds, Newark City, Essex Co.	650 00	" " "	514 20
†683—1915:	Lavina Reid, Hoboken City, Hudson Co.	594 00	" " "	445 50
684—1645:	Jane Eleanor Pearson, Jersey City, Hudson Co.	650 00	" " "	514 20
685—1715:	Clara Post, Jersey City, Hud- son Co.	650 00	" " "	514 20
686—1799:	Louisa M. Goetze, Jersey City, Hudson Co.	650 00	" " "	514 20
687—2549:	Mrs. Bessie D. Sked, Hopewell Township, Mercer Co.	330 00	" " "	261 06
688—1400:	Frances K. Peters, Trenton City, Mercer Co.	650 00	" " "	514 20
689—7072:	Jennie M. Strong, Atlantic Township, Monmouth Co....	384 00	" " "	303 78
690—5180:	Elizabeth Benard, Neptune Township, Monmouth Co....	480 00	" " "	379 72
691—5181:	Mrs. Hannah A. B. Stout, Neptune Township, Mon- mouth Co.	480 00	" " "	379 72
692— 376:	Elizabeth Thorpe, Passaic City, Passaic Co.	594 00	" " "	469 90

†Granted under Act prior to 1906.

*Deceased.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
693—1086:	Jessie F. Day, Paterson City, Passaic Co.	\$510 00	Sept. 15, 1916	\$403 45
694—1159:	Jane Neer, Paterson City, Passaic Co.	510 00	" " "	403 45
695—4757:	J. Harry Smith, Oldmans Township, Salem Co.	459 00	" " "	363 10
696—5214:	Alfarata Dilks, Pilesgrove Township, Salem Co.	345 00	" " "	272 92
697— 173:	Anna Coombs, Salem City, Salem Co.	435 00	" " "	344 11
698—1243:	Matilda B. Fallon, Elizabeth City, Union Co.	535 20	" " "	423 39
699—1259:	Emily A. Cheney, Elizabeth City, Union Co.	510 00	" " "	403 45
700—3356:	George P. Albright, Rahway City, Union Co.	650 00	" " "	514 20
701—3500:	Georgia Morris, Atlantic City, Atlantic Co.	582 00	Dec. 8, 1916	\$27 66
702—1954:	Ida T. Ware, Bridgeton City, Cumberland Co.	408 00	" " "	229 69
703— 779:	Ada E. Sargeant, Newark, Essex Co.	650 00	" " "	365 94
704—7198:	Elizabeth Wyckoff, Newark City, Essex Co.	650 00	" " "	365 94
705—1518:	Stella Stanley, Jersey City, Hudson Co.	650 00	" " "	365 94
706—1533:	Elizabeth S. McGown, Jersey City, Hudson Co.	650 00	" " "	365 94
707—3053:	James E. White, Town of Union, Hudson Co.	650 00	" " "	365 94
708—2790:	May Schall, Trenton City, Mercer Co.	493 68	" " "	277 94
709—1136:	Josephine Conwell, Paterson, Passaic Co.	650 00	" " "	365 94
710—5785:	George Oliver Nelson, Pompton Township, Passaic Co.	650 00	" " "	365 94
711—6245:	Mrs. Harriet A. L. Clapp, New Barbadoes Township, Bergen Co.	474 00	Mar. 16, 1917	137 97
712— 549:	Kate L. Bristol, Newark City, Essex Co.	650 00	" " "	189 20
713— 720:	Arnold Voget, Newark City, Essex Co.	650 00	" " "	189 20
714—1664:	Bessie L. De Motte, Jersey City, Hudson Co.	650 00	" " "	189 20
715—13521:	Mrs. Alice Mary Eckoff, Newark City, Essex Co.	627 60	" " "	182 69
716— 649:	S. Fannie Carter, Newark City, Essex Co.	650 00	Apr. 20, 1917	126 38
717—3169:	Mrs. Mary L. Metz, Jersey City, Hudson Co.	650 00	" " "	126 38
718—2764:	Thomas L. Walters, South Bound Brook Borough, Somerset Co.	558 00	" " "	108 49
719—3477:	Mrs. Isabel B. Huff, Perth Amboy City, Middlesex Co.	555 60	" " "	108 06
720— 831:	Mary A. Burrough, Camden City, Camden Co.	650 00	June 15, 1917	26 70
721— 891:	Elizabeth A. Cassidy, Camden City, Camden Co.	650 00	" " "	26 70
722— 872:	Kate F. Dinan, Camden City, Camden Co.	650 00	" " "	26 70
723— 833:	Anna Holland, Camden City, Camden Co.	468 00	" " "	19 23
724—1909:	Ellnor G. Howard, Hoboken City, Hudson Co.	650 00	" " "	26 70
725—3464:	Anna Johntra, Camden City, Camden Co.	650 00	" " "	26 70

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1917.
726— 866:	Margaret T. Magee, Camden City, Camden Co.	\$650 00	June 15, 1917	\$26 70
727—1453:	Anna J. Mahlstedt, Jersey City, Hudson Co.	650 00	" " "	26 70
728— 71:	Fannie DeWitt Person, Belvidere Town, Warren Co.	360 00	" " "	14 79
729—2030:	Lester L. Rosenkrans, Leonia Borough, Bergen Co.	650 00	" " "	26 70
730—2219:	Elizabeth M. Stanger, Ridgewood Township, Bergen Co.	484 20	" " "	19 89
Totals to June 30, 1917..730.....		\$340,570 54		\$1,627,860 95
Averages		466 53		2,299 94

†Granted under Act prior to 1906.

††Granted under Act of 1906.

All other annuities granted under Act of 1907.

*Deceased.

**Deceased before deficit to fund was paid.

***Deceased before annuity began to accrue.

†Balance due estate of deceased annuitant.

STATISTICS IN RE ANNUITIES GRANTED FROM BEGINNING TO JUNE 30, 1917.

	Men.	Women.	Total.
Number of annuities granted	114	616	730
Annual value of annuities...	\$54,477.08	\$286,093.40	\$340,570.48
Average annual value.....	477.86	464.43	466.53
Total paid to Fund.....	48,434.13	257,216.90	305,651.03
Average paid to Fund.....	424.86	417.55	418.70
Total received from Fund...	235,065.60	1,392,734.95	1,627,800.55
Average received from Fund	2,061.97	2,260.93	2,229.86

DECEASES.

	Men.	Women.	Total.
Deceases	39	132	171
Annual value of annuities...	\$18,521.92	\$54,584.92	\$73,106.84
Average annual value.....	474.92	413.52	427.52
Total paid to Fund.....	14,892.78	41,297.01	56,189.79
Average paid to Fund.....	381.86	312.85	328.59
Total received from Fund...	64,588.74	221,123.12	285,711.86
Average received from Fund	1,656.12	1,675.17	1,670.82

ANNUITANT RESUMED TEACHING.

Annuitant No. 523, resumed teaching; annuity suspended	\$313.80	\$313.80
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SCHOOL REPORT.

ANNUITIES IN FORCE JUNE 30, 1917.

	Men.	Women.	Total.
Annuities in force June 30, 1917	75	483	558
Total annual value.....	\$35,955.16	\$231,194.68	\$267,149.84
Average annual value.....	479.40	478.66	478.76

APPLICATIONS FOR ANNUITY PENDING JUNE 30, 1917.

At the close of the last fiscal year, June 30, 1917, 31 applications for annuity were under consideration by the Board of Trustees. Those entitled to the State half-pay pension are indicated by a dagger (†); those not entitled to the State pension are indicated by a double dagger (††); those applying under Acts prior to 1906 are indicated by an asterisk (*); all applications not indicated by an asterisk are under the Act of 1907.

Number, Name, District and County.	Date Filed with Secretary.	Amount of Annuity.	Eligible to State Pension.
††5518—Elizabeth C. Allen, Atlantic City, Atlantic Co.	April 16, 1917	\$650 00	No.
†2020—Mrs. Anna F. Barber, Pennsgrove Borough, Salem Co.	May 23, 1917	262 20	\$218 50
†1733—Kate R. Carlin, Jersey City, Hudson Co.	May 15, 1917	650 00	1,000 00
†2074—Clara P. Correll, Phillipsburg, Warren Co.	May 21, 1917	450 00	375 00
††271—Alice R. Emmel, Haledon Borough, Passaic Co.	May 17, 1917	464 20	No.
†† 184—Emma C. Faussett, Trenton, Mercer Co.	Feb. 27, 1917	606 00	No.
†* 168—J. R. Fitzer (Act of 1896), Jersey City, Hudson Co.	Nov. 18, 1916	594 00	1,500 00
†1907—Virginia Harry, Hoboken, Hudson Co.	Dec. 8, 1916	650 00	750 00
†756—Caroline A. Ingalsbe, Newark, Essex Co. (Reapplication)	May 22, 1917	650 00	650 00
†2046—Sarah C. McCurdy, Keyport Borough, Monmouth Co.	May 24, 1917	360 00	300 00
†2408—Ella McDanolds, Cranford Township, Union Co.	May 23, 1917	589 20	491 00
††7505—Agnes R. Moore, Red Bank Borough, Monmouth Co.	Mch. 28, 1917	600 00	No.
†297—Caroline M. Moorhouse, Somerville Borough, Somerset Co.	April 2, 1917	414 00	345 00
†1078—Margaret M. E. Phelan, Paterson, Passaic Co.	Feb. 14, 1917	450 00	375 00
†1140—E. Louise Pulver, Paterson, Passaic Co.	Nov. 16, 1916	540 00	450 00
†1479—Agnes R. Reilly, Jersey City, Hudson Co.	May 16, 1917	650 00	724 50
†1—Elijah D. Riley, Absecon City, Atlantic Co.	May 24, 1917	549 00	457 50
†69—Tillie G. Rittenhouse, Belvidere Town, Warren Co.	Nov. 15, 1916	360 00	300 00
†1556—Sara Sickels, Jersey City, Hudson Co.	May 23, 1917	650 00	720 00
††1508—Sue W. Silcox, Jersey City, Hudson Co.	May 21, 1917	650 00	No.
† 170—Sara A. Smith, Salem City, Salem Co.	Feb. 28, 1917	540 00	450 00
†5188—Julia F. Steelman, Galloway Township, Atlantic Co.	May 24, 1917	379 80	316 50

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Number, Name, District and County.	Date Filed with Secretary.	Amount of Annuity.	Eligible to State Pension.
†2004—Herman A. Stees, Burlington Co. Superintendent	July 25, 1916	650 00	415 76
††4735—Mrs. Adeline K. Stilwell, Red Bank Borough, Monmouth Co.	Dec. 20, 1916	540 00	No.
†1256—Anna L. Tucker, Elizabeth, Union Co.	May 21, 1917	650 00	617 50
†4138—Mrs. Helen G. Smith Ulmer, Atlantic City, Atlantic Co. (Reapplication)	May 24, 1917	650 00	600 00
†222—Georgia T. Underhill, Rahway City, Union Co. (Third application)...	May 15, 1917	450 00	375 00
†2267—Mrs. Lelia B. Valentine, Millville City, Cumberland Co.	Nov. 3, 1916	360 00	300 00
†2151—Wilbur Watts, Burlington City, Burlington Co.	May 11, 1917	650 00	850 00
††3214—Blanche L. Weldon, Montgomery Township, Somerset Co.	May 21, 1917	378 00	No.
††5276—Mrs. Henrietta Wolfe, West Deptford Township, Gloucester Co. (Reapplication)	May 20, 1917	350 00	No.
Totals .....31.....		\$16,376 40	\$13,581 26
Averages		528 27	(23) 590 48

†Entitled to State half-pay pension.

††Not entitled to State pension.

†*Application under Act prior to 1906; all applications not indicated by an asterisk are under Act of 1907.

†23 of the 31 applicants are entitled to a State half-pay pension averaging \$590.48; these are indicated by a dagger (†).

††8 applicants not entitled to State half-pay pension; these are indicated by a double dagger (††).

SYNOPSIS OF BUSINESS OF FISCAL YEAR 1916-1917.

The operations of the year which ended June 30, 1917, may be summarized as follows: Receipts, \$276,953.41, of which interest contributed \$17,245.55, enough to pay 69 annuities of \$250.00 each. Legacies, bequests and gifts amounted to \$4,069.20. (Note—The above receipts do not include \$37,000.00 received on account of investments.) Disbursements were \$258,015.82, of which \$256,542.57 was for annuities. (Note—The aforesaid disbursements do not include \$35,000.00 invested on bond and mortgage; \$30,000.00 at six per cent., \$5,000.00 at five per cent.) The surplus on the year's business was \$18,937.59. Fifty-eight annuities were granted; total annual value, \$33,339.28; average, \$574.81. Seven annuities were granted to men; total annual value, \$4,267.00; average, \$609.57. Fifty-one annuities were granted to women; total annual value, \$29,072.28; average, \$570.04. All but one of the fifty-eight annuities were granted under the Act of 1907. Five of the Act of 1907 annuities paid their deficit in a lump sum; 52 took advantage of that clause of Section 217, Article XXV., School Law, which permits the deficit to be liquidated by the accruing annuity. The law provides that all annuities granted under Acts prior to 1907 shall pay their deficit in cash before any payment may be made to the annuitant. Forty-five of the 58 annuities granted in 1916-17, averaging \$578.95, were entitled, also, to a State pension averaging \$580.34, making

\$1,159.29 their total entire average retiring allowance. The average retiring allowance (Retirement Fund annuity) of the 13 not entitled to a State pension was \$560.48. Twenty annuities deceased in 1916-'17; total annual value, \$9,102.08; average, \$445.10. The 1916-17 decedents paid to the Fund an average of \$394.87, and received therefrom an average of \$2,703.18. One annuity, #523, \$313.80, resumed teaching in April, 1914; payment of annuity was suspended; this annuity was deducted from the 1913-'14 statistics. The net 1916-'17 increase in annuity obligations was \$24,237.20. Twenty-three applications were rejected because the applicants had not proved to the satisfaction of the Board of Trustees that they were permanently incapacitated; this question is dealt with more fully later, under the head "Rejected Applications." At the close of business June 30, 1917, thirty-one applications (see table) were pending action by the Trustees; total annual value, \$16,432.40; average, \$530.07. On the same date, 558 annuities were in force; total annual value \$267,149.84; average, \$478.76. Assets, \$484,247.52; annuities and expenses paid to midnight June 30, 1917.

RECAPITULATION FROM BEGINNING TO JUNE 30, 1917.

The Teachers' Retirement Fund became a part of New Jersey's Public School System by virtue of Chapter 32, page 58, Laws of 1896, (enacted March 11th), six times amended and re-enacted, and has always been included in the School Law. The latest revision is Chapter 139, page 365, Laws of 1907, Article XXV., School Law, (enacted May 7th). The first appropriation made by the State to pay the administrative expenses of the Fund was Chapter 95, page 194, Laws of 1905, providing \$1,500.00, which became available for the year that began November 1, 1906.

The Constitutionality of the "by virtue of appointment" provision, (Section 221, Division IV., Chapter 139, page 165, Laws of 1907; Article XXV., School Law), was sustained by the case of Myrtle Allen vs. the Passaic City Board of Education, in the District Court, the Supreme Court, and the Court of Errors and Appeals. The case is reported in the Advance Programs of the New Jersey State Teachers' Association for 1910 and 1911, and in the Annual Reports of the same organization for 1910 and 1912.

To June 30, 1917, seven hundred and thirty teachers had been granted annuities, aggregating a total annual value of \$340,570.48; averaging \$466.53, and had received benefits totaling \$1,627,800.55, averaging \$2,229.86. Of the 730 annuities granted, 114 were to men, total annual value, \$54,477.08; average, \$477.86; total received from Fund, \$235,065.60; average, \$2,061.97; while 616 annuities had been granted to women; total annual value, \$286,093.40; average, \$464.43; total received from Fund, \$1,392,734.95; average, \$2,260.93. One hundred and seventy-one annuities had deceased; total annual value,

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\$73,106.84; average, \$427.52; these had paid to the Fund an average of \$328.59, and had received therefrom an average of \$1,670.82. Annuity #523, \$313.80, had resumed teaching, and payment of annuity suspended. Five hundred and fifty-eight annuities were in force June 30, 1917; total annual value, \$267,149.84; average, \$478.76. Total rebates paid, \$1,208.32. Assets, June 30, 1917: Investments, \$264,750.00; cash in bank, \$219,497.52; total, \$484,247.52; annuities and expenses paid in full to date. Total cash raised by Fund to June 30, 1917, (Approx.), \$2,131,000.00. Receipts from bequests, legacies and gifts, \$7,716.92; receipts from bazaars, fairs, excursions, entertainments, etc., \$31,220.49; of this total amount, (\$38,937.41,) \$33,445.82 was contributed prior to January 1, 1906. All such moneys, including legacies, bequests and gifts, go into the invested permanent principal, and, therefore, by the process of compound interest, have practically doubled, so it is safe to assume that of the Fund's present net assets, \$484,247.52, above \$75,000.00 must be credited to the proceeds of fairs, entertainments, legacies, gifts, etc., with compound interest thereon.

BALANCES DUE ESTATES OF DECEASED ANNUITANTS
JUNE 30, 1917.

The following statement, which is corrected annually, shows balances due estates of deceased annuitants on June 30th, last, the end of the fiscal year. Some of the items are in process of settlement. Some have not been claimed, though this Board immediately on learning of a decease, seeks the nearest of kin and does all in its (the Board's) power to enable them to collect. In most of the above-reported cases, there has been no response to the inquiries. In the "List of Beneficiaries," each of the above-named deceased annuitants is charged, under "Total Recd. from Fund," with the balance due the estate.

NUMBER AND NAME.		DATE OF DECEASE.	BALANCE DUE ESTATE.
No. 3—	Abby M. Munn.....	Apr. 8, 1913	\$8.16
27—	Janet F. Wright.....	Nov. 14, 1912	30.26
52—	Emma L. Hodgkins.....	Jan. 22, 1917	14.92
81—	Anna R. Johnson.....	Feb. 9, 1908	27.20
112—	Emily B. Fithian.....	July 26, 1916	17.63
117—	Mrs. Mary Louise Keating.....	July 22, 1907	22.66
124—	Anna A. Baldwin.....	Feb. 5, 1917	31.72
126—	Lucinda I. Ellis.....	Oct. 11, 1914	7.45
156—	Martha M. Putnam.....	Nov. 10, 1912	28.94
166—	Mary Louise Vreeland.....	Jan. 18, 1916	27.81
238—	Anna L. Holcomb.....	Sep. 2, 1915	74.68
328—	Samuel D. Wiseman.....	Jan. 9, 1917	9.91
374—	Mrs. Caroline E. Thomas.....	June 19, 1917	131.92
463—	Mrs. Caroline Cave Shepard....	Apr. 17, 1917	30.26
Totals—14			<u>\$463.52</u>

BEQUESTS, LEGACIES AND GIFTS.

Following is a schedule of legacies and gifts to June 30, 1917:—	
1899—Henry E. Harris, Bayonne, Hudson Co.; gift.....	\$50.00
1900—Emily S. Sayre, annuitant, Woodstown, Salem Co.; legacy; half her estate.....	2,285.74
1902—Mary G. Lindsley, annuitant, Morristown, Morris Co.; gift; balance of annuity due estate; Thro. her sister, Miss H. Anna Lindsley.....	33.00
1905—Carrie B. Runyon, annuitant, Plainfield, Union Co.; legacy	100.00
1908—Lydia V. Marden, annuitant, Trenton, Mercer Co.; legacy; ten shares of stock of New Jersey Interstate Fair Association, par value, \$10.00.....	100.00
1912—Edward Kelly, annuitant, Jersey City, Hudson Co.; legacy	500.00
1912—Rachel H. Strong, annuitant, Waterford Tp., Camden Co.; gift; balance annuity due estate; Thro. Miss Sarah E. Wilson, of Westmont.....	1.61
1913—Minnie Whitehead, annuitant, Rahway, Union Co.; gift; balance annuity due estate; Thro. Miss Adelia Oppelt, executrix	36.43
1914—Alex. P. Kerr, annuitant, Lambertville, Hunterdon Co.; gift; balance annuity due estate; Thro. Miss Annie F. Stout	32.04
1914—Lizzie H. Kaighn, annuitant, Camden, Camden Co.; legacy	500.00
1915—Clara V. Havens, annuitant, Hoboken, Hudson Co.; gift; balance annuity due estate; Thro. Miss Louise S. Winter, executrix	8.90
1917—Jessie B. Mikels, annuitant, Newark, Essex Co.; legacy; one-third her residuary estate; Lathrop Anderson, executor	3,069.20
Mrs. Elizabeth Hughes Tatler, Trenton, Mercer Co.; member of Fund; legacy.....	1,000.00
Total	\$7,716.92

PROCEDURE IN GRANTING ANNUITY—REJECTED
APPLICATIONS.

(Note—The word “annuity” refers always to the Retirement Fund annuity; the word “pension,” to the State Thirty-five Years’ Half-pay pension.)

Section 217 of the School Law, provides the following legal requirements for eligibility for annuity from the Teachers’ Retirement Fund: (1) The applicant shall be a member of the Fund; (2) The applicant shall have been employed at least twenty years in New Jersey’s public school system; (3) The applicant shall in the judgment of the Board of Trustees of the Fund have become permanently incapacitated for further service in said system.

The law vests in the said Board of Trustees the verdict as to legal eligibility to annuity, subject to appeal to the State Board of Education.

Each application for annuity must include the applicant's affidavit that he or she deems himself or herself to be permanently incapacitated. Each application, after being presented to the Board, is referred for investigation to a committee of three Trustees, who report their findings to the next quarterly meeting. Before an application can be considered by the Board of Trustees, the applicant must be examined by a physician employed and paid by this Board, which physician is required to make a detailed written and sworn-to report of his examination, by which report the Trustees must, necessarily, be guided in a large degree in forming judgment as to the question of permanent incapacity, which frequently becomes a question of great difficulty for both the examining physician and the Board.

To protect the interests of applicants, while in no way restricting their liberty of action, the Trustees several years ago adopted the following procedure: (first) Immediately on being notified of a contemplated application for annuity, the Board writes advising and warning the would-be applicant not to resign his or her position in the public school system or take any steps in that direction or toward applying for the State pension or consent to be retired thereon, until after he or she has been officially advised in writing that the applicant has been found to be, in the judgment of the Trustees, legally entitled to annuity, or not so entitled, as the case may be. This leaves applicants entirely free to follow their own judgment, but if such advice and warning are heeded and followed, the applicant's interests are safeguarded every step of the way; for long experience has convinced this Board of Trustees that there is not a Board of Education in New Jersey that will not gladly give any faithful teacher of long service ample time in which to establish his or her claim to the Retirement Fund annuity, if requested to do so, and the situation explained. The aforesaid procedure is such that no applicant takes the slightest risk, if this Board's advice and warning be followed.

In view of the plain provisions of the law, which vest solely in them the verdict as to the granting of annuity, subject to appeal to the State Board of Education, the Trustees had assumed that no member of the Fund who wishes to secure the annuity will run the risk of resigning or of retiring on the State pension till after he or she is certain of receiving the annuity; which assurance can be given by no one except this Board of Trustees in meeting officially assembled. Experience, however, proved otherwise. Many teachers, in spite of advice and warning, have applied for the annuity and ceased teaching, most of them on the pension, without waiting to know the opinion of the examining physician or the verdict of this Board concerning their application; some, indeed, ceased service before they had taken the

medical examination. Unfortunately, in the cases of several of these hasty applicants, the doctors' testimony and the reports of the investigating committees did not prove permanent incapacity to the satisfaction of the Trustees, even after two or three or four examinations by different physicians. Such applications were rejected, and these applicants, by their own precipitate action, were out of both position and the Retirement Fund annuity. Of course, there was great disappointment and unhappiness which would have been prevented had the friendly, urgent, repeated advice and warning of this Board been heeded. The Trustees do everything in their power to protect the financial and professional interests of applicants, and when they, themselves, by not heeding the Board's advice and warning, are disappointed in their expectation of annuity, it would seem that such applicants, and they alone, are responsible for the resultant disappointment.

No application is rejected until after two or more medical examinations (usually by two or more medical examiners) have concurred in pronouncing the applicant to be in their opinion not permanently incapacitated. The law, however, permits a rejected applicant, if a member under the Act of 1907, to apply again and again at any time within two years after ceasing active service. Members under Acts prior to that of 1907 must make application while in active service, but this Board, where there has been the slightest doubt in regard to the merit of such an application, has invariably protected the applicant by keeping the application alive until the matter was settled beyond question. It may be said without fear of successful contradiction that few school authorities and friends protect the interests of applicants at every point so zealously as does this Board of Trustees. The legal and moral rights of the applicant are invariably the first concern of this Board.

"PERMANENT INCAPACITY" A DIFFICULT QUESTION TO DETERMINE.

All applicants are required to make affidavit that they believe themselves to be *permanently* incapacitated, as distinguished from *temporary* incapacity, but this Board feels that affidavits are sometimes made without due comprehension and consideration of the intent of the law. For example: (1) A teacher retired on an annuity of \$313.80 in December, 1913; resumed teaching in April, 1914, to round out the thirty-five addition to the Retirement Fund annuity, and is still teaching. Annuity-addition to the Retirement Fund annuity, and is still teaching. Annuity-payment was suspended at the time said annuitant resumed work. Over a year ago, claiming to have become eligible to the pension by reason of length of service, this teacher made re-application for Retirement Fund annuity, claiming permanent incapacity, but upon learning that a year's more work was necessary to make up the required thirty-five

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years, the application for annuity was withdrawn, and active teaching continued; now, still another application for annuity has been filed on the ground of permanent incapacity. (2) Another annuitant retired in 1909 on \$297.60, (no State pension), resumed teaching last Fall at \$600.00; annuity payment suspended on date of resuming. (3) A number of rejected applicants who had made affidavit to permanent incapacity are still teaching after a lapse of several years. (4) Other applicants after having made affidavit to permanent incapacity were asked by their Boards of Education to continue teaching; whereupon they requested that consideration of their applications for annuity be deferred; which requests were granted. (5) A physician reporting on an application December 20, 1910, wrote, "I have given this case a thorough examination, just as rigid as my routine for heavy policy life insurance. There is no doubt but what this case in my mind is justly entitled to annuity. At her present age (57) with her complaint I don't see any chance for her ever being able to teach again. I think that few annuity warrants will have to be paid." This letter was written nearly eight years ago. The teacher was granted an annuity of \$325.20 on June 9, 1911; paid to the Fund a total of \$325.20; to June 30, 1917, had been paid benefits amounting to \$1,969.96, and is still living and drawing annuity. Evidently, the above-cited examples were those of temporary disability, and not permanent incapacity. They illustrate the difficulty encountered by this Board in determining the question of permanent incapacity.

APPLICATIONS REJECTED IN YEAR 1916-1917.

During the year 1916-1917, twenty-three applications were rejected because applicants did not, in the judgment of the Board of Trustees, prove their permanent incapacity as by law provided. After several medical examinations, either the examining physicians failed to find the applicant permanently incapacitated, or the opinions of the doctors were so conflicting that the Trustees did not consider themselves justified in granting an irrevocable life-annuity on such contradictory testimony. Some rejections were made for the express purpose of "clearing the slate," so that these teachers might proceed to make reapplication, which the law permits for members under the Act of 1907 at any time within two years after ceasing active service. Nine of the aforesaid twenty-three have already made reapplication, and all are privileged to do so. Of the twenty-three rejected applicants, five are still teaching. Of the eighteen rejected applicants who have ceased teaching, fourteen average 59 years of age; are in receipt of a State pension averaging \$558.36, and, should they prove permanent incapacity, will be entitled, in addition, to a Retirement Fund annuity averaging \$526.05; or a total average retiring-allowance of \$1,084.41. To re-

sume: Five of the rejected applicants are still teaching; 14 are in receipt of a State pension averaging \$558.36; three, (one a State pensioner,) are married, one having wedded since she applied for annuity; two are single, have ceased teaching, and are not eligible to the State pension.

MASSACHUSETTS SYSTEM.

The oft-quoted Massachusetts system became operative July 1, 1914. In the years 1915, 1916 and 1917, to September 1st, that State retired 166 teachers at an average age of 65 on an average pension of \$374.15, which is their total possible retiring allowance. The Massachusetts disability-retirement provision became operative July 1, 1917, prior to which date there was no retirement in that State for any reason under the minimum age of 60. To September 1, 1917, Massachusetts had granted eight disability retirements averaging \$269.36; which is their total possible retiring allowance. This may be contrasted with the 730 disability annuities, averaging \$466.53, granted by the New Jersey Retirement Fund from its beginning to June 30, 1917, on which date 558 annuities averaging \$478.76 were living and in force. Much the larger proportion of the total 730 New Jersey annuitants received the State pension in addition to the annuity; but the annuity, alone, averaged \$104.61 a year more than the Massachusetts 166 non-disability retirements averaging \$374.15, and \$209.40 a year more than the eight Massachusetts disability retirements averaging \$269.36.

The 58 New Jersey annuities granted in 1916-'17 averaged \$574.82; which is an average of \$200.67 a year (or above 36 per cent.) more than the maximum average retiring allowance granted by Massachusetts up to September 1, 1917; while 45 of the 58 New Jersey 1916-'17 annuitants retired on a total average annual allowance of \$1,159.30. The fourteen rejected New Jersey applicants with the State pension, only, enjoy an average annual income of \$558.36, which is \$184.21 more than is received by the 166 Massachusetts teachers retired on an average of \$374.15, and \$289.80 a year more than the eight disabled Massachusetts teachers who were retired on an average of \$269.36.

The following table may make the above facts clearer:—

Total number of Massachusetts retirements to September 1, 1917, (166 regular; 8 disability).....	174
Average total retiring allowance.....	\$369.33
Number of New Jersey annuities granted in 1916-'17.....	58
Average annual value.....	\$574.82
Average annual retiring allowance of the 45 New Jersey annuitants entitled, also, to State pension.....	1,159.30
Average retiring allowance of the 13 New Jersey 1916-'17 annuitants not entitled to the State pension.....	558.36

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ACTUARIAL INVESTIGATION.

For several years the Trustees persistently but unavailingly sought to secure from the Legislature a small appropriation to defray the expense of an actuarial investigation of, and report on, the Fund pursuant to that made by Mr. David Parks Fackler in 1905. Early this year, (1917,) the New Jersey State Teachers' Association, through Mr. Albert Moncrief, its President, offered to pay the cost of such an investigation and report, which offer this Board gladly accepted. The Association employed Messrs. Fackler and Fackler, men and actuaries of the highest standing; the head of the firm, Mr. David Parks Fackler, is the Senior Member and a former President of the American Actuarial Association. The report is expected early in November.

STATE COMMISSION ON PENSIONS AND RETIREMENT FUND.

The 1917 Legislature appointed a joint Senate and Assembly Pension and Retirement Fund Commission to investigate and report on all the various New Jersey pension and retirement funds for municipal, county and State employees. Assemblyman Arthur N. Pierson, of Westfield, is Chairman. The other members are Senator William E. Florance, of Middlesex; Senator William B. Mackey, Jr., of Bergen; Assemblyman Elmer H. Geran, of Matawan, and Assemblyman A. Dayton Oliphant, of Trenton. It is understood that this Commission will report to the next Legislature, (1918). The Trustees of the Teachers' Retirement Fund have been invited to a conference with the Commission on October third, 1917.

ANNUITY RECORD BY COUNTIES FROM BEGINNING TO JUNE 30TH, 1917, END OF FISCAL YEAR.

The following table gives by counties to June 30, 1917: (1) Number of annuities granted, and total amount paid thereon; (2) Number of annuities deceased; (3) Number and annual value of annuities living and in force; (4) Number and annual value of applications pending June 30, 1917.

COUNTY.		NUMBER AND VALUE OF ANNUITIES GRANTED AND TOTAL BENEFITS PAID.		ANNU- ITIES DE- CEASED.		NUMBER AND AN- NUAL VALUE OF ANNUITIES LIVING AND IN FORCE.			NUMBER AND AN- NUAL VALUE OF APPLICATIONS PENDING.		COUNTY.
Atlantic	12	\$5,037.80	\$19,228.49	3	9	\$3,814.80	4	\$2,228.80	Atlantic		
Bergen	14	6,798.72	23,443.06	4	10	5,197.20	..	.....	Bergen
Burlington	22	6,856.28	45,591.58	7	15	4,676.36	2	1,300.00	Burlington		
Camden	65	30,367.92	122,895.61	12	53	25,826.08	..	.....	Camden
Cape May	3	1,051.20	3,061.07	0	3	1,051.20	..	.....	Cape May
Cumberland	35	10,827.32	52,671.09	9	26	7,932.84	1	360.00	Cumberland		
Essex	153	82,489.76	447,886.71	31	122	67,349.44	1	650.00	Essex		
Gloucester	12	3,745.36	26,190.06	1	11	3,497.88	1	350.00	Gloucester		
Hudson	131	78,734.32	301,443.94	33	98	59,977.16	6	3,844.00	Hudson		
Hunterdon	21	6,025.84	45,296.72	6	15	4,138.44	..	.....	Hunterdon
Mercer	41	18,015.52	90,324.66	11	30	13,693.48	1	606.00	Mercer		
Middlesex	16	6,205.16	25,724.80	8	8	3,216.72	..	.....	Middlesex
Monmouth	35	13,011.48	65,199.64	7	28	10,470.32	3	1,500.00	Monmouth		
Morris	24	8,327.28	41,628.14	9	15	5,815.88	..	.....	Morris
Ocean	9	3,251.48	15,900.16	2	7	2,684.48	..	.....	Ocean
Passaic	51	25,524.52	141,437.15	10	41	20,943.88	3	1,444.20	Passaic		
Salem	13	4,054.80	16,315.48	3	10	3,209.16	2	802.20	Salem		
Somerset	10	3,114.16	18,662.80	1	9	2,688.16	2	792.00	Somerset		
Sussex	14	4,164.40	23,813.25	3	11	2,953.12	..	.....	Sussex
Union	35	16,709.68	72,221.65	9	26	13,281.76	3	1,689.20	Union		
Warren	8	2,879.48	15,101.60	2	6	2,003.48	2	810.00	Warren		
State Schools	5	2,728.00	12,107.54	0	5	2,728.00	..	.....	State Schools
State Superintendent	1	650.00	1,655.35	1	0	.....	..	.....	State Superintendent
Totals		730	\$340,570.48	\$1,627,800.55	172	558	\$267,149.84	31	\$16,376.40		
Averages			466.53	2,229.86			478.76		528.27		

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GENERAL STATISTICS FROM BEGINNING TO JUNE 30, 1917.

TOTAL ANNUITIES GRANTED.

<i>Total number of annuities granted to June 30, 1917.....</i>	730
Total annual value.....	\$340,570.54
Average annual value.....	466.53
Total paid to Fund.....	305,651.03
Average paid to Fund.....	418.70
Total received from Fund.....	1,627,800.55
Average received from Fund.....	2,229.86

MALE ANNUITIES GRANTED.

<i>Total number of annuities granted to men to June 30, 1917</i>	114
Total annual value.....	\$54,477.08
Average annual value.....	477.86
Total paid to Fund.....	48,434.13
Average paid to Fund.....	424.86
Total received from Fund.....	235,065.60
Average received from Fund.....	2,061.97

FEMALE ANNUITIES GRANTED.

<i>Total number of annuities granted to women to June 30, 1917</i>	616
Total annual value.....	\$286,093.40
Average annual value.....	464.43
Average paid to Fund.....	417.55
Total received from Fund.....	1,392,734.95
Total paid to Fund.....	257,216.90
Average received from Fund.....	2,260.93

DECEASES.

<i>Deceased annuities to June 30, 1917; number.....</i>	171
Total annual value.....	\$73,106.84
Average annual value	472.92
Total paid to Fund.....	56,189.79
Average paid to Fund.....	328.59
Total received from Fund.....	285,711.86
Average received from Fund.....	1,670.82
<i>Male annuities deceased to June 30, 1917; number.....</i>	39
Total annual value.....	\$18,521.92
Average annual value.....	474.92
Total paid to Fund.....	14,892.78
Average paid to Fund.....	381.86
Total received from Fund.....	64,588.74
Average received from Fund.....	1,656.12

SCHOOL REPORT.

<i>Female annuities deceased to June 30, 1917; number..</i>	132
Total annual value.....	\$54,584.92
Average annual value.....	413.52
Total paid to Fund.....	41,297.01
Average paid to Fund.....	312.85
Total received from Fund.....	221,123.12
Average received from Fund.....	1,675.17

ANNUITANT RESUMED TEACHING.

<i>One annuitant resumed teaching; annuity payment suspended; value</i>	\$313.80
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ANNUITIES IN FORCE JUNE 30, 1917.

<i>Annuities in force June 30, 1917.....</i>	558
Total annual value.....	\$267,149.84
Average annual value.....	478.76
Male annuities in force.....	75
Total annual value.....	35,955.16
Average annual value.....	479.40
Female annuities in force.....	483
Total annual value.....	231,194.68
Average annual value.....	478.66

RECEIPTS TO JUNE 30, 1917.

Members' dues	\$1,967,792.72
Interest	132,979.69
Entertainments, donations, legacies, etc.....	39,681.95
Investments paid off.....	70,500.00

DISBURSEMENTS TO JUNE 30, 1917.

Annuities	\$1,627,800.55
Rebates	1,208.32
Refunds of dues deducted in error.....	1,541.60
Administrative expenses prior to November 1, 1906	17,871.79
Investments	335,250.00
Premium and accrued interest on investments.....	4,880.13

ASSETS AT CLOSE OF BUSINESS JUNE 30, 1917.

Cash in bank	\$219,479.52
Bonds and mortgages.....	145,250.00
Real estate	8,000.00
Municipal bonds	111,500.00
Total	<u>\$484,247.52</u>

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RECEIPTS AND DISBURSEMENTS YEAR BY YEAR FROM BEGINNING TO
JUNE 30, 1917, COMPILED FROM STATE TREASURER'S ANNUAL REPORTS.

The following Tables show by fiscal years: (I) The amount of Receipts and from what sources derived; (II.) The amount of Disbursements, and for what purposes expended.

TABLE I.—RECEIPTS FROM BEGINNING TO JUNE 30, 1917, COMPILED FROM STATE TREASURER'S ANNUAL REPORTS.

Fiscal Year.	Members' Dues.	Interest.	Annuity Account.	Entertainments, Donations, Legacies, Duplicates etc.	Investments Paid off.	Total Receipts.	Fiscal Year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1896-'97	\$9,835.95	.....	.....	\$1,375.35	.....	\$11,211.30	1896-'97
1897-'98	14,379.12	.....	.....	297.00	.....	14,676.12	1897-'98
1898-'99	14,522.13	\$608.22	.....	.....	.....	15,130.35	1898-'99
1899-'00	13,181.60	1,109.36	.....	6,799.23	\$8,000.00	29,090.19	1899-'00
1900-'01	15,852.77	1,705.00	.....	3,195.40	.....	20,753.17	1900-'01
1901-'02	16,008.67	1,833.67	.....	2,412.04	.....	20,254.38	1901-'02
1902-'03	22,686.60	2,485.45	.....	3,265.80	.....	28,437.75	1902-'03
1903-'04	20,945.63	2,673.53	.....	2,853.36	.....	26,372.52	1903-'04
1904-'05	22,669.34	3,329.61	.....	2,793.13	.....	28,792.08	1904-'05
1905-'06	21,093.36	3,163.11	.....	10,501.51	.....	34,757.98	1905-'06
1906-'07	*35,095.19	4,258.15	.....	228.10	.....	39,581.44	1906-'07
1907-'08	52,523.48	3,842.85	.....	11.00	\$2,000.00	58,377.33	1907-'08
1908-'09	93,686.76	4,049.37	.....	6.00	.....	97,742.13	1908-'09
1909-'10	147,901.36	4,167.77	\$12.38	6.00	.....	152,087.51	1909-'10
1910-'11	166,138.27	8,670.31	.....	2.00	2,000.00	176,810.58	1910-'11
1911-'12	182,339.85	10,167.76	57.25	21.00	3,000.00	195,585.86	1911-'12
1912-'13	181,692.76	14,651.63	.....	554.04	1,000.00	197,898.43	1912-'13
1913-'14	216,888.14	15,014.61	.....	21.00	500.00	232,423.75	1913-'14
1914-'15	218,523.05	16,192.55	658.62	516.00	10,500.00	246,390.22	1914-'15
1915-'16	246,164.47	17,811.19	139.20	14.00	14,500.00	278,628.86	1915-'16
1916-'17	254,908.12	17,245.55	719.54	4,080.20	37,000.00	313,953.41	1916-'17
Totals	\$1,966,936.52	\$132,979.69	†\$1,586.99	\$38,952.16	\$78,500.00	\$2,218,955.36	Totals

*Col. 2.—The advanced rates of dues under the Acts of 1906 and 1907 first show in the receipts for 1906-'07.

†Col. 4.—Annuities repaid to Fund on account of decease, overpayment, etc.

TABLE II.—DISBURSEMENTS FROM BEGINNING TO JUNE 30, 1917, WITH ASSETS AT END OF EACH FISCAL YEAR, COMPILED FROM STATE TREASURER'S ANNUAL REPORTS.

Fiscal Year.	Annuities.	Rebates.	Dues Deducted in Error and Re-funded.	Administrative Expenses.	Investments.	Legal Expenses.	Investment and Accrued Interest Paid on Miscellaneous Investments.	Total Disbursements.	Assets End of Year.	Fiscal Year.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1896-'97	.....	.....	.....	\$1,024 01	.....	.....	.....	\$1,024 01	\$10,187 29	1896-'7
1897-'98	\$879 01	.....	.....	1,381 22	.....	.....	.....	2,260 23	22,603 18	1897-'8
1898-'99	2,058 85	.....	.....	1,449 44	\$8,000 00	.....	\$99 30	11,607 59	34,125 94	1898-'9
1899-'00	5,867 18	.....	.....	1,681 27	37,000 00	.....	.....	44,548 45	47,667 68	1899-'00
1900-'01	8,190 88	.....	.....	1,772 64	.....	.....	.....	9,963 52	58,457 33	1900-'01
1901-'02	13,975 62	\$100 55	.....	1,782 65	16,500 00	.....	.....	32,358 82	62,852 89	1901-'02
1902-'03	14,865 45	210 73	.....	1,892 15	.....	.....	.....	16,966 33	74,322 31	1902-'03
1903-'04	19,174 50	164 82	.....	1,603 54	10,000 00	.....	.....	30,942 86	79,751 97	1903-'04
1904-'05	22,166 97	130 57	.....	1,523 27	.....	.....	.....	23,820 81	84,723 24	1904-'05
1905-'06	27,340 09	208 09	.....	1,511 93	15,000 00	.....	.....	44,060 11	90,421 11	1905-'06
1906-'07	35,624 55	117 14	.....	†652 14	.....	.....	.....	36,393 83	93,608 72	1906-'07
1907-'08	53,473 33	58 43	.....	.....	3,000 00	**1,160 03	58 61	57,760 45	95,235 60	1907-'08
1908-'09	64,068 17	103 74	\$12 15	32 60	.....	**404 85	.....	64,621 51	128,356 22	1908-'09
1909-'10	86,648 81	.....	153 43	.....	45,250 00	.....	.....	132,052 24	193,641 49	1909-'10
1910-'11	111,733 63	27 73	120 76	.....	50,000 00	.....	412 25	162,294 37	256,157 70	1910-'11
1911-'12	131,560 97	.....	171 00	.....	66,000 00	.....	3,998 09	201,730 06	313,013 50	1911-'12
1912-'13	154,354 75	.....	259 46	.....	.....	1 00	.....	154,615 21	355,296 72	1912-'13
1913-'14	183,494 50	.....	268 82	.....	25,000 00	.....	.....	208,763 32	403,457 15	1913-'14
1914-'15	206,946 92	.....	216 90	.....	14,600 00	.....	.....	221,163 82	432,183 55	1914-'15
1915-'16	230,290 19	86 52	255 28	.....	18,500 00	.....	370 49	249,502 48	465,309 63	1915-'16
1916-'17	256,542 67	.....	83 80	.....	35,000 00	††1,389 35	.....	293,015 82	484,247 52	1916-'17
Totals..	\$1,629,257 04	\$1,208 32	\$1,541 60	\$16,306 86	\$343,250 00	\$2,955.28	\$4,938 74	\$1,999,457 84	.....	Totals.

†Col. 5.—The State appropriation to pay administrative expenses became available November 1, 1906. All administrative expenses charged to the Fund after that date are on account of liabilities previously incurred.

*Col. 7.—Legal expenses.

††Col. 7.—This item, \$1,389.35, is legal expense, taxes, etc., on the Arvine H. Phillips loan, foreclosed.

ANNUITY RECORD YEAR BY YEAR FROM THE BEGINNING TO JUNE 30, 1917.

The following table shows for each fiscal year from the beginning to June 30, 1917: (1) Number of annuities granted; (2) Total annual value; (3) Average annual value; (4) Average age on date annuity was granted; (5) Average period of service, including private school; (6) Number of deceases; (7) Total annual value of deceased annuities; (8) Average annual value; (9) Average age at date of decease; (10) Period decedents drew annuity; (11) Number of annuities living and in force on June 30 of each year; (12) Total annual value of living annuities; (13) Average annual value. (*Col. 6 includes one annuitant, \$313.80, who resumed teaching April 6, 1914; annuity payments suspended.)

Years.	Total and Average Annual Values of Annuities Granted.			Average Age on Date Annuity was Granted.	Average Period of Service, Including Private School.		DECEASES.				Annuities Living and in Force at End of Each Fiscal Year.			
							Average Age at Date of Decease.	Average Period Drew Annuity.						
	Number.	Total Annual Value.	Average Annual Value.	Years.	Months.	Years.	Months.	Years.	Months.	Days.	Number.	Total Annual Value.	Average Annual Value.	Years.
(1)	(2)	(3)		(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	
1897-'98	8	\$2,669 92	\$333 74	59- 4	35-11	1	\$247 48	\$247 48	65- 0	0- 4-19	7	\$2,422 44	\$346 06	1897-'98
1898-'99	10	3,012 96	301 29	58- 8	33-10	0	.....	.....	0- 0	0- 0- 0	17	5,435 40	319 72	1898-'99
1899-'00	12	3,162 08	263 50	55- 2	31- 4	1	247 48	247 48	57- 0	0-10-24	28	8,350 00	293 21	1899-'00
1900-'01	12	3,813 84	317 82	52- 4	33- 1	5	1,451 52	290 30	55- 0	1- 3-20	35	10,712 32	306 06	1900-'01
1901-'02	10	3,073 84	307 38	53- 4	25- 5	3	888 48	296 16	51- 8	1- 8-22	42	12,897 68	307 08	1901-'02
1902-'03	17	5,845 16	343 83	59- 1	33- 3	5	1,895 80	379 16	63- 7	2-10- 8	54	16,847 04	311 98	1902-'03
1903-'04	18	5,625 76	312 54	57- 3	31- 6	4	1,410 72	352 68	63- 9	3- 5- 3	68	21,062 08	309 73	1903-'04
1904-'05	19	6,467 40	340 38	55-10	27-10	4	1,228 52	307 13	67- 9	1-10- 1	83	26,300 96	316 87	1904-'05
1905-'06	22	7,149 00	324 95	59- 5	35-10	3	1,014 72	338 24	62- 9	4- 1-10	92	32,435 24	352 55	1905-'06
1906-'07	40	14,830 16	370 75	56- 7	35- 6	5	2,088 88	417 77	62- 9	5- 5-20	137	45,176 42	329 75	1906-'07
1907-'08	35	16,525 24	472 14	60- 9	37- 2	12	4,181 68	348 47	62- 9	2-11-25	160	57,520 08	359 50	1907-'08
1908-'09	33	15,650 00	474 24	57- 8	36- 5	11	4,389 76	399 06	63- 2	3- 7- 9	182	68,780 32	377 91	1908-'09
1909-'10	74	34,105 44	460 88	55- 8	33- 7	8	2,707 52	338 44	56- 3	2- 9- 1	248	100,178 12	403 94	1909-'10
1910-'11	51	23,945 16	469 51	57- 7	34-10	6	3,464 04	577 34	64- 4	3- 0- 3	293	120,673 64	411 85	1910-'11
1911-'12	64	25,866 80	479 01	55- 7	33- 8	9	4,001 84	444 64	67- 0	3- 8-26	338	142,498 68	421 59	1911-'12
1912-'13	63	32,570 66	516 99	58- 3	34- 3	19	7,427 56	390 92	64-10	6- 3- 9	382	167,681 72	438 96	1912-'13
1913-'14	71	36,291 08	511 14	58- 3	35- 9	*14	6,522 28	465 88	64- 6	3- 6-29	439	197,450 52	449 77	1913-'14
1914-'15	49	26,187 32	534 43	57- 1	34- 9	15	6,645 88	443 06	67- 6	5- 6- 4	473	216,991 96	458 76	1914-'15
1915-'16	74	40,439 52	546 48	59- 2	38- 3	27	14,504 40	537 20	65- 7	4- 3-17	520	242,912 68	467 14	1915-'16
1916-'17	58	33,339 28	574 81	59- 0-11	36- 5-22	20	9,102 08	445 10	66-11- 1	6-10-19	558	267,149 84	478 76	1916-'17
Totals ..	730	\$340,570 48		41,772 Y-6 M-22 D	25,452 Y-7 M	*172	\$73,106 84		11,061 Y-6 M-17 D	732 Y-4 M-14 D	558	\$267,149 84		Totals
Averages ..		466 53		57 Y-0 M-15 D	34 Y-10 M-12 D		427 52		64 Y-3 M-23 D	4 Y- 3 M- 2 D		478 76		Ave's

*Includes one annuitant who resumed teaching.

SCHOOL REPORT.

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MISS SOPHIE M. BRAUN, Principal, School Number One, Elizabeth.

MR. JAMES E. BRYAN, Superintendent, Camden Public Schools.

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MISS S. EMILY POTTER, Vice-Principal, Washington Street School, Newark.

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